MOLINE-COAL VALLEY SCHOOL DISTRICT
1900 52ND AVENUE, MOLINE, IL 61265

Physical Restraint Reduction Plan 2025-2026

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
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;	Actively using the following: - Behavioral Supports - Conscious Discipline - Zones of regulation - Second step - MTSS / RTI interventions - CICO - AIM - Removing peers from the area - Increased use of motivators and therapeutic supports - Function-based interventions - Skill-based training - Instruction of functional communication - Train paras as Registered Behavior Technicians (BCBA approach to behavior support)	- Monitor the use of programs and interventions - Creation of a new district stat dashboard for behavior Tier 3 plans - 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	- Continuous monitoring and training. - CPI training for staff completed by March, 2025 - Behavioral Support reteaching completed by the end of September, every year - 1 new RBT Trained by May 2025 - 3 BCBA interns in training	- School principals - Director of special ed - Special Ed Coordinator - Related service staff - Support staff -Teachers (gen ed / sped) - Paras - Nurses - Outside agencies - School Counselors - SEL support staff -Therapy dog handlers (6 dogs as of 8/2025)

Physical Restraint Reduction Plan - Moline-Coal Valley School District #40 (2025-2026)

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
B. Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;	- Nonviolent CPI -Capturing Kid's Hearts - Conscious Discipline strategies - Zones of Regulation - BIP Plans - AIM - Trauma-informed practices - Therapeutic space - Sensory rooms - Safe spaces in the room - All-staff verbal De-escalation training - Student safety plans - Restorative Practices - Reteaching and reentry plans with students - Train paras as Registered Behavior Technicians (BCBA approach to behavior support)	- Annual CPI Training - Data collection effectiveness - Utilization of AIM - Staff PD for student behavior plan review and techniques for de-escalation - Trauma-informed professional development is ongoing and occurs through daily practice and focused training as needed	- Continuous monitoring and training. - CPI training for staff completed by March 2025 - Within 30 days of writing a student safety plan, will review it with all-staff	- School principals - Director of special ed - Special Ed Coordinator - Related service staff - Support staff -Teachers (gen ed / sped) - Paras - Nurses - Outside agencies - School Counselors - SEL support staff -Therapy dog handlers (6 dogs as of 8/2025)

Physical Restraint Reduction Plan - Moline-Coal Valley School District #40 (2025-2026)

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
C. Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated timeout;	- District crisis response will follow Nonviolent CPI techniques and strategies. - Debriefing meetings with staff involved in incidents as immediate as possible - Continued Verbal de-escalation training in all schools with all staff - Tier 3 Behavior supports will be included in the new District Data dashboard - Individual safety plans - Threat assessment teams review procedures - Referral to the District Behavior team and BCBA - Purchase of blocking pads to prevent hands-on wherever possible	- Training of all crisis team members on CPI techniques (or other items listed in the prior column) and strategies in addition to the training required by PA 102-0339 Development of crisis team - Treat assessment teams will go through the RTO checklist to make sure any necessary paperwork was filled out and submitted. - Roles and responsibilities of crisis team members - Development of a district crisis response plan - Review of definitions - Review of RTO timelines	- CPI training for staff completed by March 2025 - All district de-escalation training completed by March 2025 - Needed items purchased by the end of September 2025.	- School principals - Director of special ed - Special Ed Coordinator - Related service staff - Support staff -Teachers (gen ed / sped) - Paras - Nurses - Outside agencies - School Counselors - SEL support staff -Therapy dog handlers (6 dogs as of 8/2025)

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
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	- District enforcement of postvention process - CPI coping model - Post-RTO incident meeting with parents / team - Review BIP and complete new FBA if needed - Review student safety plan - Use reteaching and reentry plans with students - Student think sheets/reflection sheets - Restorative practices	- Training and modeling of the postvention process - Development of all documents to lead the postvention process - Implement into crisis plan follow-ups for staff involved in an incident - Process for creation and review of BIP	- By the end of October, 2025 review PRTO procedures with applicable buildings - Continuous monitoring and training.	- School principals - Director of Sped - Sped. Coordinator - SEL Support Staff
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	- Transition meetings between social-emotional support staff Sharing of information between school support staff and outside agencies - Make sure appropriate	- 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	- IEP/504 Summary Sheets shared with needed staff by September 1, 2024 -Tier 2 and 3 SEL MTSS reviewed monthly by individual school problem-solving teams	- School principals - Related service staff - Support Staff - Teachers (gen ed / sped) - Paras - Outside agencies if release is signed - School Counselors - SEL Support Staff

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
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	information is shared in accordance with federal and state laws and rules governing student confidentiality and privacy rights. - Continue partnership w/ community-based partnerships- such as the 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	students needs - Handle With Care police notification system - Use of Tier 2 and 3 SEL MTSS supports		
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	- Develop student plan templates for documentation of student need - Review student trend data, looking at time of day, location, staff/student interaction - Review student Functional	- Provide crisis team members with Embrace BIR access to input behavior incidents for PRTO and incident reporting	- Continuous monitoring and training, plus data review.	- School principals - Director of Sped - Sped. Coordinator - Related service staff - Teachers - Counselors

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
	Assessment and BIP data			
G. Describe how the information will be made available for parents to review	- Post the PRTO plan on the District Website - Provide copies of student IEPs with PRTO plans, complaint forms, and rights - BOE will review and approve the plan at the annual meeting in May/June. -District Codes of Conduct will include PRTO rules and guidelines.	- Publish the District RTO plan on the school website - Include information in the student handbook related to the physical restraint policy	- Information provided annually through student handbook and upon enrollment	- The Director of Sped will post PRTO plan and student Codes of Conduct on the District Website
H. Describe a modification process (as necessary) to satisfy the aforementioned goals	- Communication with RTO oversight team - Annual Fall training with special education teachers to review guidelines, communication protocol, as well as parent notification and complaint options	- Conduct semi-annual meetings with the team to review data and plan progress - Compare data to prior year data, and determine if progress is evident. If not, then review the training and resources needed for teams	- Continuous monitoring and training 2025-2026 SY - Quarterly Review of SIS data - Semester review of PRTO data with the District oversight team	- School principals - Director of Sped Sped. Coordinator - District admin - Related service staff - Support Staff - Teachers - Paras - SEL support staff - RTO oversight team

Committee:

Names and titles of members of RTO oversight team.
List dates of oversight team meetings: 4-04-2025, 5-23-2025

Tara Bahnks- Principal
Lynsy Oswald- Principal
Leia Peterson- Special Education Coordinator
Erin Terstriep- Assistant Superintendent Student Services & Special Education
Penny Wiley- Paraprofessional
Amber Wirt- Special Education Teacher
Beth Weiss- School Psychologist & BCBA