Timeout Committee Meeting Summary

March 27, 2017

Attendees: Lisa-Ann Johnson, Jane Fry, LaTasha DeLoach, Faith Coleman, Brandi Moon, Chrissy Dodds, Craig Ginapp, Maria Cashman, Kirsta Scranton, Mary Roberts, Sean Casey, Natalee Thompson, Phil Lala, Beth Burnett, Marge Hartman, Courney Micheel, Brenda Bassingthwaite (Observers - Sara Wise, Amanda Lewis, Sungeun Kang – Univ. of Iowa), Denise Yoder

1. Review time-line for completion of recommendation:
   a. Propose a deadline of early June to report recommendations to Board
   b. Update of committee progress to Board March 28, 2017 (Jane Fry)
2. Continue to give input regarding District Incident Forms
   a. Determine information that we need to track for system reviews
   b. Small group will work on new form when all suggestions have been received
3. Data Requested:
   a. Data explained by Lisa-Ann Johnson
   b. See PowerPoint for data updates
4. Demographics Data Review:
   a. Table 1:
      i. Clarify definitions of timeout across district (Borlaug documenting T.O. in office)
      ii. Can identify schools to support – Alexander, Longfellow, NWJH, Penn, Wood
      iii. Alexander, Kirkwood & Wood have elevated numbers of African Am. Students in timeout
   b. Table 2:
      i. TREC – no notes, What is happening? What is the form used at TREC?
      ii. Black Males – timeout is concerning
      iii. Are timeout rooms effective? Data to make decisions (goal reached?)
      iv. Policy – Every parent should see the space and understand
      v. Gen Ed Students – When? Documents student is being evaluated – should be more clear about student – new to district?
      vi. Do we know the number of self-selected timeouts?
      vii. What are the behaviors that occurred with a general education student that led to timeout?
   c. Table 3:
      i. Clarification on elopement as justification for T.O.
      ii. Breakdown of designation at program (ASD, BD, etc.)
      iii. Kirkwood – look at numbers
      iv. 57% of total student population experienced incidents
v. Roughly 6% of special education population
d. Table 4:
   i. African American students secluded 100% more
   ii. See breakdown of percentages on data sheet

5. Hanover Report – Comments from tables
   a. Need to not use the word, “timeout” – call it a continuum of self-regulation, think spot, quiet spot,
   b. Teach all students & staff self-regulation skills
   c. Seclusion is not a punishment, used only at the end of the continuum when the student is going to harm self or others
   d. Use of seclusion as crisis management is correct
   e. Any inconsistent use of timeout for students is confusing
   f. Timeout should never be about property destruction
   g. Need more conversation about using self-regulation skills
   h. Continuum – thinking of spectrum from general education to special education classroom.
   i. What is the continuum of timeout?
   j. Timeout with door open is still timeout; could there be other options for students in these situations such as a partition for an “exclusionary timeout?” Where would this be on our continuum?
   k. Need to use common language across the district
   l. For parents: Define, show and make sure that they are aware of and understand the continuum
   m. Will implicit bias trainings help or eliminate bias?
   n. Timeout – consequence, not a punishment
   o. Steps on Continuum: 1) Engagement in class; 2) planned ignoring; 3) withdrawal of materials; 4) non-exclusion, in view of activities, in classroom; 5) exclusion, out of view of activity no participation (still in classroom); 6) seclusion, room clear, in classroom, office, no peers, restricting movement; 7) seclusion in a confined room
   p. Funding to replace materials
   q. Replace “timeout” with “seclusion” in describing space where physically confined and detained

6. Next Steps:
   a. Teacher Child Interactive Training (TCIT) - review
   b. Trauma Informed Care
   c. 308 Timeout incidents to date this year – what will our goal be for the future?
   d. Can we look at historical data? What data is comparable to current data?