

Review of Physical Restraints and Seclusions Centennial School District 2016/2017 School Year

The annual Centennial School District Physical Restraint / Seclusion review was conducted on June 6, 2017 to review incident reports and debriefing notes submitted to the district office as of 6/5/17 from both in district schools and out of district public alternative placements, in accordance with district policy JBAB, revised and adopted 1/25/12 and Oregon Department of Education guidance.

Physical Restraint / Seclusion Data, by INCIDENT:

In District Incidents (General Education & Special Class Placements)						
	Physical Restraint		Seclusion: All	Seclusions: Locked room		Students w/ one or more Incident
Elementary (Gen Ed Placement)	11		2	0		1
Secondary (Gen Ed Placement)	1		0	0		0
Parklane Supported Class (K-6)	5		1	0		2
Butler Creek Structured Skills Class (K-6)	0		0	0		0
Centennial Middle School Independent Studies Class (7-8)	0		0	0		0
Total Incidents (14 total students)	17		3	0		3

A total of three students had more than one incident of physical restraint and/or seclusion, but no in-district student had more than two incidents of physical restraint during the school year. There were no incidences of Extended Physical Restraint or Seclusions (more than 30 minutes in duration) for Centennial students' in-district placements.

Incidents by School (in Gen Ed Placement)

*Physical Restraints**: Parklane 3; Oliver 3; Patrick Lynch View 1; Meadows 2; Butler Creek 1; Pleasant Valley 1; CMS 1

*Seclusions**: Oliver 1; Parklane 1

* CSD schools not listed had no incident reports submitted

Out of District Incidents (Alternative Public School & MESD Special Class Placements)						
	Physical Restraint		Seclusion: All	Seclusions: Locked room		# of Students w/ Restraints
Arata Creek (MESD)	107		102	0		9
Arata Creek Alt (MESD)	65		6	0		4

Of the incidents reported in "Out of District" placements, a total of 5 students accounted for roughly 90% of physical restraints administered in these programs. These students have intensive Behavior Support Plans to reduce the risk of self-harm and injuries to others. Our Out of District Coordinator participates in the creation and review of these plans to ensure that the least intrusive amount of intervention is utilized to support any safety concerns.

Physical Restraint / Seclusion Data, by STUDENT:

2016-17 In & Out of District Placements		By Race, Ethnicity and Gender					
Race & Ethnicity	Race						Ethnicity
	White	Black	Multi-Racial	American Indian / Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic / Latino
District population 6,719 (# and %)	2,990 45%	434 7%	414 6%	69 1%	840 13%	170 3%	1,802 27%
# of students w/ incident of physical restraint	14	10	1	0	0	0	2
% of total students w/ incidents <i>27 total students</i>	52%	37%	4%				7%
# of students w/ incident of seclusion	6	3	2	0	0	0	2
% of total students w/ incidents <i>13 total students</i>	46%	23%	15%				15%
Gender		Male		Female			
District population 6,719 (# and %)	3,396		3,323				
# of students w/ incident of physical restraint	21		6				
# of students w/ incident of seclusion	12		1				

In & Out of District Placements 2016-17		By Disability, Migrant, English Proficiency		
	Disability (IEP or 504)	Migrant	Limited English Proficiency	
District population 6,719 (# and %)	927 14%	48 <1%	1572 23%	
# of students w/ incident of physical restraint	24	0	3	
% of total students w/ incidents <i>27 total students</i>	89%		11%	
# of students w/ incident of seclusion	13	0	1	
% of total students w/ incidents <i>13 total students</i>	100%		8%	
# of students w/ incident of physical restraint or seclusion <i>40 total students (combined groups from above)</i>	37	0	4	
% of total students w/ incidents in SPED	4%		<1%	

Data sources: Cascade Technology Alliance, 7/10/17

Review comments from data tables above:

- In 2016/2017, Restraint & Seclusion racial disproportionality has once again increased with respect to our African-American student population. A comparison between 2015/16 and 2016/17 numbers indicate that restraints increased from 21% to 37% and seclusions increased from 8% to 23% of total incidents for CSD.
- Students receiving special education services accounted for roughly 93% of all Physical Restraint and/or Seclusions incidents (in and out of district placements) for the 2016-17 SY.

Summary

Total Number of Incidents and Students			
	Physical Restraint	Seclusion: All	Seclusions: In a locked room
Total Number of <i>Incidents</i> (for all public school placements)	189	111	0
<i>Change from previous year</i>	+92	+83	0
Total Number of <i>Students</i> (who had one or more incident)	27	13	0

Were there any injuries resulting from use of physical restraint or seclusion?

- According to incident reports and review of required staff and student injury reports, there was one incident of staff or student injuries requiring first aid resulting from of an incident of physical restraint or seclusion. Based on review of Incident Reports, the injury was considered minor and did not result in additional medical personnel being necessary.

Steps to Decrease Use of Physical Restraint or Seclusion:

- We have seen a significant increase in the number of Physical Restraint and Seclusion numbers for our Out of District population again this year. Although roughly 90% of these incidences are for only five students, it does present an alarming trend that needs to be addressed. CSD Out of District Liason will meet with MESD teams to ensure support plans are in place to reduce the need for Restraint and Seclusion and/or review placement to ensure appropriateness.
- CSD Behavior Consultant has met with district NVCI trainers to identify adjustments to staff training.

Non-Violent Crisis Intervention Trained Staff:

Based on review of physical restraint and seclusion reports in district, of the 20 total incidents, two were administered by staff who do not have current NVCI training. A review of Non-Violent Crisis Intervention (NVCI) trained staff indicates that as of 6/15/17 Centennial has a total of 124 staff with current training. By building, the number of staff trained are as follows:

Centennial Transition Center	8	Parklane Elementary	13
Rosemary Anderson HS	1	Oliver Elementary	9
Centennial High School	16	Butler Creek Elementary	15
Centennial Park School	7	Pleasant Valley Elementary.....	7
Centennial Middle School	14	Meadows Elementary	9
Patrick Lynch View	9	Wood Elementary	17

There were two incidents in which one or more untrained staff performed a physical restraint at our elementary schools. Each restraint was brief in duration (less than two minutes) and were the result of ensuring student safety in a crisis situation.

Conclusion

The team reviewed the Centennial School District Physical Restraint and Seclusion Policy and Procedures, examined incident reports and debriefs submitted, and analyzed compiled data on

incidents and students looking for patterns or trends of concern for the purpose of determining actions needed. Several patterns/questions emerged as in need of follow up actions, including:

- CSD's in-district R&S numbers are down slightly from prior school year.
- A few schools still continue to use outdated R&S forms (in-district).
- Disproportionality within our African American student population continues to alarm this team. However, the team feels that this is a broader issue that must be addressed throughout CSD via Equity work.
- We have to take a closer look at how our Out of District programs are supporting some of the intensive needs of our students and work with them to ensure that Restraint & Seclusion are utilized only in instances when a student is a danger to themselves and/or others.

Based on the above items, the team developed an action plan of follow up tasks:

Action Plan:

Task	Target Audience	By Who?	By When?	How?
NVCI training (more time on de-escalation techniques at "Refreshers")	NVCI staff	Patrick/Michael (NVCI)	2017 SY	Increase time allotted during training to provide techniques in de-escalation
Ensure ALL schools are submitting R&S paperwork	Secondary & Meadows sites emphasis, but include ALL schools	Troy	2017 SY	Meet with Admin & SPED teams in bldgs.
Meet with MESD team to discuss support plans and review placement appropriateness for students receiving high number of R&S	MESD team	Patrick	Fall 2017	IEP mtg and/or regular check-in time