



Portland Public Schools

Review of Seclusion & Restraint Practices
2011-2012 School Year

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Review of Seclusion & Restraint Practices 2011-2012

Background Information

Staff Training

PPS continues to use the Nonviolent Crisis Intervention (NCI) curriculum for staff training on physical restraint and seclusion, a training program developed by the Crisis Prevention Institute. PPS NCI-certified trainers provide NCI training to all Pioneer staff and to PPS staff outside of Pioneer who will or will likely be required to implement seclusion or restraint in the course of their work.

Pioneer Special Schools

Portland Public Schools operates a continuum of placement options for students with special needs. These options include Pioneer Special Schools, a program that provides intensive behavioral supports for students with a range of behaviors that preclude them from attending regular schools. Staffing includes behavior coaches and Qualified Mental Health Professionals along with classroom teachers. Pioneer Special Schools has adopted the Collaborative Problem Solving approach and services are provided within this context.

Most of the seclusions and restraints reported by PPS staff continue to be within this program. Pioneer administrators conduct a qualitative review of seclusion/restraint reports at the end of each day, requesting clarification as needed and providing feedback to staff as appropriate to ensure compliance. As a result, Pioneer's reports demonstrated higher compliance with the required reporting components than other sites not implementing the same level of administrative oversight.

Pioneer Special Schools includes the Holladay site (K-5), the Youngson site (behavior 6-8, functional life skills/behavior – K-12), and the Annex Day Treatment Program (6-12). The Annex serves a more vulnerable (less aggressive) population of students.

Special Classrooms

The PPS continuum of placement options for students with special needs includes special focus classrooms. During the 2011-2012 school year, these were called:

- Behavior- Fragile focus classroom
- Behavior focus classroom
- Intensive Skills-Academic focus classroom
- Intensive Skills- Functional focus classroom
- Communication-Behavior – Academic focus classroom
- Communication Behavior – Functional focus classroom
- Life skills classroom (high school)

In addition, PPS operates the Community Transition Program for students with disabilities ages 18-21 who have completed an alternative diploma but are continuing their education with PPS.

February Review

On February 2, 2012, a Portland Public Schools work group conducted a review of the seclusion and restraint practices in the district to ensure that the district’s practices are consistent with the policies and procedures in AD 4.50.060, Student Restraint and Seclusion. This report summarizes the work group’s findings and action plan.

The team reviewed incident reports from September 2011 through January 2012 from the Pioneer Special Schools (Holladay, Youngson, Annex).

Pioneer Percent Compliance with Reporting Requirements (based on sample reviewed)

	Holliday	Youngson	Annex
Staff person identified	100	100	100
Date of S/R	100	100	100
Start/stop of S/R	100	87	90
Location of S/R	68	100	70
Description of secl or restraint	98	100	100
Description of student’s activity before behavior	100	93	100
Behavior that prompted use of S/R	100	93	100
Efforts to deescalate	98	93	70
Narr descr. clear need for use	97	80	80
Parent notice	100	100	90
Summary of debriefing	100	100	80

Overall, Pioneer continues to show high levels of compliance with the reporting procedures. A review of the forms indicated that the “location” was still not clearly asked for. This will be corrected as PPS moves to a new behavior data collection system.

July Review

The district received 21 reports of seclusion and 8 reports of restraint from settings outside of Pioneer during the 2011-12 school year. On July 31, 2012, the review team conducted a review of a sample of 14 seclusion and restraint reports. However, the manual tracking and reporting system does not allow for efficient review and the data should be relied on with caution. The team suspects that

incidences of the use of physical restraint and seclusion were underreported outside of Pioneer. (In 10-11, focus classrooms reported 63 physical restraints in the fall and 45 in the spring.)

1. Areas of compliance:

- Documentation of staff names and staff training – in sample, trained staff were involved in every use of physical restraint or seclusion.
- Start, stop and length times are consistently recorded.
- Narrative descriptions tell the story – include location, describes activity that prompted the use of seclusion or restraint and describes efforts to deescalate and use alternatives.

2. Areas for improvement:

- Consistent reporting.
- Consistent use of debriefing process and report.

Changes for 12-13

The 2011 Oregon Legislature passed a physical restraint and seclusion bill (HB 2939) that formalized the OAR requirements and added significant additional reporting requirements. As a result, PPS updated its AD on the use of physical restraint and seclusion to comply with the new requirements, and is in the process of moving to an electronic reporting system that this team recommended last year.

In addition, in light of the increased numbers of physical restraint at Pioneer compared to the previous year (see table at end of report), Pioneer administration has committed to a significant reduction in the use of physical restraint and has developed an action plan to reach that result. This data will be reviewed quarterly to ensure that adjustments are made if progress is not evident.

SR Work Group:

Benson Meyers, Risk Management Director
Suzy Harris, Section 504 Program Manager
Tammy Jackson, Student Conduct Program Manager

Expanded SR Work Group also includes (as available):

Mike LaFramboise, Pioneer Program Administrator (Holladay/Youngson)
Ed Krankowski, Assistant Special Education Director

Portland Public Schools
April 2011 Seclusion/Restraint Review & End of the Year Review

Comparative Data for Pioneer

10-11 school year						
Month	Annex		Youngsen		Holladay	
	Restraint	Seclusion	Restraint	Seclusion	Restraint	Seclusion
Sep-10	3	0	40	7	162	17
Oct-10	1	2	70	17	107	7
Nov-10	0	0	93	27	56	5
Dec-10	4	2	64	14	55	2
Jan-11	4	0	83	11	90	9
Feb-11	8	3	29	8	90	11
11-Mar	0	0	36	15	63	9
11-Apr	0	0	81	22	112	15
11-May	0	0	81	22	112	15
11-Jun	3	0	45	11	60	14
TOTALS	24	7	616	162	658	97

11-12 School Year						
Month	Annex		Youngsen		Holladay	
	Restraint	Seclusion	Restraint	Seclusion	Restraint	Seclusion
Sep-11	5	1	61	27	74	25
Oct-11	0	0	75	33	163	49
Nov-11	2	1	54	8	128	30
Dec-11	1	0	40	16	52	8
Jan-12	6	0	50	15	135	52
Feb-12	0	0	57	11	144	37
Mar-12	2	0	64	12	102	20
Apr-12	3	0	57	16	145	61
May12	6	2	78	32	188	69
Jun-12	1	0	31	18	71	32
July/Aug	0		0	0	0	0
Totals	26	4	567	188	1076	333