

District-Wide Annual Restraint Review

District: BVSD

Completed By: Kelly Miller, CPI trainer

School Year: 2018-19

Rationale: The district must conduct a general, annual review. The report shall ensure that the district is: properly administering restraint, identifying additional training needs, minimizing/preventing restraint by increasing use of positive behavior interventions, and reducing incidents of injury to student staff. The district will include an analysis of: all restraint reports, training needs of staff, staff to student ratio, and environmental considerations.

Summary of restraints:

Name	School	GR	Date	Disability	Location	Staff Administering	Length	ILC Student ?
	Sanchez	5	3/7/18	SED	ILC	Stephanie Patterson DayRX Teacher, Cat Precourt DayRX Paraprofessional, Adelaida Leptich Resource Teacher	13	Y
	Meadowlark	2	5/23/19	SED	Outside	Sarah Blackford, Special Education Teacher Kathy Kohler, Special Education ICAN Teacher Heather Moutoux, ICAN Teacher	22	Y
	Meadowlark	2	5/16/19	SED	ILC	Natalya Walsworth, School Psychologist Sennen Knauer, Asst. Principal Joe Fricione, Special Education Teacher Brent Caldwell, Principal	17, 2,2,6	Y
	Meadowlark	2	5/17/19	SED	ILC	Sarah Blackford, Special Education Teacher Brian Ball, ICAN Paraeducator Joanna Bustamante, ICAN Paraeducator Kathy Kohler, Special Education ICAN Teacher Brent Caldwell, Principal Heather Moutoux, ICAN Teacher	Not specified	Y

						Tonja Loendorf, ICAN Paraeducator		
	Meadowlark	2	5/3/19	SED	Playground	Kathy Kohler, ICAN Teacher Sarah Blackford, SpEd Teacher Brent Caldwell, Principal Elizabeth Hitchcock, ICAN para	18, 1, 22, 13	Y
	Meadowlark	2	4/16/19	SED	ILC	Allison Trautwein, Heather Moutoux, Joe Fricione, Kathy Kohler, Sarah Blackford, Brian Ball, Brent Caldwell	30	Y
	Meadowlark	2	4/29/19	SED	Hall	Joseph Fricione, Special Education Teacher Kathy Kohler, ICAN Teacher Elizabeth Hitchcock, ICAN Paraeducator Brian Ball, ICAN Paraeducator Heather Moutoux, ICAN Teacher Tonja Loendorf, ICAN Paraeducator Victoria Lopez, ICAN Paraeducator Chelsea Skorka, BVSD Substitute Kristin Wagner, Meadowlark Counselor	41 .48	Y
	Meadowlark	2	4/22/19	SED	ILC	Sennen Knauer, Assistant Principal Joseph Fricione, Special Education Teacher Natalya Walsworth, School Psychologist Heather Moutoux, ICAN Teacher Tonja Loendorf, ICAN paraeducator	9	
	Halcyon	5	8/20/18	SED, SLD	Bus	Y	16	Y

	Nederland EI	3	8/27/18	SED	ILC	Kim Hodge, Challace Cole, Marley Pegler, Meaghan Irrig, Michelle Blanton, Laurel Reckert, Linsey Records	5,27	Y
	Nederland	3	9/25/28	SED		Kim Hodge, Challace Cole, Marley Pegler, Meaghan Irrig, Michelle Blanton, Laurel Reckert, Linsey Records	Seclusion 1, 6, 7	Y
	Nederland	3	9/14/18	SED	ILC	Kim Hodge, Challace Cole, Marley Pegler, Meaghan Irrig, Michelle Blanton, Laurel Reckert, Linsey Records	8, 38	Y
	Centaurus	10	10/3/18	Autism	ILC	Rich Affleck-Assistant Principal, Adei Abankwah-Para, Troy Yanel-ILC SPED teacher	10	Y
	Platt Middle	6	3/14/19	Autism	ILC	Michael Morrin, Kristy Kojisch	13	Y
	Douglas	4	10/26/18	none	commons	Anne Travers	77	N
	community montessori	2	3/14/19	SED, OHI	classroom	<u>Shannon Minch-Principal and Maryann Mugerian-SPED Teacher</u>	6	

Properly Administering Restraints:

Identified the use of CPI techniques	16/16	Occurred with Students on IEP	15/16
Held for less than 15 min	6/16	Students Assigned to Gen Ed restrained	1/16
Did not put excess pressure on child's chest or back	16/16	Restraints completed with CPI certified staff	16/16

In reviewing restraint paperwork, a total of restraint incident reports were submitted for review.

Identifying additional training needs: Currently, there are more than 500 Special employees having been certified or refreshed in NCI/CPI. Employees have received notification this year that they are required to have active certification and will be compensated for training, if they are employed in our autism, multi-intensive, affective learning centers or day treatment facilities. Currently 3 or more staff members who have active CPI certification exist in each of our buildings that have a learning center. Additionally, principals received listing of employees per school that were actively certified.

BVSD will continue its efforts to require all learning center and day treatment staff to receive yearly CPI certification.

Minimizing/preventing restraint by increasing use of positive behavior interventions:

BVSD practices district wide positive behavior support (PBIS) and has completed processes within each school and has trained all affective needs staff in the Boy’s Town Well Managed Schools behavior model. Staff in affective needs center have received at minimum 19 hours of direct instruction this year, including CPI Refresh and Well Managed Schools.

In reviewing restraint reports submitted, all restraints noted positive and preventative behavior interventions that they offered prior to restraint occurring.

In 2018-19, district (Phil May and Dale Carr, Barbara Case, Kelly Miller) provided more than 30 trainings for staff on topics related to positive behavior interventions. Of the 500+ employees trained or refreshed in CPI, each participant received a minimum of 3 hours instruction on positive behavior interventions and prevention techniques.

Reducing Incident of restraint:

<u>School Year</u>	<u>Number of Restraints</u>
10-11	20
11-12	12
12-13	5
13-14	4
14-15	10
15-16	21
16-17	29

17-18	19
18-19	16

BVSD requires a mandatory CPI certification of all Special Education paras and transportation employees. We completed 2 administrator only CPI trainings and, also, added a module to each of our training around state law/BVSD restraint policy. This year BVSD updated restraint policy and procedures to align with statewide recommendations.

District employees are refreshed using CPI annually in BVSD. BVSD employees must provide list of interventions tried before restraint, and documentation that restraint occurred as last resort and when student was danger to self/others.

Environmental Factors:

The following represents antecedent/environmental strategies implemented to prevent restraint. 100 percent of restraints noted preventative antecedent strategies.

Direct instruction	Remove Audience
Alternative Seating	Offered Choices
Verbal De-escalation	
Self Control Strategy	
Wait Time	
Alternate location	