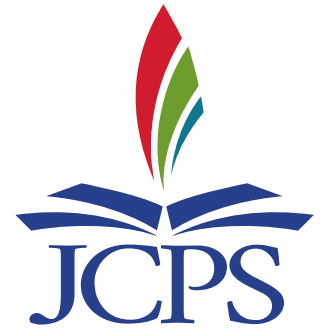


Safe Crisis Management Progress Report

**Jefferson County Board of Education Work Session
May 10, 2016**

Agenda

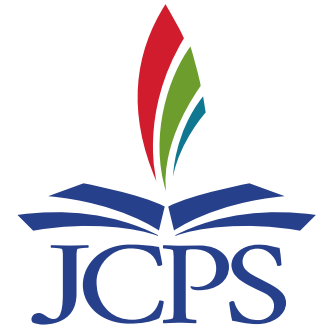


- Overview of Safe Crisis Management
- Update on data documentation and verification
- Findings and recommendations from Dean Dorton



OVERVIEW OF SAFE CRISIS MANAGEMENT

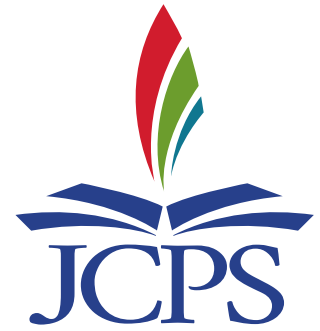
Overview



❖ **Safe Crisis Management**

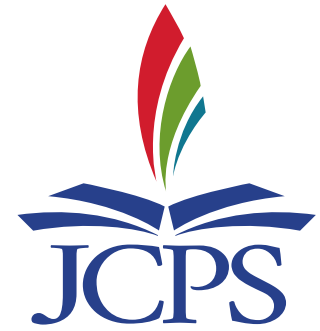
curriculum taught by Jefferson County Public Schools trainers provides a comprehensive continuum of prevention (primary), intervention (secondary/emergency) and post intervention (tertiary) strategies.

Training Components



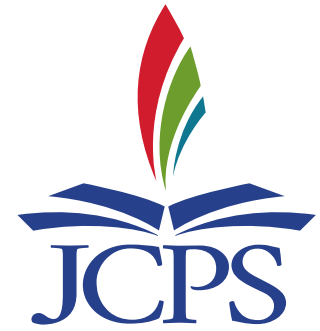
- Positive Behavioral Intervention
- Incident Prevention
- De-escalation Techniques
- Post Intervention Strategies
- Trauma Informed Care

Last Resort Physical Intervention System



- ❖ Harm to self and/or others is the only reason staff should use physical assistance.
- Staff will learn how to promote safety when a situation is critical and physical intervention becomes necessary. Safe Crisis Management has been medically reviewed for safety, and can be tailored to the size, weight, and gender of individuals.
- The SCM technology provides the flexibility to meet all regulatory requirements.

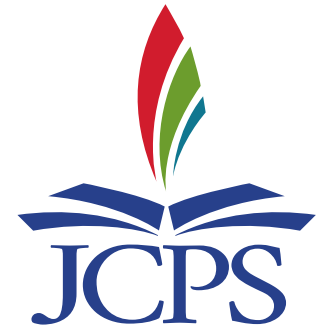
Definition of Restraint and Seclusion



Definition from the 704 KAR 7: 156.160

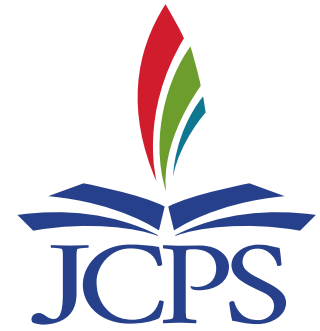
- **“Physical Restraint”** means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms legs, or head freely.
- **“Seclusion”** means the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving.

Context for Restraint and Seclusion



- According to 704 KAR 7:160. Use of restraint and seclusion in public schools:
 - Physical restraint and seclusion may only be implemented in a public school or educational program if the student's behavior poses an imminent danger of physical harm to self or others and as permitted under KRS 503.050, 503.070, and 503.110.

JCPS Board Policy 9.2212



JCPS policy is same as KSBA recommended policy

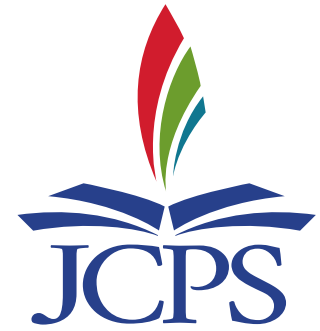
09.2212 - Use of Physical Restraint and Seclusion

- Use of physical restraint or seclusion by school personnel is subject to 704 KAR 7:160. However, nothing in this policy prohibits the exercise of law enforcement duties by sworn law enforcement officers.

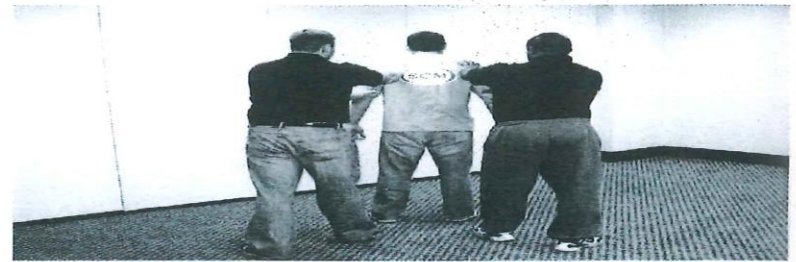
The JCPS Board Policy includes the following components:

- | | |
|-----------------------|-----------------------------|
| • Definitions | • Notification Requirements |
| • Physical Restraint | • Debriefing Session |
| • Seclusion | • Parent Complaints |
| • Parameters | • Statement from Physician |
| • Training | • References |
| • Required Procedures | • Related Policies |

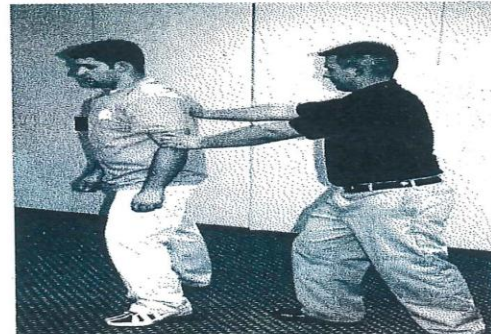
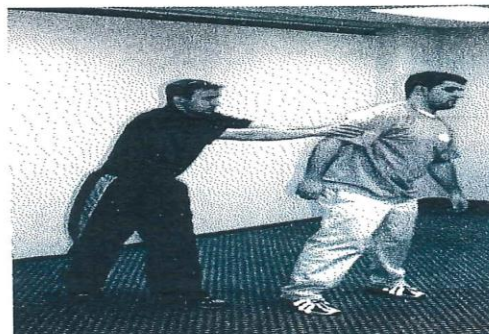
Common Types of Restraints



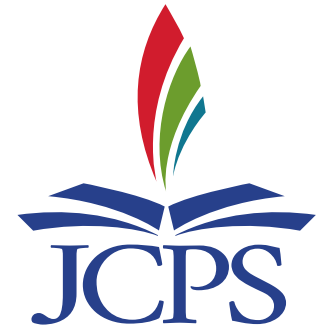
Multiple-person Extended Arm Assist



Extended Arm Assist

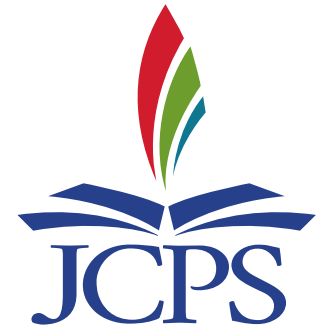


Training Requirements



- To receive a certificate in Safe Crisis Management Staff have to take a 2 day training and must pass a written test by 85% and a physical skills test by 85%.
- To maintain their certificate they must attend a 2 hour practices session every other month.
- They must come back a year from their certification date for a one day training again passing a written test and a physical skills test by 85%

Certification Types

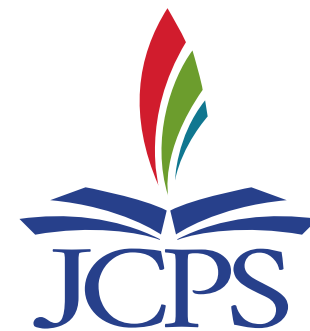


- Training is available to all JCPS employees, no matter their physical capabilities or possible limitations. The training includes both the theory and the physical guidelines of SCM for the safety of students and staff.
- Certification levels are:
 - **A Certificate** – The individual has passed a written test understanding the theory and a physical skills test with no limitations.
 - **B Certificate** – The individual has passed a written test understanding the theory and a physical skills test with limitations.
 - **Theory Only Certificate** – The individual has passed the written test by 85% but due to physical limitations can not do the physical part of the training



UPDATE ON DATA DOCUMENTATION AND VERIFICATION

Context of Initial Data Entry Process



In 2012, specific schools requested assistance with developing a tracking system for Seclusion and Restraint data that included student analytics tools



District Information Technology Department worked with School Staff to develop the SBRT (Student Behavior Response Team) system



Analytic tools in internal system were helpful to schools and became utilized more frequently to document and analyze this data

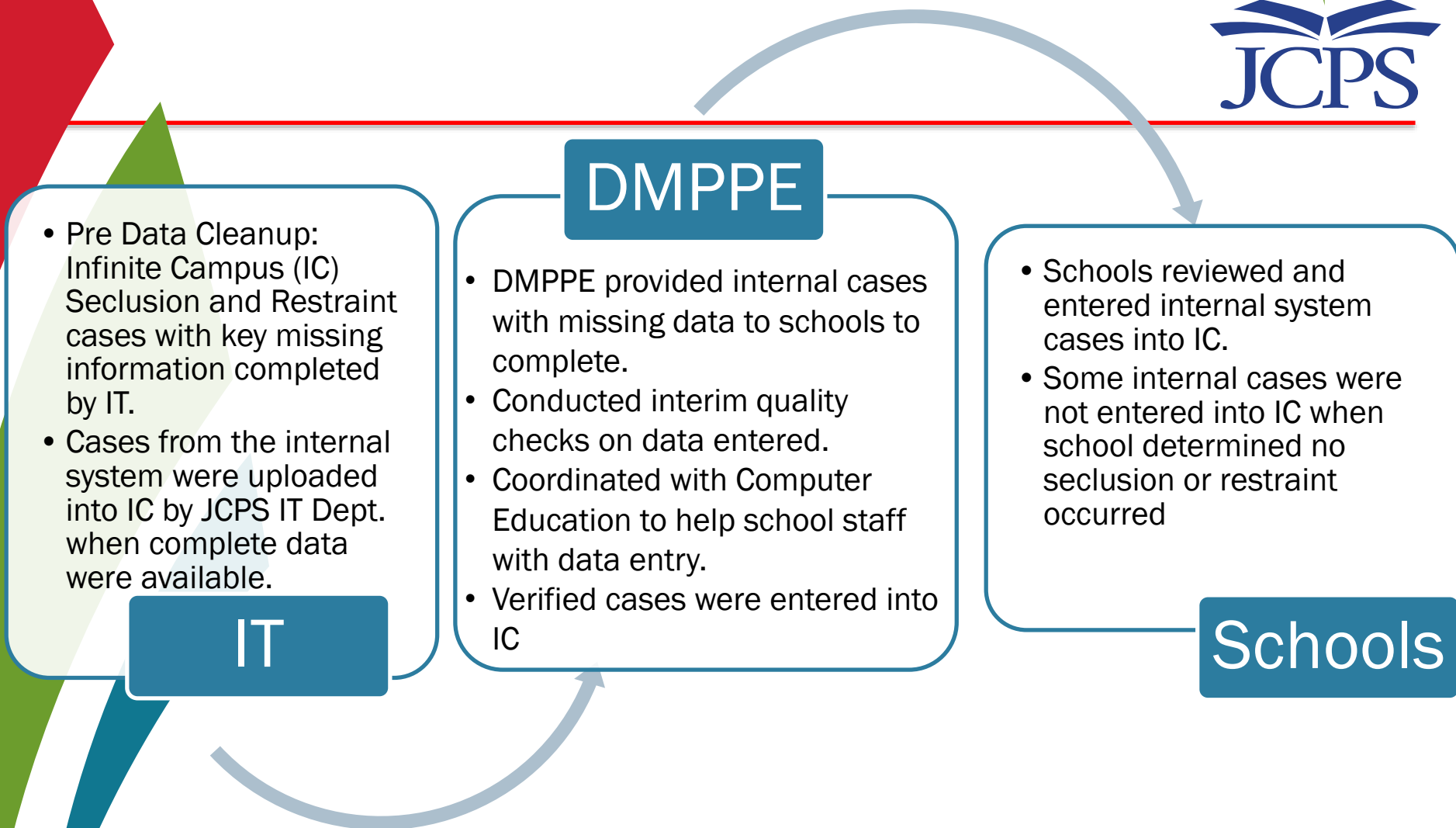
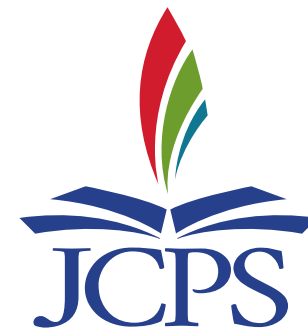
Starting with the 2013-2014 school year, Seclusion and Restraint incidents were required to be entered into Infinite Campus.

Internal Systems
(SBRT + BILS)



Infinite
Campus

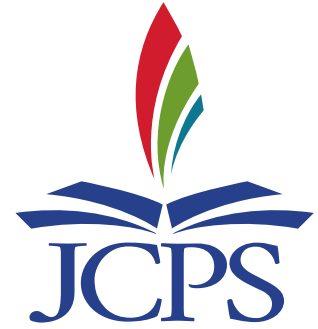
Flowchart of Data Entry/Verification Process



Both the Internal Auditors, Dean Dorton, and KDE are verifying the number of incidents entered into Infinite Campus

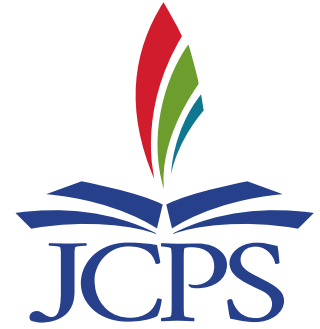
SUMMARY OF DATA

Current Data Improvement Strategies



- Encouraging use of interactive behavior dashboard that focuses on all behaviors, consequences, and patterns by all role groups; presentation at principal meeting in fall
- Providing guidance on data documentation through weekly principal emails
- Updating training materials (i.e. behavior manual)
- Migrating data entry protocols from internal systems to Infinite Campus (IC)
- Developing “proof of concept” to interface IC with internal system capable of comprehensive data analysis
- Continuing work on central office support based on school feedback
- Developing monthly data report on key indicators to share with principals & Asst. Sups for 16-17 school year

Next Steps



- Review and verify KDE data set for 2013-14 and 2014-15 school report card
- Upload and review 2015-16 incidents
- Review and implement recommendations from internal audit report

FINDINGS FROM DEAN DORTON