



PPA Bartlett- ISBE REQUIRED RTO REDUCTION PLAN

Parkland Preparatory Academy- Bartlett is committed to support a vision for cultural change that reinforces positive behavior interventions and support rather than physical restraint, time out, or isolated time out. The following RTO Reduction Plan has been developed with the entire student population in mind and their ever-changing needs at the forefront. Every staff member that works with our students is devoted to the learning and on-going changes that are necessary in order to make each student feel welcomed and safe.

RTO Reduction Plan Goals (Data Sheet):

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- The number of RTO incidents at PPA-Bartlett will be reduced by 10%
 - 326 to 293 incidents
- The number of students experiencing RTO at PPA-Bartlett will be reduced by 10%
 - 40 to 36 students
- PPA-Bartlett will reduce the number of students with an emotional disability experiencing RTO by 25%.
 - 17 to 13 students

Oversight Team Members and Titles:

- Jennifer Marriott, Principal
- Katherine Colon, Clinical Coordinator
- Mark Bough, Behavior Intervention Staff
- Sean Walsh, Behavior Intervention Staff
- Kevin Junn, Program Therapist
- Annie Transon, COTA

Parkland Preparatory Academy Bartlett Physical Restraint, Time Out, and Isolated Time Out (RTO) Reduction Plan:

- I. **Physical Restraint, Time Out, and Isolated Time Out (RTO) Oversight Team:**



Parkland Preparatory Academy Bartlett will establish and maintain an RTO oversight team to develop, implement and monitor district-specific plans that will lead to the reduction and eventually the elimination of the use of RTOs. Members of the RTO Oversight Committee shall consist of at least one of each of the following: Program Therapist, Principal, Behavioral Intervention Staff, Special Education Teacher, and Paraprofessional.

Timeline: Established on July 15, 2024

Responsible party: Principal and Clinical Coordinator

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Timeline: Ongoing/Annual Review

Responsible party: Building Administration, Program Therapists, Teachers, Behavior Intervention Staff, Paraprofessionals

II. Proactive Nonrestrictive interventions

A. Ongoing Professional Development

1. All staff will participate in PD sessions regarding Trauma Informed Care during in-service days prior to the start of and during the 2024-2025 school year.
2. CPI refresher PD in the fall to include verbal de-escalation techniques and reviewed throughout the school year.

B. Each classroom team reviews the FBA and BIP of each student quarterly as well as during each student's annual review.



- C. Teachers and Program Therapists will present classroom and building wide expectations to students. Staff will:
 - 1. Give students a proper behavioral model of the expectation and then a non-example of what it looks like when a student is not meeting the expectation within the classroom or school environment.
 - 2. After students are explicitly taught classroom and school rules, the rules will be revisited periodically to ensure a clear understanding.
 - 3. At each modeling session students will be given a chance to model the expected behavior within the naturally occurring environment. It is the staff's role during this time to provide positive praise to students who correctly model the defined behavior.
 - 4. Continued positive praise should be provided from staff to students anytime positive and expected behavior is demonstrated.
 - 5. Students are encouraged to make positive choices. Staff will offer them options which then lead the student to natural rewards and consequences.
- D. Staff will teach and review the “Circle of Courage” model to students at the beginning of the school year and continuously throughout the school year. Students that are caught exhibiting the “Circle of Courage” model will be reinforced with Courageous Coupons.
- E. Program therapists will work with staff to teach students to use coping strategies. The Program Therapists will work together to develop group lesson plans that address coping strategies that are appropriate for each grade level.
- F. Teachers and related service staff at Parkland Preparatory Academy (Speech and Language Pathologists and Occupational Therapists) consult with a student’s personal therapist in order to update classroom behavior management plans.
- G. Functional Behavioral Assessments (FBA) are an individualized problem-solving process conducted by the student’s educational team addressing student problem behavior. An assessment is conducted to identify the purpose, or function of a



student's problem behavior. This assessment process involves collecting information about the conditions that come before the problem behavior, and the subsequent rewards that reinforce the behavior. The information that is gathered is then used to identify individualized interventions aimed at reducing the target behaviors and increasing identified replacement behaviors. This information is then used to assist the team in drafting a Behavior Intervention Plan to help the student incrementally reduce the target behavior identified within the Behavior Intervention Plan.

- H. Classrooms are strategically arranged so students have the ability to encounter instruction individually, within small groups, large groups and in centers. This also means the furniture is arranged to allow for the teacher and other staff within the classroom the ability to easily move about to monitor students. Other physical characteristics of the classroom setting are posters or information posted around the room that are directly related to academic and social/emotional content taught within the learning setting. All materials in the classroom should be readily accessible and neatly kept.

Timeline: Ongoing/Annual Review

Responsible party: POD committee, Program Therapists, Teachers, Behavior Intervention Staff, Paraprofessionals, Building Administration

III. **Reactive Nonrestrictive Interventions**

- A. Staff will be trained quarterly on reactive non-restrictive intervention techniques.
 - 1. Allowing students to escape from demand, behavior extinction, reinforcement, planned ignoring, redirection, offering choices, verbal feedback, visual support, etc.
- B. Each classroom team will actively participate in the RTI process by referring one student bi-weekly that is demonstrating increased dysregulation.
- C. Students will be provided with redirection when a maladaptive behavior is observed. Staff also provide positive verbal feedback



within the redirection encouraging the student to make a better choice next time.

- D. After a student displays a maladaptive behavior, they will be encouraged to process the incident with staff, either verbally or in writing.
 - 1. Processing can happen at any time
 - 2. Processing is not a requirement to return to class - safety is the only requirement
 - 3. Stop, Think, and Process (STP) is NOT a place, it is an ACTION. Students have the opportunity to Stop, Think, and Process in settings like the classroom, the hallway, therapist or administration office, while taking a walk, etc.
- E. In order to support the reduction of maladaptive behaviors, positive reinforcers are identified and used with students. As target behaviors diminish the positive reinforcement is reduced and eventually extinguished.

Timeline: Ongoing/Annually

Responsible party: Building Administration, Program Therapists, Teachers, Behavior Intervention Staff, Paraprofessionals

IV. **Debriefing Meetings**

- A. Conduct debriefing meetings to assess what occurred, why it occurred, and to think through ways to prevent use of the intervention the next time.
 - 1. Proactive regular team meetings to plan for students as well as utilization of the Individual Student Plan for any student that meets the criteria.
- B. Ensure staff are aware of and utilize debriefing procedures.
- C. Document debriefing efforts.

Timeline: After each RTO incident

Responsible party: All parties involved in the RTO incident. Additional members include Building Administration and Program Therapists.

V. **Student History:**

Relevant information about any history of physical abuse, sexual abuse, and/or other relevant medical mental health information will be



shared **only** with the appropriate school personnel at the beginning of the school year to the extent that it impacts behavior management, de-escalation, crisis management, etc. As our student clientele is more transient in nature and students are accepted all year long, it will be the responsibility of the Building Administration, in conjunction with the Program Therapist to ensure relevant information is provided to the appropriate staff who would be working with the student.

*Disclosures of sensitive student information must be consistent with federal and state laws governing student confidentiality and privacy rights. "Appropriate school personnel" include school staff with a legitimate educational interest in the student information.

Timeline: Within the first month of each school year for returning students, within the first two weeks of the arrival of new students, and as soon as possible after the disclosure of new information (i.e. new disclosure of abuse, neglect, etc.).

Responsible party: Building Administration and Program Therapists

VI. Identify 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 the student's IEP:

- A. According to school code 23 IAC 1.285(f)(4): "When a student experiences instances of isolated time out, timeout or physical restraint on three days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions."
- B. Administration will monitor the number of RTO reports for each student on campus.
- C. When an RTO happens parents will be contacted within 24 hours of the incident. Preferably parents are notified by the end of the school day. If a parent requests a meeting, a time and day will be established.



- D. The Building Administrator or Administrator Designee will enter the incident report into IWAS where ISBE requires the incident to be recorded within 48 hours of the event.
- E. When there are 3 events of RTO within a 30 day period, there will be a meeting established to examine the events that took place and the team will determine additional interventions that could be put in place to help reduce the number of RTO's the student encounters. The student's parents and public school district representative will be invited to attend.
- F. The record of this meeting will be maintained electronically in a shared drive, and also will be kept within the student's file, but apart from their IEP.
- G. An RTO Meeting Notes Template will be used:
 - 1. Review Purpose
 - 2. Attendees
 - a) Student (if appropriate)
 - b) 1 staff involved in incident(s)
 - c) 1 staff not present for incident(s)
 - 3. Review Incident(s)
 - a) Antecedents
 - b) Proactive strategies
 - c) Deescalation & reintegration strategies
 - 4. Feedback/Strategies
 - 5. Next Steps/Parent Concerns

Timeline: Within two days of the third RTO incident within 30 days unless parents request an extension.

Responsible party: Building Administrator will schedule with necessary team members.

VII. Parent Review Process

- A. RTO plan will be posted on www.parklandprep.com.
- B. Parents will be notified any time there is a physical hold or staff-directed timeout with their child within 24 hours of the incident and incident reports are to be sent home.



1. Significant behavioral infractions within the school setting will be communicated to parents by the classroom teacher, counselor or both.
- C. Parents will receive quarterly report cards and updated IEP goals.
- D. On an annual basis, the Special Education Team at Parkland Preparatory Academy and the public school LEA will conduct an Annual Review, which will include the review of the student's Behavior Intervention Plan until it is no longer needed.
- E. Every three years from the initial evaluation date of when the student qualified for special education services, a three year re-evaluation will be conducted, after prior approval to conduct the evaluation has been given by parents.

Timeline: Ongoing/Annually

Responsible party: Building Administrator, Program Therapists, Classroom Teacher in communication with the District Representative

VIII. RTO Reduction Plan Modification Process

The RTO Reduction Committee will meet quarterly to review the school's use of RTO and its plan to reduce and ultimately eliminate the use of RTO. The RTO Reduction Committee will review the school's RTO data and examine the progress of the school's three RTO goals. The committee will make any necessary changes to this plan and submit to Parkland Administration for approval and then submit it to ISBE. Each year, the RTO plan will be shared with Parkland Administration, ISBE, and made available to parents.

Timeline: Quarterly

Responsible party: RTO Reduction Committee