

Moline Coal Valley #40 Physical Restraint Reduction Plan

Physical Restraint Reduction Goal: The plan's objective is to have no more than 1 student experiencing five-plus instances of physical restraint during a 30-day period over a 12-month period.

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p><i>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;</i></p>	<p>Actively using the following:</p> <ul style="list-style-type: none"> ● Behavioral Supports ● Conscious Discipline ● Zones of regulation ● Second step ● MTSS / RTI interventions ● CICO ● AIM ● Removing peers from area ● Increased use of motivators and therapeutic supports ● Function based interventions ● Skill-based training ● Instruction of 	<ul style="list-style-type: none"> ● Monitor use of programs and interventions ● Continued Implementation of AIM ● Training in CPI and all-district de-escalation ● Provide intensive behavior intervention in gen-ed settings to students and teachers ● Data collection on utilization or effectiveness of RTI plans ● Flexible grouping 	<ul style="list-style-type: none"> ● Continuous monitoring and training. ● CPI training for staff completed by December, 2022 ● Behavioral Support Reteaching completed by the end of September, every year ● RBT Trained by September 2022 	<ul style="list-style-type: none"> ● School principals ● Director of special ed ● Special Ed Coordinator ● Related service staff ● Support staff ● Teachers (gen ed / sped) ● Paras ● Outside agencies ● Counselors ● SEL support staff ● Therapy dog

	<p>functional communication</p> <ul style="list-style-type: none"> ● Train paras as Registered Behavior Technicians (<i>BCBA approach to behavior support</i>) 	<p>training/refresh er with Gen. Ed teachers during the school day</p>		
<p><i>B. Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;</i></p>	<ul style="list-style-type: none"> ● Nonviolent CPI ● Conscious Discipline strategies ● Zones of Regulation ● BIP Plans ● AIM ● Trauma informed practices ● Therapeutic space ● Sensory rooms ● Safe spaces in room ● All-staff verbal ● De-escalation training ● Student safety plans ● Train paras as Registered Behavior Technicians (<i>BCBA approach to behavior</i>) 	<ul style="list-style-type: none"> ● Training of CPI ● Data collection effectiveness ● Utilization of AIM ● Staff PD for student behavior plan review and techniques for de-escalation 	<ul style="list-style-type: none"> ● Continuous monitoring and training. ● CPI training for staff completed by December, 2022 ● Within 30 days of writing a student safety plan, will review with all-staff 	<ul style="list-style-type: none"> ● School principals ● Director of special ed ● Special ed coordinator ● BHASED coordinator ● Related service staff ● Support staff ● Teachers (gen ed / sped) ● Paras ● Outside agencies ● Counselors ● SEL support staff

	support)			
<i>C. Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated timeout;</i>	<ul style="list-style-type: none"> • District crisis response will follow Nonviolent CPI techniques and strategies. • Continued Verbal de escalation training in all schools with all staff • Crisis intervention plans • Threat assessment teams review procedures • Referral to District Behavior team • Purchase of blocking pads to prevent hands-on wherever possible 	<ul style="list-style-type: none"> • Training of all crisis team members on CPI techniques (or other items listed in prior column) and strategies in addition to training required by PA 102-0339 • Development of crisis team • Roles and responsibilities of crisis team members • Development of district crisis response plan • Review of definitions • Review of RTO timelines 	<ul style="list-style-type: none"> • CPI training for staff completed by December, 2022 • All district de-escalation training completed by February, 2023 • Needed items purchased by the end of September, 2022. 	<ul style="list-style-type: none"> • School principals • Director of special ed • District admin • BHASED coordinator • Related service staff • Support staff • Teachers (gen ed / sped) • Paras • SEL Support Staff
<i>D. Describe the entity's plan to utilize debriefing meetings to</i>	<ul style="list-style-type: none"> • District enforcement of postvention process 	<ul style="list-style-type: none"> • Training and modeling of the postvention process 	<ul style="list-style-type: none"> • By the end of October, 2022 review PRTO 	<ul style="list-style-type: none"> • School principals • Director of Sped

<p><i>reassess what occurred and why it occurred and to think through ways to prevent use of intervention the next time</i></p>	<ul style="list-style-type: none"> ● CPI coping model ● Post RTO incident meeting with parents / team ● Review BIP and complete new FBA if needed ● Review student safety plan ● Student think sheets / reflection sheets ● Restorative practices 	<ul style="list-style-type: none"> ● Development of all documents to lead the postvention process ● Implement into crisis plan follow ups for staff involved in an incident ● Process for development review of BIP 	<p>procedures with applicable buildings</p> <ul style="list-style-type: none"> ● Continuous monitoring and training. 	<ul style="list-style-type: none"> ● Sped. Coordinator ● SEL Support Staff
<p><i>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</i></p>	<ul style="list-style-type: none"> ● Transition meetings between social emotional support staff ● Sharing of information between school support staff and outside agencies ● Make sure appropriate information is shared in accordance with federal and state laws and rules governing student confidentiality and 	<ul style="list-style-type: none"> ● Robert Young Center ● Center for Youth and Family Solutions ● Youth Service Bureau ● Tier 2 and 3 SEL MTSS supports ● Students marked in school information system to identify students need 	<ul style="list-style-type: none"> ● IEP/504 Summary Sheets shared with needed staff by September 1 2022 ● Tier 2 and 3 SEL MTSS reviewed monthly by individual school problem solving teams. 	<ul style="list-style-type: none"> ● School principals ● Related service staff ● Support staff ● Teachers (gen ed / sped) ● Paras ● Outside agencies if release is signed ● Counselors

<p>state laws and rules governing student confidentiality and privacy rights</p>	<p>privacy rights.</p> <ul style="list-style-type: none"> • Continue partnership with community based partnerships- such as Youth Service Bureau and Robert Young Center, Moline Police Dept. • IEP and 504 summary sheets shared with needed staff • Student safety plans reviewed with needed staff 	<p>handled with care</p> <ul style="list-style-type: none"> • Handle with Care program 		
<p>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</p>	<ul style="list-style-type: none"> • Develop student plan templates for documentation of student need • Review student trend data, looking at time of day, location, staff/student interaction • Review student ABC data 	<ul style="list-style-type: none"> • Provide crisis team members with Embrace BIR access to input behavior incidents 	<ul style="list-style-type: none"> • Continuous monitoring and training, data review 	<ul style="list-style-type: none"> • School principals • Director of special ed • District admin • Related service staff • Support staff • Sped. Teachers • Counselors
<p>G. Describe how the information will be</p>	<ul style="list-style-type: none"> • Publish District RTO Reduction 	<ul style="list-style-type: none"> • Publish District RTO plan on 	<ul style="list-style-type: none"> • Continuous monitoring 	<ul style="list-style-type: none"> • Director of Sped

<p><i>made available for parents to review</i></p>	<p>Plan on District Website</p> <ul style="list-style-type: none"> ● BOE will review and approve plan at 6-27-22 BOE meeting ● District Codes of Conduct will include PRTO rules and guidelines ● BOE policies, posted on district website 	<p>school website</p> <ul style="list-style-type: none"> ● Include information in student handbook related to physical restraint policy 	<p>and training</p> <ul style="list-style-type: none"> ● 2022-2023 SY Quarterly review of SIS data ● Semester review with District oversight team 	<ul style="list-style-type: none"> ● Principals will disseminate Codes of Conduct
<p><i>H. Describe a modification process (as necessary) to satisfy aforementioned goals</i></p>	<ul style="list-style-type: none"> ● Fall, 2022 training with special education teachers to review guidelines, communication protocol, as well as parent notification and complaint options 	<ul style="list-style-type: none"> ● Conduct semi-annual meetings with team to review data and plan progress ● Compare data to prior year data, and determine if progress is evident. If not, then review training and resources needed for teams 	<ul style="list-style-type: none"> ● Continuous monitoring and training ● 2022-2023 SY Quarterly review of SIS data ● Semester review with District oversight team 	<ul style="list-style-type: none"> ● School principals ● Director of Sped ● Sped. Coordinator ● District admin ● Related service staff ● Support staff ● Teachers ● Paras ● SEL support staff