

Behavior Safety Assessment and
Restraint/Seclusion Annual Board
Report
November 13, 2024



COLLABORATING IN COMMUNITY | CULTIVATING EQUITY | INSPIRING EXCELLENCE

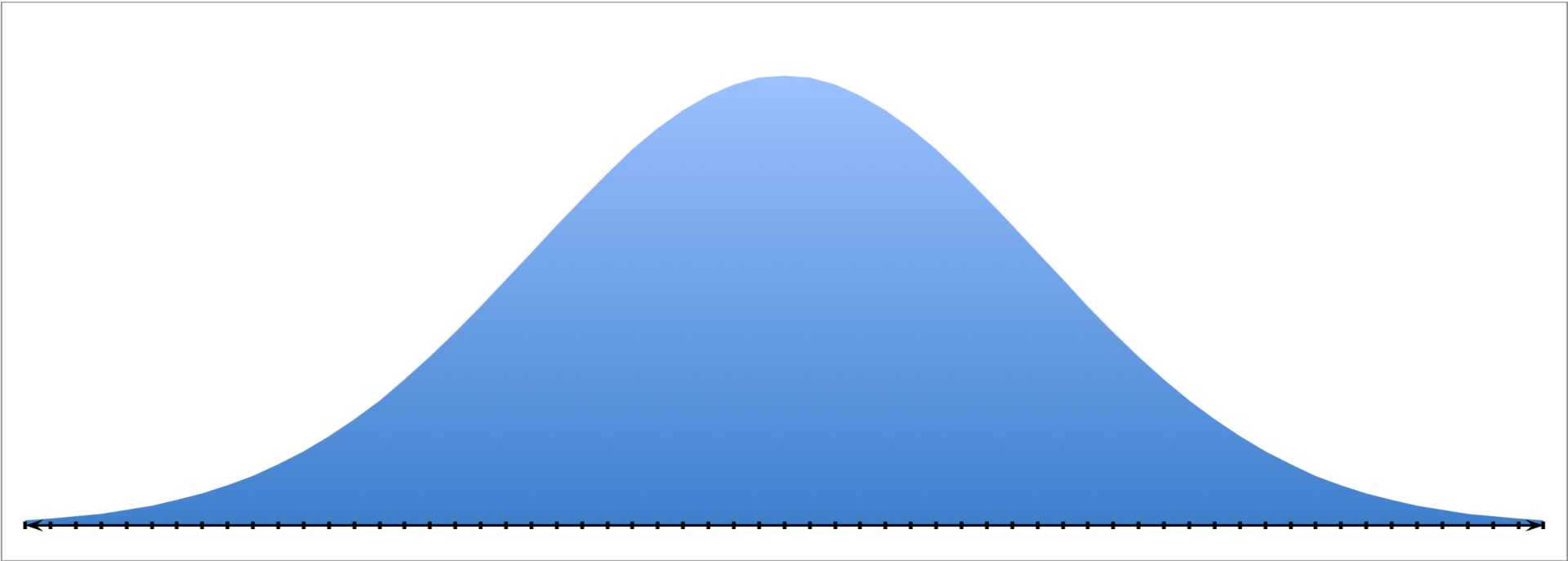
After reviewing this report, the Centennial School Board members will:

- Develop and/or deepen an awareness of district systems and processes including those associated with Behavior Safety Assessment Teams (BSAT), Sexual Incident Response Teams (SIRT) and Restraint/Seclusion
- Review multi-year data
- Receive required information about Restraint/Seclusions from the 2023-24 school year



Comprehensive Systems of Excellence

Prevention, Event, Recovery & Response

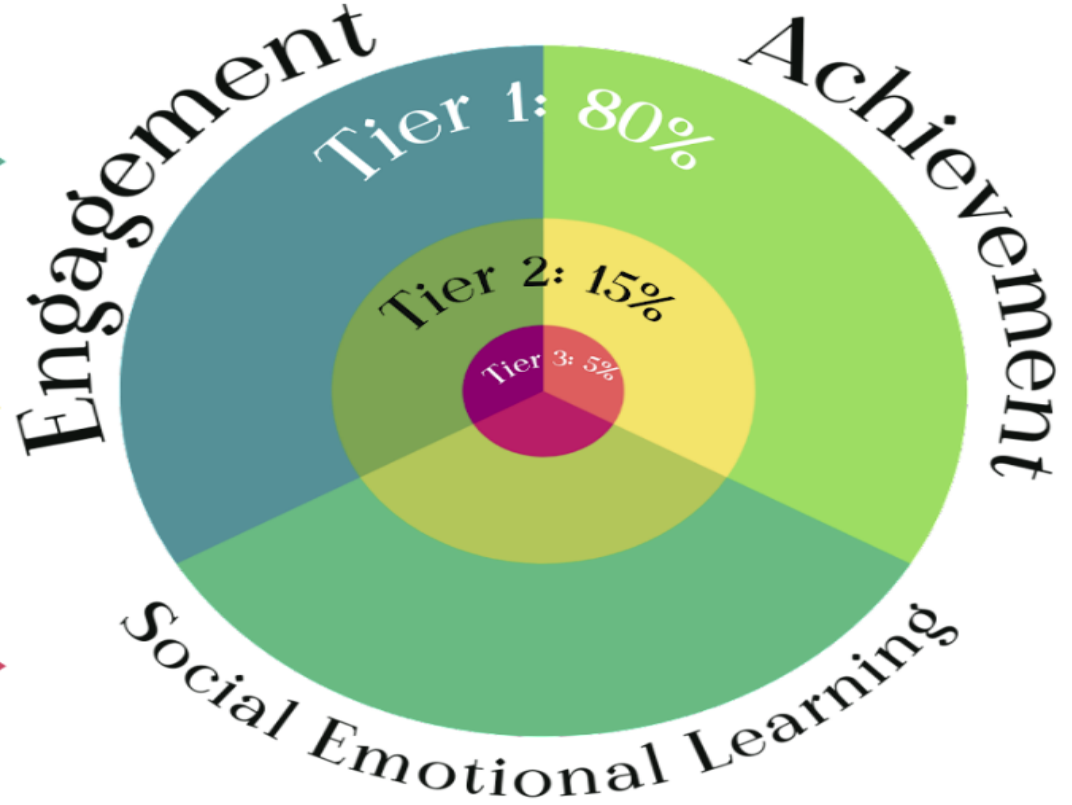


Multi-tiered Systems of Support (MTSS)

Tier 1:
Universal proactive and preventive supports for all students

Tier 2:
Targeted Interventions for students who need more support

Tier 3:
Individualized interventions for intensive support.

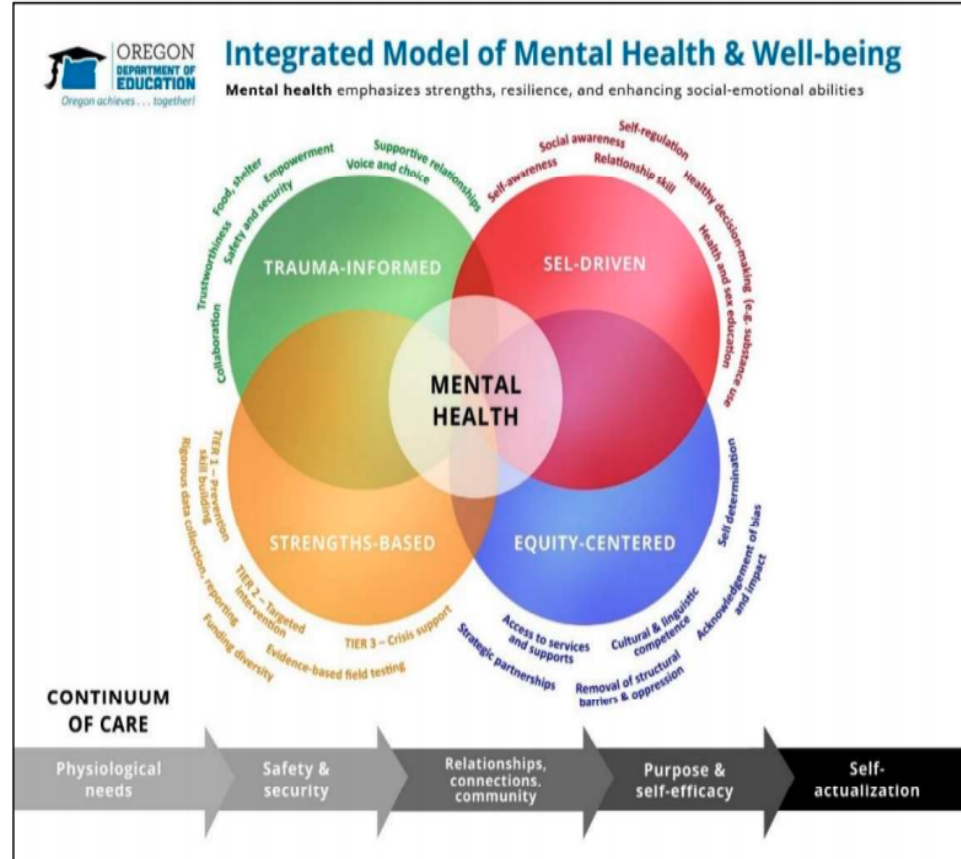


Prevention

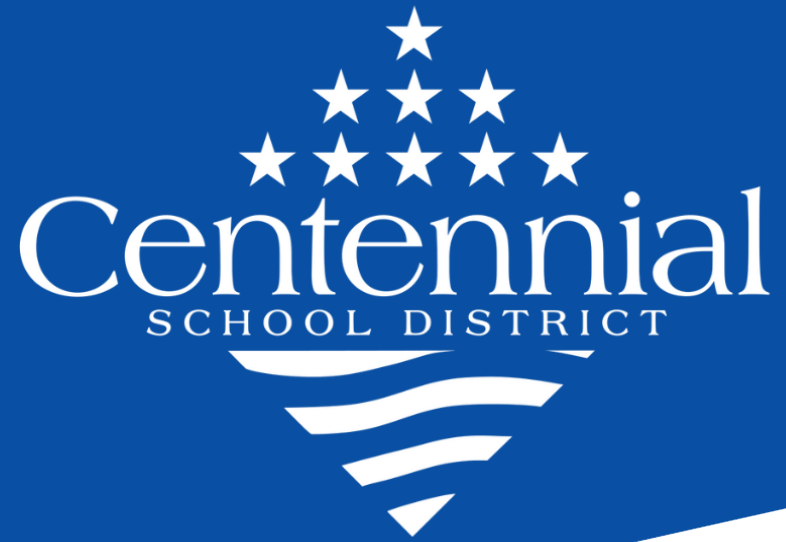


- Classroom & School Wide Expectations, Community & Culture
- Culturally Responsive, Student Centered Teaching & Learning
- Social Committees/Staff Morale/Employee Assistance Program (EAP)
- Professional Learning & Training
- Key Fobs/Locking Doors/Vestibules/Lighting
- Standard Response Protocols/SRP (Safety Drills)
- Safe Oregon (Tipline)
- Suicide Prevention & Protocols
- Nonviolent Crisis Intervention (NVCi)
- Behavior Safety Assessment/Sexual Incident Response Team
- Community Partners
- Counselors, Social Workers, Mental Health Providers

Oregon School Safety and Prevention System (SSPS) Model



Behavior Safety Assessment Teams (BSAT)/Sexual Incident Response Teams (SIRT)



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Goal of Behavior Safety Assessments and Sexual Incident Response



- Investigate threat and/or actions towards others and assist school staff teams in developing a management plan
 - Management plan – supervision, intervention, instruction and maintenance of plan
- Assess risk and apply inhibiting/protective factors that reduce risk
- **NOT** a process for the prediction of future acts or means to label or profile a student



Benefits of a collaborative (*team*) approach to assessing risk



- Community ownership and commitment
- Shared responsibility and liability
- Allows a lot of information to be collected in a short time period
- Focus is on introducing inhibitors/protective factors, increasing supervision if warranted, and monitoring the student.
 - Risk is always changing
 - We want to be actively working towards reducing it
- Multi-agency representation gives us a wider variety of knowledge and resources to use in the assessment and development of a management plan
 - Knowledge about resources and the student



Multi-Tiered Process



Level 0/Inquiry

- Administrator consults with Team Members to determine if Level 1 Assessment is warranted

Level 1 Team

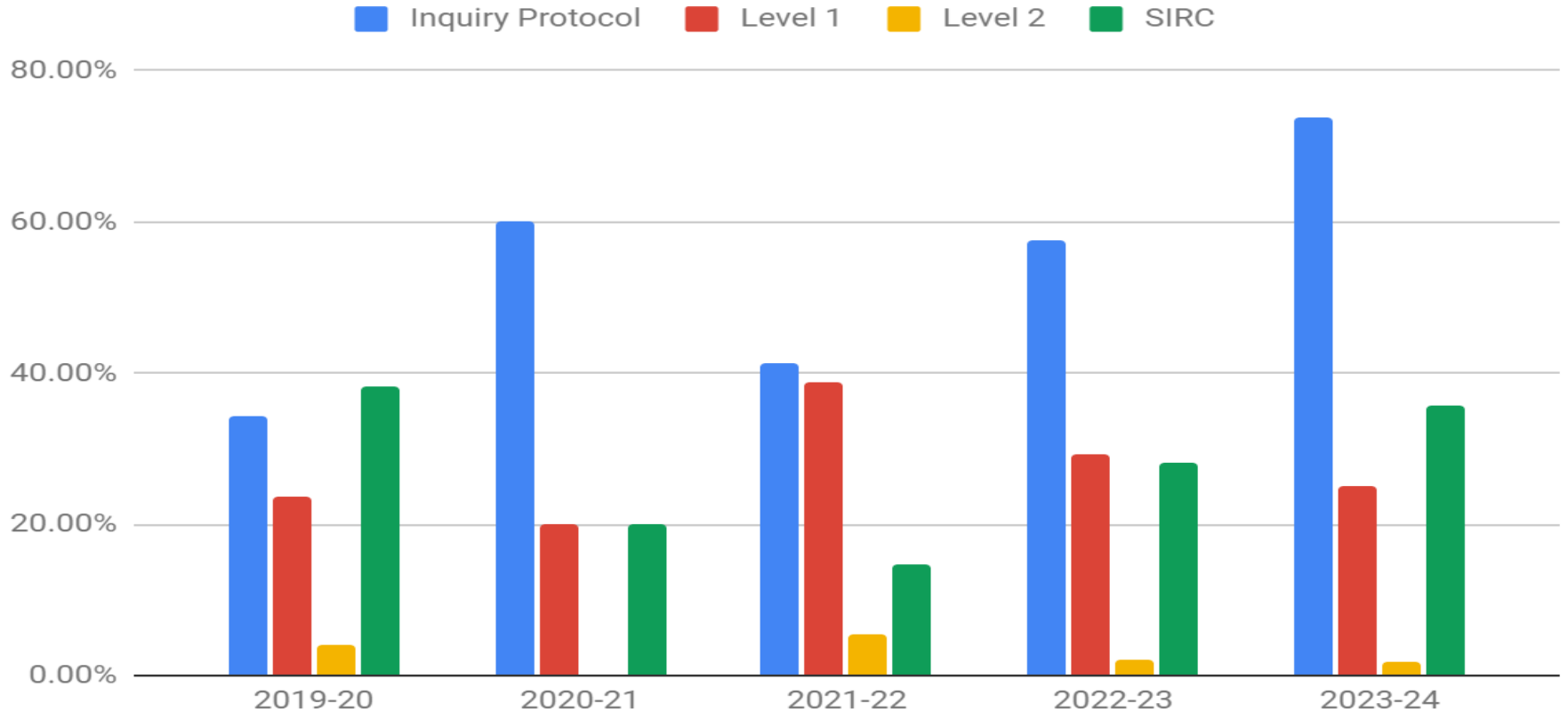
- Site-Based
- Core Members: Administrator, Counselor, School Psychologist
- Full Site Team
 - Others who know the student (teachers, coaches, etc.), Campus Security, Parent (as circumstances allow)
 - Suspected or known mental health factors – include mental health consultant.

Level 2 Team

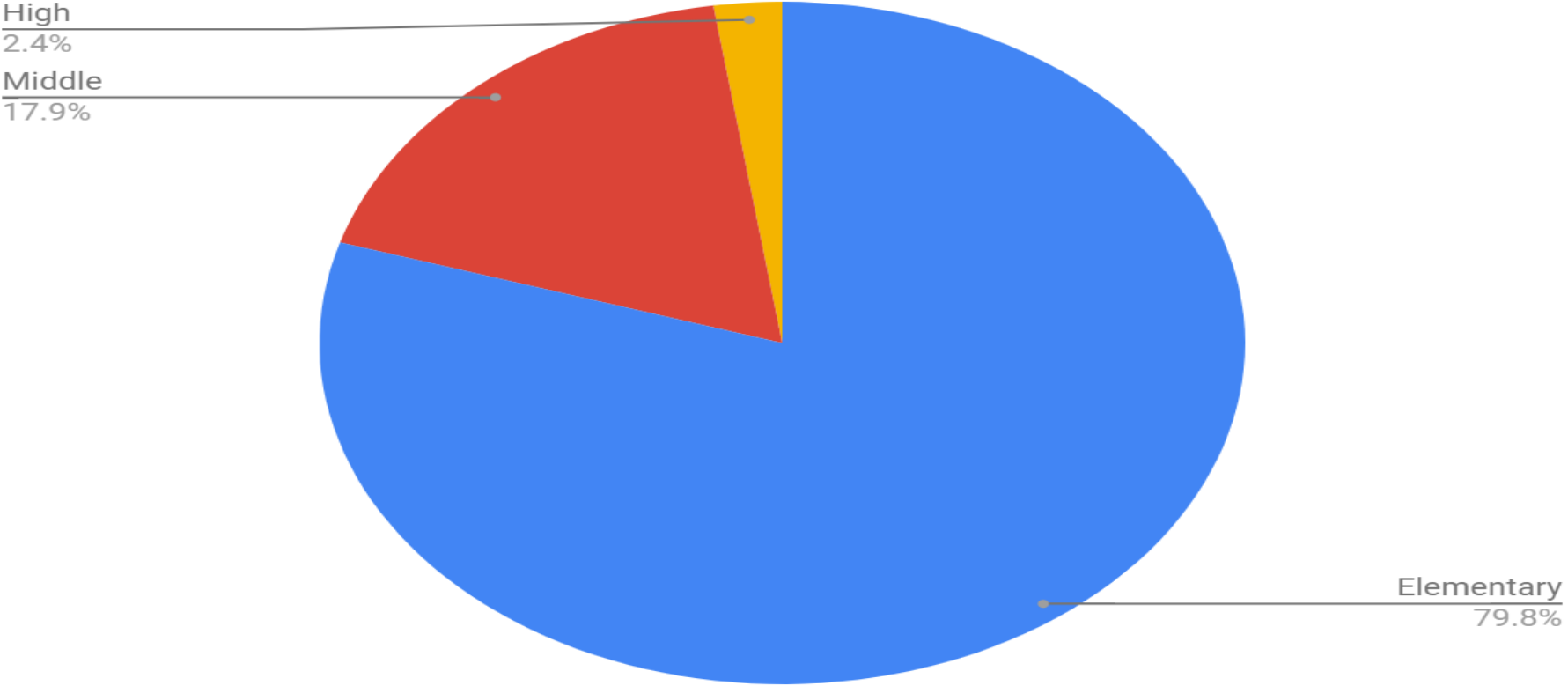
- Community-Based
- Core Members
 - Representation from the School District, Mental Health Practitioners-County & Cares NW, Law Enforcement, Dept. of Human Services, Juvenile Dept, Oregon Youth Authority, Youth Violence Prevention, etc.



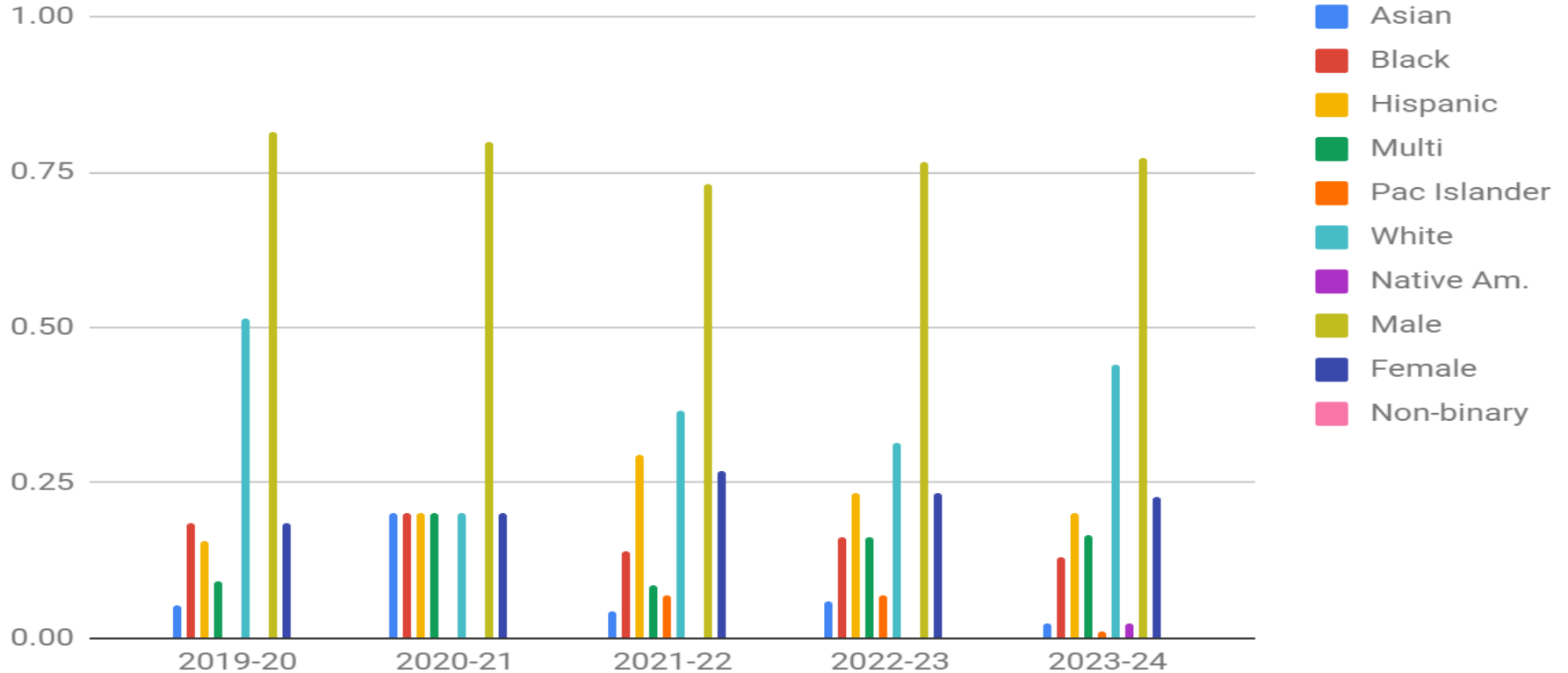
Percentage of Assessments Completed



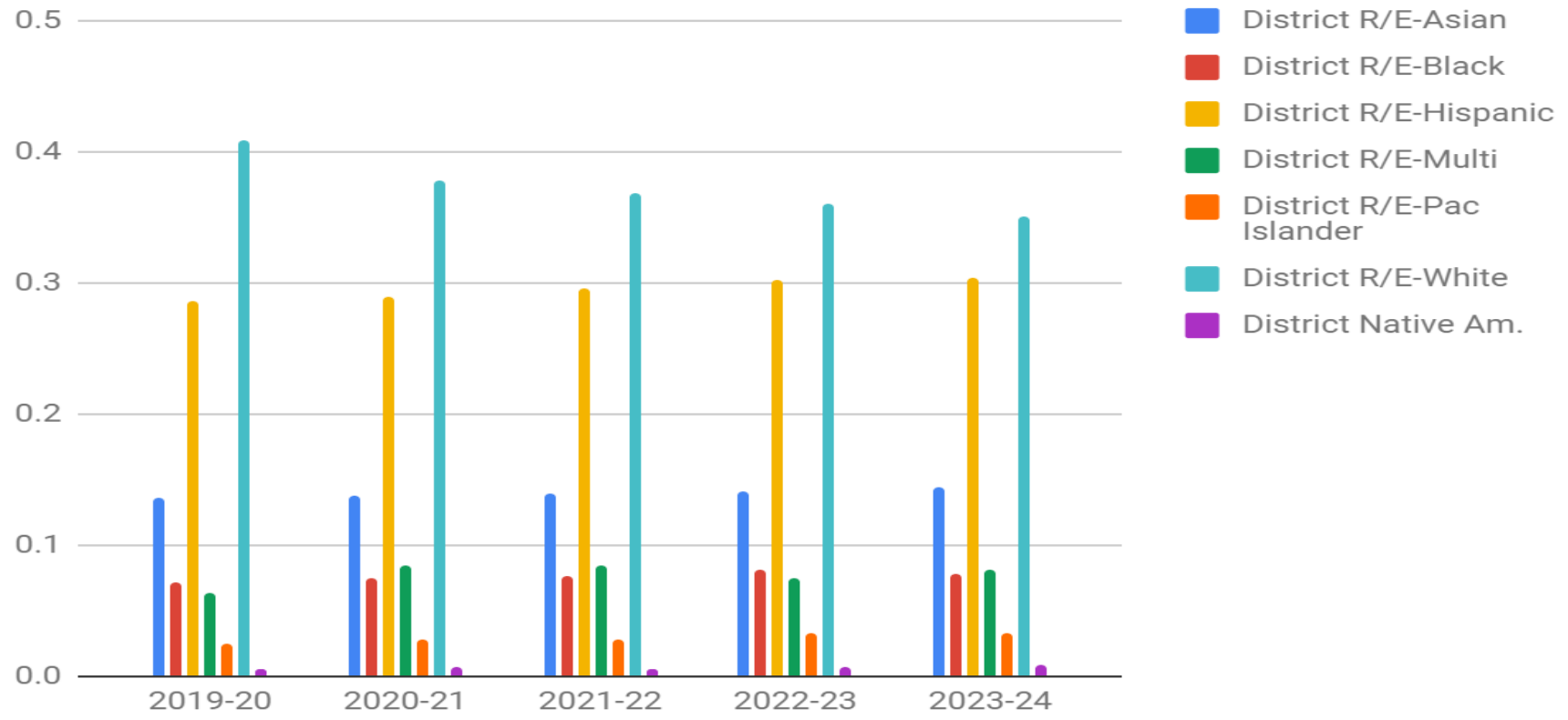
By Grade Band: 2023-24



Percentage of BSAT Completed: Race, Ethnicity & Gender

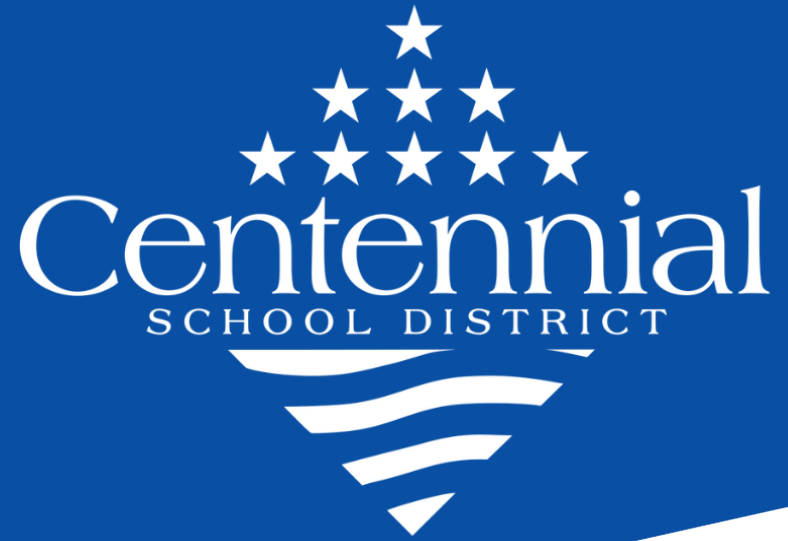


District Race & Ethnicity Data





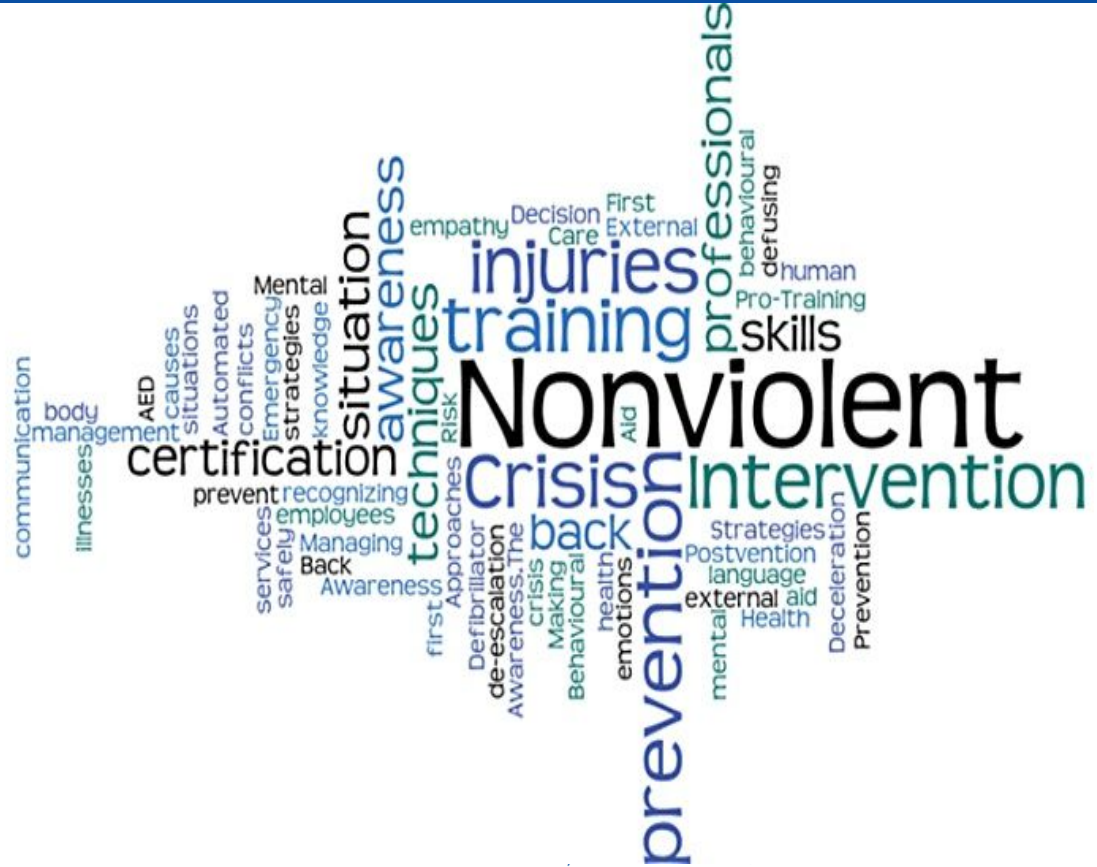
Restraint & Seclusion Annual Report



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2023-24 Restraint and Seclusion Report



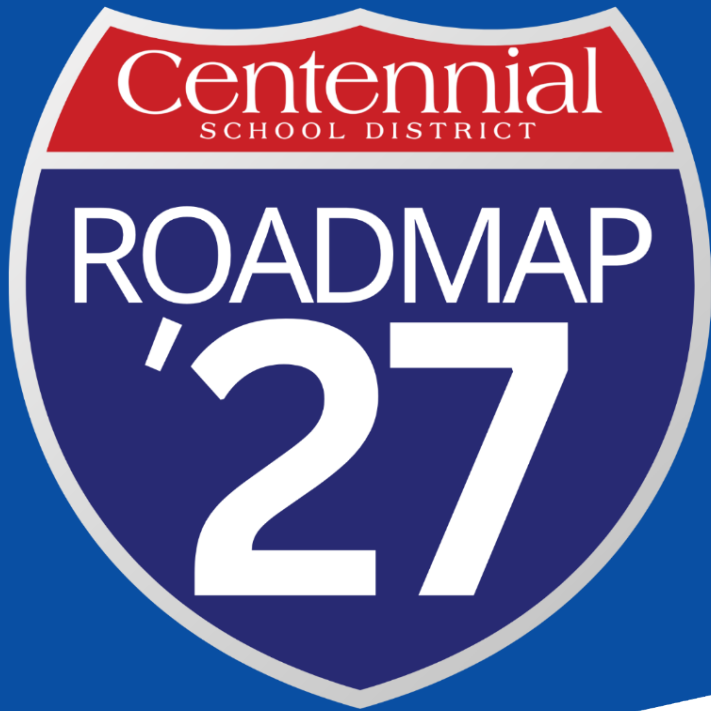


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Thank You!



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