

Cassell Kristalyn

From: Jennifer Harrison <jraeharrison@hotmail.com>
Sent: Monday, March 25, 2013 8:18 PM
To: Cassell Kristalyn
Cc: Rep Gelser
Subject: Seclusion and restraint data for public hearing 3/26
Attachments: Records request summary.docx; R&S request letter.docx; Roseburg School District R&S data 2011-2012.pdf; Parkrose 3 R&S data 11-12.pdf; Hillsboro R&S data 11-12.pdf; Gresham R&S data 11-12.pdf; Eugene 4j R&S Data 2011-2012.pdf; David Douglas school dist R&S data 2011-2012.txt.pdf; Coos Bay R&S data 2011-2012.docx; Centennial school dist R&S data 2011-2012.docx; Bethel R&S 2011-1212.docx

Hello,
my name is Jennifer Harrison. My son and I will be speaking at the public hearing tomorrow. I have made a Public Records request of 20 of Oregon's school districts and I would like to share the information that I have gleaned from my request. I have included a copy of the Oregon Public Record request I sent to the school districts and a summary of what I found along with the reports and data that I received.
Thank you,
Jennifer

3/15/2013

To whom it may concern,

I am making a public records request under Oregon Public Records Law, ORS Chapter 192.
In addition, the records I am requesting are to be available under OAR 581-021-0559 (2)(a) (See below).

I am seeking the following information:

-The annual report on restraint and seclusion within your district for the 2011/2012 school year which includes the reporting requirements for the Use of Physical Restraint & Seclusion OAR 581-021-0559 (1)(a-i) (See below)

OAR 581-021-0559- Reporting Requirements for the Use of Physical Restraint & Seclusion i

(1) Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
- (g) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student; t
- (h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (i) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student. ii

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

- (a) The public at the entity's main office and the website of the entity; and
- (b) The school board or governing body overseeing the entity;
- (c) If the entity is an education service district, the component school districts of the education service district;
- (d) If the entity is a public charter school, the sponsor of the public charter school;
- (e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

Stat. Auth. 326.051

Stats. Implemented: chapter 665, Oregon Laws 2011 (House Bill 2939)

An electronic copy of the records is preferred. The records can be sent to jraeharrison@hotmail.com

Sincerely,

Jennifer Harrison

To whom it may concern,

On 3/14/13 I made an Oregon Public Records request to 20 school districts in Oregon for the annual report on restraint and seclusion that is to be made available to the public. (OAR 581-021-0559) My request was made in an email and certified mail to the district office. I have included any reports and data that I received and a copy of the certified letter sent. All districts are in receipt of the records requests.

The letter was sent out to the following districts: Beaverton 48j, Bethel, Bend-LaPine, Centennial 28j, Coos Bay 9, Corvallis, David Douglas 40, Douglas County 4, Eugene 4j, Gresham-Barlow 10j, Hillsboro 1j, Medford 549j, North Clackamas 12, Lake Oswego 7j, Parkrose 3, Portland Public, Reynolds 7, Salem-Keizer 24j, Springfield 19, Woodburn 103.

Here is what I found:

Provided a report on restraint and seclusion.	Provided some data on restraint and seclusion.	Responded to request but did not provide any data.	Did not respond to my request.
Parkrose 3	Eugene 4j *	North Clackamas 12	Beaverton 48j
Hillsboro 1j	Douglas Co. 4	Reynolds 7	Portland Public
Gresham-Barlow 10j	Bethel **	Salem-Keizer 24j	Corvallis School Dist.
David Douglas 40		Lake Oswego 7j	Medford 549c
Coos Bay 9		Bend-LaPine 1	Woodburn 103
Centennial 28j		Springfield 19	

* The data received from Eugene 4j is missing numbers of restraint and seclusion for a grade school that in previous years had high numbers of both restraint and seclusion. (Cesar Chavez)

** The data received from Bethel is in direct contradiction of several parents whose children went to Meadowview elementary and were repeatedly secluded and restrained last year at that school. I am currently working on gathering statements from those parents.

I hope this is informative and timely,

Jennifer Harrison

Roseburg Public Schools ANNUAL 2011-12 RESTRAINT and SECLUSION REPORT

Reporting Data		Demographic Characteristics	
Total Incidents Physical Restraint	31	Race	15-White, 1-Multi.
Total Incidents Seclusion	1	Ethnicity	1-Hisp./Latino
Total Seclusion Locked Room	0	Gender	M-13, F-3
Total Students Placed Physical Restraint	16	Disability	13
Total Students Placed Seclusion	1	Migrant	0
Total Students/Staff Result in Injury/Death	0	LEP*	0
Total Incidents Staff Not Trained	2	ED**	13
Total Restraint/Seclusion Exceeding 10 times/yr.	0	* Limited English Proficiency ** Economically Disadvantaged	

2011-2012 Annual Review
Physical Restraint and Seclusion

Number of Restraints: 98

Number of Seclusions: 5

Number of Restraint & Seclusion: 9

School	Number of Incidents	Number of Students	Grade Level
Prescott	0	0	
Russell	1-Restraint	1	K
Sacramento	0	0	
Shaver	7-Restraint	4	K-2 students, 2nd, 3rd
Middle School	0	0	
High School	2-Restraint	1	9th
Out of District Placements			
Arata Creek School	5-Restraint & Seclusion 8-Restraint 2-Seclusion	2	3 rd , 7th
Functional Living Skills Program	4-Restraint & Seclusion 2-Seclusion	2	3 rd , 6th
Serendipity Center	80-Restraint 1 Seclusion	7	
Total		17	

Observations:

- 3 students with 1 incident
- 14 students with multiple incidents, 4 of them had more than 10 incidents.
- 15 students (88%) are students receiving special education
- Race/Ethnicity of students:
 - 7 students (41%) are white, 5 students (29%) are Hispanic, 4 students (23%) are Black, 1 student (6%) is Asian.
- 14 students (82%) are male, 3 students (18%) are female
- Behaviors that led to restraint/seclusion: kicking, hitting, throwing, not following directions, running

Positives:

- Fewer in-district restraints than in previous years
- Staff consistently use de-escalation strategies to try to avoid restraint or seclusion
- Revision of behavior support plan occurred multiple times for students with multiple incidents
- All staff in out-of-district placements involved in restraint/seclusion were trained

Concerns:

- Not following directions or disruptive behavior (loud, noisy behavior) as reason for restraint/seclusion
- One incident with staff not trained in approved intervention system. Several incidents with one, but not all staff trained
- Debriefing taking place most, but not every time.
- Debriefing notes sometimes, but do not always reflect what could have been done to avoid restraint/seclusion or increase behavioral support

Plans:

- Oregon Intervention System (OIS) is Parkrose's approved training system
- Julie Sams, one of our school psychologists is a certified trainer
- We have OIS initial training and re-certification training scheduled for this school year.

Parkrose School District 3

Info found at:

<https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=32940208>

Annual Review of the use of Physical Restraint and Seclusion

Total number of incidents of restraint:	1307	
Total number of incidents of seclusion:	470	Hillsboro School District
Total number of seclusions in a locked room:	0	
Total number of students placed in physical restraint:	96	
Total number of students placed in seclusion:	18	
Total number of students placed in restraint and/or seclusion more than ten times in a school year:	11	
Total number of restraint and seclusion incidents carried out by untrained individuals:	0	
Total number of students with disabilities placed in physical restraint	92	
The 92 students were identified with the following disabilities:		
Autism Spectrum Disorder	41	
Communication Disorder	8	
Emotionally Disturbed	16	
Intellectually Disabled	9	
Learning Disabled	1	
Orthopedic Impairment	1	
Other Health Impairment	16	
The 96 students were involved in restraint and/or seclusion were identified as follows:		
Race:		
White	80	
American Indian	9	
Asian	2	
African American	1	
Multiple Race	4	
Ethnicity		
Non-Hispanic	80	
Hispanic	16	
Migrant	2 out of 96	
ESL	8 out of 96	
Economically Disadvantaged:	64	
Female:	15	
Male:	81	

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

CONSENT AGENDA

TO: Board of Directors
FROM: Jim Schlachter
Janell Black
DATE: October 4, 2012
RE: No. 6 – Annual Restraint and Seclusion Review, 2011-12

EXPLANATION: In the 2011 legislative session, an annual public reporting requirement on seclusion and physical restraint data was put into law, effective in July of this calendar year. The district is now required to collect, analyze and annually provide a public report on the demographic breakdowns of seclusions and restraints that have been used in our schools and programs. In previous years, the district was required to collect restraint and seclusion data and do an annual review, making needed adjustments as identified by the review.

Last spring, it was shared in a board meeting what that report would consist of to prepare for the beginning of the district's enhanced data collection and reporting process this school year. Last year, the district was not required to collect all of the data that is to be reported, but we began collecting as much data as possible in preparation for this new requirement. While the district is not required to make this public reporting until the end of this school year, we are beginning to do so with the 2011-12 school year.

The analyzed data is provided in the attached report.

PRESENTER: Janell Black

SUPPLEMENTARY MATERIALS: Annual Restraint and Seclusion Review, 2011-2012

RECOMMENDATION: This data is provided as information only

REQUESTED ACTION: No action is needed

JB:lc

Annual Restraint and Seclusion Review

School Year: 2011-2012 Date of Review: September 7, 2012
 Review Team: Janell Black Aaron Stanton, Christianne Hughes, Carl Smith, Ben Kates

Total Restraints:	110	
Restraints by level/program type:		
Elementary:	105	
Middle:	5	
High:	0	
P/S:	0	
Structured Skills - GBSB	37	
Arata Creek - MEBSD	1	
Students restrained greater than 10 times	1	
Restraints by demographic:		Number of students restrained by demographic:
Hispanic or Latino	7	2
American Indian or Alaska Native (includes Natives of North, South and Central America)	7 (Also counted in Latino above)	2 (Also counted in Latino above)
Asian	0	0
Black or African American	6	3
Native Hawaiian or Pacific Islander	0	0
White	81	29 (2 counted in Latino above)
Multi-racial	16	5
Students with no disability	14	
Students with disabilities	96	
Total Seclusions:	10	

Annual Restraint and Seclusion Review

Seclusions by Level/Program Type:		
Elementary:	10	
Middle:	0	
High:	0	
P/S:	0	
Structured Skills Center - GBSD	10	
Students secluded greater than 10 times	0	
Seclusions by demographic:		Number of students secluded by demographic:
Hispanic or Latino:	0	0
American Indian or Alaska Native (includes Natives of North, South and Central America):	0	0
Asian:	0	0
Black or African American:	1	1
Native Hawaiian or Pacific Islander:	0	0
White:	9	3
Students with no disability	0	
Students with disabilities	10	
	Trained	Notes
Restraints/Seclusions by trained/untrained staff	**All	**One restraint was a two-person restraint with one of the restrainers trained and the other not trained

Unique Findings/Concerns/Highlights:	<ul style="list-style-type: none"> We had 10 seclusions last year. One two-person restraint was administered by one trained employee and one untrained employee. Two-person restraints require a higher level of training.
Recommendations:	<ul style="list-style-type: none"> We decided to broadly interpret what might be considered a seclusion at the Structured Skills Center [SSC] (the only place where we have something like a seclusion room).



David Douglas School District

Don Grotting, Superintendent
1500 SE 130th • Portland, Oregon • 97233-1719
(503) 252-2900 • Fax (503) 256-5218

Oregon Public Records Request

OAR 581-021-0559- Reporting Requirements for the Use of Physical Restraint & Seclusion

2011-2012 School Year

- 1a. The total number of incidents involving physical restraint: 27
- b. The total number of incidents involving seclusion: 5
- c. The total number of seclusions in a locked room: 0
- d. The total number of students placed in physical restraint: 17
- e. The total number of students placed in seclusion: 3
- f. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion: 5
- g. The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student: 0
- h. The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained: 4
- i. The demographic characteristics of all students upon whom physical restraint or seclusion was imposed:
 - Race: 3 Asian, 2 Black, 12 White
 - Ethnicity: 15 Non Hispanic, 2 Hispanic
 - Gender: 3 Female, 14 Male
 - Disability status: 12
 - Migrant status: 0
 - English proficiency: 1
 - Status as economically disadvantaged: 12

Visit our web page: www.ddouglas.k12.or.us

E-mail: David_Douglas@ddouglas.k12.or.us

School Board

Dawn Barberis • Frieda Christopher • Shemia Fagan • Donn Gardner • Annette Mattson • Mike Price • Cheryl Scarcelli Ancheta

Review of Physical Restraints and Seclusions Centennial School District 2011-12 School Year

The Centennial School District Physical Restraint / Seclusion Review Committee, met on 6/21/12 to review incident reports and debrief notes submitted to the district office as of 6/20/12 from both in district schools and out of district placements, in accordance with district policy JBAB, revised and adopted 1/25/12.

The committee consisted of:

- Ann Riddle, Student Service Consultant
- Lori Silverman, Student Services Director
- Patrick O'Brien, School Psychologist / Alt Placement Coordinator Secondary/ NVC I Trainer
- Margaret Furniss, School Psychologist / Alternative Placement Coordinator K-8
- Andrea Sande, Lynch Wood Elementary Principal
- Hayley Calhoun, Parklane Elementary Learning Specialist
- Rick Kirschmann, Behavior Consultant/PBS Coach

Summary of Restraint / Seclusion Data, by INCIDENT:

In District Incidents (General Education & Special Class Placements)					
	Physical Restraint		Seclusion: All	Seclusions: Locked room	18 Students w/ Incidents
Elementary (Gen Ed Placement)	18		3	0	10
Secondary (Gen Ed Placement)	0		0	0	0
Parklane Supported Class (K-4)	2		4	4	2
Oliver Supported Class (5-6)	6		6	6	4
Butler Creek Structured Skills Class (K-6)	2		0	0	1
Centennial Middle School Independent Studies Class (7-8)	1		0	0	1
Total Incidents	29		13	10	XXXXXXX

In district, a total of five students at the Elementary level had more than two incidents of physical restraint and/or seclusion. These 5 students account for 23 of the 42 physical restraint or seclusion incidents noted. Two of the five are in general education placement and three in special class placement in district.

Incidents by School (in Gen Ed Placement)

Physical Restraints*: Parklane 4; Oliver Elementary 3; Lynch View 1; Lynch Wood 10

Seclusions*: Parklane 2; Oliver Elementary 1

* CSD schools not listed had no incident reports submitted

Out of District Incidents (Special School & MESD Special Class Placements)					
	Physical Restraint		Seclusion: All	Seclusions: Locked room	# of Students w/ Incidents
Serendipity Center	19		4	4	7
Arata Creek	0		17	17	5
FLS Classrooms (MESD)	73		48	8	7

Of the incidents reported for MESD FLS Classrooms, 43 physical restraint and 32 seclusion incidents involved a single student. See summary section for further information relating to three students who had more than 10 incidents of physical restraint or seclusion during the school year.

ar: 6/22/12

Report will be shared at School Board Meeting in Fall 2012 in accordance with CSD Policy JBAB

Summary of Restraint / Seclusion Data, by STUDENT:

In & Out of District Placements	By Race, Ethnicity and Gender						
	Race						Ethnicity
	White	Black	Multi	American Indian	Asian	Native Hawaiian/ Pacific Islander	Hispanic / Latino
District population 6,314 (# and %)	3,343 53%	306 5%	316 5%	60 1%	725 11%	66 1%	1,498 24%
# of students w/ incident of physical restraint % of total students w/ incidents 31 total students	21 68%	4 *13%	5 *16%	1 3%	0	0	4 13%
# of students w/ incident of seclusion % of total students w/ incidents 20 total students	12 60%	4 *20%	3 *15%	1 5%	0	0	6 30%
	Gender						
	Male	Female					
District population 6,314 (# and %)	3,195 51%	3,119 49%					
# of students w/ incident of physical restraint % of total students w/ incidents 31 total students	21 *68%	10 32%					
# of students w/ incident of seclusion % of total students w/ incidents 20 total students	15 *75%	5 25%					

In & Out of District Placements	By Disability, Migrant, English Proficiency and Economic Disadvantage Status			
	Disability (IEP or 504)	Migrant	Limited English Proficiency	Economically Disadvantaged
District population 6,314 (# and %)	892 14%	45 1%	1,177 19%	3,963 63%
# of students w/ incident of physical restraint % of total students w/ incidents 31 total students	31 100%	0	1 3%	See Row Below
# of students w/ incident of seclusion % of total students w/ incidents 20 total students	20 100%	0	1 5%	
# of students w/ incident of physical restraint or seclusion 37 total students (combined groups from above) % of total students w/ incidents	XXXXXXX	XXXXXXX	XXXXXXX	18 49%

District demographics based on Centennial School District Demographic Summary, compiled 10/1/11
Student demographics based on eSIS identification.

*The review team noted several areas of concern in the demographic proportionality data:

- 20% of the students who had *seclusion* incidents 13% who had *physical restraint* incidents are *black*, but this group only represents 5% of district population
- 15% of the students who had *seclusion* incidents and 16% who had *physical restraint* incidents are *multi-racial*, but this group only represents 5% of the district population
- 75% of the students who had *seclusion* incidents and 68% who had *physical restraint* incidents are *male*, but this group only represents 51% of the district population

The Review Committee discussed proportionality of representation for some demographic groups, gender and cultural differences that may be contributing to disproportionate representation. Statistical significance with small group size and possible follow up actions to respond were also discussed including, but not limited to continued district focus on equity.

Summary

Total Number of Incidents and Students			
	Physical Restraint	Seclusion: All	Seclusions: In a locked room
Total Number of Incidents (for all placements)	121	82	39
Total Number of Students (who had one or more incident)	32	20	15

Injuries Resulting from Use of Physical Restraint or Seclusion:

Data in this area is problematic in that there appears to be some unclear definition of what we and outside district placements should note as "injury." In district student and staff injury reports were cross referenced with physical restraint or seclusion incident reports. On the in district incident report revised 2/14/12 after CSD School Board adoption of a revised Physical Restraint and Seclusion Policy, there is a box with the prompt, "Description of any injury to student and/or staff and any medical or first aid care provided (as per district policy, if injury occurred, complete Employee Accident/Incident Analysis or Student Incident Report in addition to this form.)" In this box, notes were made relating to staff injury on 6 incident forms and relating to student injury on 1 form, but only 2 Accident Reports were completed and submitted to the District Office relating to staff injury. For neither injury was any follow up medical attention required.

Steps to Decrease Use of Physical Restraint or Seclusion:

Three students were placed in physical restraint or seclusion more than 10 times in the course the 2011-12 school year. These are some of the students in our district with the most significant needs in the areas of behavior, communication and sensory. See below for description of steps taken to decrease the use of physical restraint and seclusion for each of these students:

6th grader in FLS classroom placement - 43 physical restraint, 32 seclusion (not in a locked room)

- Adjust adult schedule for best combination for student
- Review data for patters and triggers of aggressive incidents
- Address sensory and environment needs identified
- Decrease distance between desk and calm area
- Trained all staff in class relating to early signs of agitations
- Offer break and prompt to use break symbol
- Changed his schedule to remove high sensory environments (gym, cafeteria) and set up alternative locations for scheduled activities
- Continued assessment and observation for possible triggers of aggression and opportunities to intervene early in the agitation cycle to offer breaks

6th grader at special school placement for behavior- 12 seclusion (in a locked room)

- Taking walks
- Access to quiet room both within the classroom and outside the classroom
- Communication with DD services requesting more support both at home and at school
- Continued attempts to connect family to Trillium services offered through school location
- Risk assessment
- Access to behavior consultant at school location
- Weekly review of student behavior in every class

ar: 6/22/12

Report will be shared at School Board Meeting in Fall 2012 in accordance with CSD Policy JBAB

12th grader at FLS classroom placement- 8 physical restraint, 7 seclusion (in a locked room)

- Overall physical restraints and seclusions this year are reduced in comparison to last year
- Highly structured routine
- Increased use of visuals to structure her day
- Utilizing familiar staff
- Visuals (communication book) for her communication and to reduce anxiety

Non-Violent Crisis Intervention Trained Staff:

Based on review of physical restraint or seclusion reports in district, of the 152 total incidents, 2 (1%) 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 6/6/12 Centennial has a total of 136 staff current training. By building, the number of staff trained are as follows:

Centennial Transition Center	2	District Staff (at 5+ buildings)	2
Centennial High School	15	Butler Creek Elementary	14
Centennial Learning Center	9	Pleasant Valley Elementary	11
Centennial Middle School	17	Lynch Meadows Elementary	11
Oliver Elementary	15	Lynch View Elementary	12
Parklane Elementary	16	Lynch Wood Elementary	12

Summary

Centennial School District revised its Physical Restraint and Seclusion Policy in January of the 2011-12 school year. District Report and Debrief forms were revised to meet policy changes.

This committee reviewed the Centennial School District Physical Restraint and Seclusion Policy and Procedures, reviewed reports and debriefs submitted as well as data compiled on incidents and students looking for patterns or trends of concern for the purpose of determining actions needed.

The follow up actions identified by this committee include:

- Clarify and communicate process for injury as a result of physical restraint or seclusion (staff or student).
- Communicate / coordinate with outside placements regarding revised CSD Physical Restraint and Seclusion Policy and state required reporting elements.
- Continued District Equity Work

Report prepared by Ann Riddle, Student Services Consultant, Centennial School District

2011-12 Bethel School District			
	Number of Incidents	Number of Students	
Physical Restraints	16	8	7 of the restraints also had a seclusion; a total of 8 students <u>district wide</u> had restraint and/or seclusion
Seclusions	7	7	
Seclusion in locked room	0	0	
Placed in Physical Restraint or Seclusion more than 10 times in one school year	0	0	
Physical Restraints administered by untrained personnel	0	0	

Physical Restraints	White	Hispanic	American Indian	Multi Race
8	5	2	1	1
Seclusion				
7	5	2	1	0
Physical Restraint	Male		Female	
8	8		0	
Seclusion				
7	7		0	
Physical Restraint	Emotional Disturbance	Autism Spectrum Disorder	Other Health Impaired	
8	5	2	1	
Seclusion				
7	4	2	1	
Physical Restraint	Limited English Proficiency			
8	1			
Seclusion				
7	1			

