



Greater Albany Public School District 8J

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August 13, 2019

To: Greater Albany Public School District Board of Directors
From: Ryan Mattingly, Director of Special Programs
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: 253

(b) The total number of incidents involving seclusion;

Total Number of Seclusion Incidents: 3

(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: 51

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

Total Number of Students Placed in Seclusion: 2

(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

In Class, Engaged, All Day

(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 times: 7

In an attempt to reduce the use of physical restraint and seclusion we continue to train staff to recognize and intervene early in the escalation cycle in order to avoid the need for physical intervention. We transitioned from SYNC (formerly OIS) to CPI this past school year and are using the transition to take a deep look at the process for engaging in physical restraints with students. We utilize a multi-tiered system of behavior support and students who need the highest level of support have individual behavior plans which outline the skills the student is working on as well as the adult response best calculated to avoid a crisis level of intervention. We also have the Behavior Intervention Classroom (BIC) for students who repeatedly engage in significantly unsafe and disruptive behaviors over time which are not effectively extinguished using less restrictive levels of intervention

(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: 5

(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- 41 (80%) Multi-Racial- 6 (11.7%) Am. Indian/N. Hawaiian- 0
African American- 4 (7.8%) Asian- 0
Ethnicity: Non-Hispanic- 49 (96%), Hispanic- 2 (4%)
Gender: Male- 45 (88%), Female- 6 (12%)
Disability status: IEPs- 46 (90%)
Migrant status: 0
Limited English proficiency- 0
Status as economically disadvantaged- 42 (82%)

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

Race: White- 51.58% Multi-Racial- 8.4% Am. Indian/N. Hawaiian- 5.73%

Black- >1% Asian- 7.3%

Ethnicity- Non-Hispanic- 79% Hispanic- 21%

Gender- Female- 48% Male- 52%

Disability status- 14.6%

Limited English proficiency- 5.65%

Status as economically disadvantaged- 41%