



June 23, 2015

To: Greater Albany Public School District Board of Directors

From: Ryan Mattingly, Director of Special Programs

Cc: Maria Delapoer, Tonja Everest

Re: Reporting Requirements for the Use of Physical Restraint and Seclusion

Effective July 1, 2012 policies, procedures and reporting requirements added a requirement for an annual report made available to the school board, parents and guardians of our students and the general public. This report is included with this memo and will be available at the district office as well as on the website and parents will be informed annually about how to access the report.

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

(1) Each entity that has jurisdiction over a public education program must prepare an annual report ...including..:

(a) The total number of incidents involving physical restraint;

Total Number of Physical Restraint Incidents: 77

(b) The total number of incidents involving seclusion;

Total Number of Seclusion Incidents: 0

(c) The total number of seclusions in a locked room;

Total Number of Locked Seclusion Incidents: 0

(d) The total number of students placed in physical restraint;

Total Number of Students Placed in Physical Restraint: 20

(e) The total number of students placed in seclusion;

Total Number of Students Placed in Seclusion: 0

(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;

Total Number of Incidents Resulting in Injury or Death: 0

(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;

Total Number in Restraint or Seclusion more than 10 days: 2
Change in placement
Modified Plan, changed schedule

(h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained;

Total Number of Incidents involving untrained staff: 16 (4 staff)

(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.

Race: White- 19 (95%), Multi-Racial- 1 (5%),
Ethnicity- Non-Hispanic- 19 (95%), Hispanic- 1 (5%)
Gender- Male- 18 (90%), Female- 2 (10%)
Disability status- IEPs- 14 (70%)
Migrant status- 0
Limited English proficiency- 1 (5%)
Status as economically disadvantaged- 16 (80%)

For comparison purposes here are the demographic characteristics of all students in Greater Albany Schools:

Race-

White- 6618 (73%)

Multi-Racial- 719 (7.9%)

Native American- 490 (5.4%)

Asian- 76 (0.8%)

Black- 76 (0.8%)

Pacific Islander- (0.2%)

Ethnicity-

Non-Hispanic- 7312 (81%)

Hispanic- 1742 (19%)

Gender-

Female- 4459 (49.2%)

Male- 4595 (50.8%)

Disability status- **1248 students with IEPs (13.7%)**

Migrant status- **91 migrant students (1%)**

Limited English proficiency- **480 (5.3%)**

Status as economically disadvantaged-**4552 (50.34%)**

5-Point Scale Behavior Support Plan (Sample)

Student:

Date:

5 Point Scale		Student Behavior	Staff Response	Cool Down Options
5	Reminders	Targeting Staff with thrown objects, kicking or hitting	Give space, if student becomes a danger to staff use mat between adult and student. Maintain non-emotional, limited-verbal interaction. Trade out staff as needed.	Give space/quiet time for cool down; look for signs of calming (slow breathing, following directions, relaxed body)
	PEAK: Time of anxiety and stress. Safety is focus. Problem solve when calm.			
4	ACCELERATION: Give clear direction, direct to relax, give time, and disengage.	Hitting bookshelves; throwing backpack; Physical aggression to objects	Very limited verbal interaction; try proximity-be close to "ground" him, but give space if you see further escalation.	Give space/quiet time for cool down; look for signs of calming (slow breathing, following directions, relaxed body)
3	AGITATION: Use specific words, change setting or task, Don't discuss incident.	Refusal to do work Loud crying, screaming Goes to bathroom and slams door Runs to break area	Allow time for a break; check after 3-5 minutes; use short 2-3 word directions; Do not try to negotiate at this point until calming down.	Give space/quiet time; Offer to go for a walk to get away from triggers May draw or look at a book
2	TRIGGERS: Prompt skills, problem solve, redirect to calm.	Negative Self-talk "I can't do this!" It's too hard!" Disrespectful to adults, "You can't make me!" "You're ruining my life!"	Ignore initial comments & give time; use non-emotive, non-verbal direction back to task (first-then card?, point to paper, fold paper to indicate stopping point). "When you are ready, this is what is expected."	1:1 problem-solving in quiet area Change task/negotiate amount that needs to get done to get choice time Use humor
1	CALM: Time for skill building and teaching. Praise desired behaviors.	On-task, following directions, Uses student voice; uses words to describe feelings or get help; follows expectations of grade appropriate behavior.	Clear expectations of work/task Review of schedule & use timer Verbal praise, specific and frequent Use proximity to keep him "grounded"- seat alongside staff, eye contact	Teach and practice Superflex heroes and Thinkables; problem-solving scenarios; Physical practice of social skills-role plays, present to whole class
Triggers and How to prevent		Teach/Expected Behaviors		Incentives
<ol style="list-style-type: none"> Misunderstanding directions or expectations of task-check for understanding, cue to use his words, re-teach the task. Expectations before work time, if he doesn't want to do any work-teach to check list, review schedules, use timers for transition, and remind of next choice time. Change in schedule or stopping preferred activities-pre-teach schedule daily, give 2-minute warning before transition, teacher to first-then cards, problem-solve the scenario with Superflex characters- "Which Unthinkable is interfering right now?" 		<ul style="list-style-type: none"> -Teach to use "volcano card" or other option when feeling the need for a break -Teach how to take a break -Teach to access drawing journal or other means for expressing feelings or get help -Role-play scenarios for interrupting others to get help, and waiting his turn to talk 		Choice Time Drawing Time Legos