
2017-18
Use of Restraint and/or Seclusion in Lincoln County School District

Oregon Administrative Rule 581-021-0559

Reporting Requirements for the Use of Physical Restraint and Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare and submit to the Superintendent of Public Instruction an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of seclusion rooms available; and a description, including the location of those rooms, designated solely for seclusion;
- (g) 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;
- (h) 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;
- (i) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (j) 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, unless the demographic information would reveal personally identifiable information about an individual student.

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

- (a) The public at the entity's main office and the website of the entity;
- (b) The school board or governing body overseeing the entity;
- (c) If the entity is an education service district, the component school districts of the education service district;
- (d) If the entity is a public charter school, the sponsor of the public charter school;
- (e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

Stat. Auth. 326.051

Stats. Implemented: 2011 OL Ch. 665 (Enrolled HB 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12; ODE 13-2014, f. & cert. ef. 2-19-14; ODE 15-2014, f. & cert. ef. 3-4-14

581-021-0550**Definitions** As used in OAR 581-021-0550 to 581-021-0570:

Physical restraint' means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.

Seclusion' means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

Physical restraint or seclusion may be used on a student in a public education program only if:

The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and

Less restrictive interventions would not be effective.

Total Incidents of Physical Restraint and Seclusion:

Total number of physical restraint incidents.	<u>64</u>
Total number of seclusion incidents.	<u>179</u>
Total number of seclusions in a locked room.	<u>0</u>
Total number of students placed in physical restraint.	<u>35</u>
Total number of students placed in seclusion.	<u>50</u>
Total number of students placed in either physical restraint or seclusion.	<u>60</u>

Total number and location of seclusion rooms: Toledo Elem. – 2, Olalla – 1, Newport MS – 2, Oceanlake – 1, Yaquina View – 1, Taft Elem. – 1, Taft 7-12 – 2, Crestview – 0, Sam Case – 0, Waldport HS – 0 and Newport HS – 1 for a total of 12.**Demographic characteristics:****Race:**

African American	0
American Indian	2
Asian	1
Pacific Islander	0
Multi-racial	5
White	52

Ethnicity:

Hispanic	5
Non-Hispanic	55

Gender:

Male	48
Female	12

Disability Status:

Identified under IDEA or Section 504:	
Other Health Impaired (OHI)	11
Intellectually Disability (ID)	1
Learning Disability	3
Communication Disorder	5
Emotional Disturbance	8
Autism	16
Section 504	2
Non-Disabled	14

Migrant Status: 0

English Proficiency:
Students receiving ELL services. 0

Economically Disadvantaged:
Students eligible for free and/or reduced lunch. 60

Total number of incidents that resulted in injuries to students. 5

Total number of incidents that resulted in injuries to personnel. 10

Total number of incidents that resulted in death to students. 0

Total number of incidents that resulted in death to personnel. 0

Number of students placed in physical restraint or seclusion more than 10 times in the 2017-18 school year. 2

Number of incidents in which personnel administering physical restraint or seclusion were not trained. 1

Steps taken to reduce the use of physical restraint and seclusion for each student:

- Meet with parents and staff to review, edit, or create behavior support plan for the student.
- All staff are trained in Nonviolent Crisis Intervention (NCI) to reinforce their use of de-escalation skills.
- Staff will continue working self-regulation skills with the student.
- Staff continue to use redirection, calming techniques, positive encouragement, breaks, visual icons, verbal cues, timer warnings for transitions.
- Increased communications with parent/guardian. Student taught safe options if they feel the need to run away.
- Change the student's schedule to avoid what triggered the event.

District plans for reduction in number of physical restraint and seclusion incidents in the 2018-19 school year include:

- Wraparound services coordination with county health department, local mental health services and the Linn-Benton-Lincoln ESD.
- Train an adequate number of staff to conduct Functional Behavior Assessments.
- Continued monitoring of FBAs and subsequent Behavior Support Plans.
- Meet with principals to create plans to have staff trained in NCI.
- Meet with Behavior Specialist for ideas to support our students and staff.