The district's plan for reducing the use of restraint and seclusion (continued):

j. Number of SWD receiving seclusion more than one time = 7
k. Number of SWD receiving restraint **and** seclusion more than one time = 4
l. Number of African American SWD receiving restraint or seclusion = 23
m. Number of Caucasian SWD receiving restraint or seclusion = 70
n. Number of restraint incidents in
-ESE Classroom = 39
-Playground = 2
-General Education Classroom = 2
-Cafeteria = 3
-Hallway/Breezeway = 5
-Bus/Bus Zone = 1
-Other = 10

Establish a measurable goal for reducing the use of restraint and seclusion within the effective dates for this SP&P.
The measurable goal for 2011-2012 is to reduce the number of restraint and seclusion incidents by 25%.

Does the district use prone restraint? If so, include a plan for reducing the use of prone restraint. (REQUIRED)
No

Does the district use mechanical restraint? If so, include a plan for reducing the use of mechanical restraint. (REQUIRED)
No

Describe the data reviewed (REQUIRED) and the problem-solving process used to develop the district's plan to reduce the use of restraint and seclusion.
Data reviewed to develop our plan to reduce the use of restraint and seclusion was exported to an excel document from the DOE restraint and seclusion reporting website which includes the following essential elements:
School, Type of Incident, First Name, Last Name, DOB, Grade, Race, Gender, Exceptionality, Incident Start and End Time, and Location.
ESE Director and specialists were involved in the problem-solving process to review data to develop plans for reduction of incidents.

Activities to consider for the purpose of reducing the use of restraint and seclusion. Describe each activity selected.

a. Implement student-specific strategies such as: reviewing individual educational plans (IEPs)/ Section 504 plans; conducting evaluations/reevaluations and FBAs; evaluating effectiveness of PBIPs and health care plans specific to individual students' responses/progress.
b. Implement district and school strategies for increasing parental involvement.
c. Introduce or strengthen multi-tiered systems of support (MTSS), which could include schoolwide positive behavioral support.
d. Provide additional professional development training in positive behavioral support and crisis management.
e. Problem solve with school administrators to make data-driven decisions regarding school environments.
f. Other proposed activities.