

Summary Report: 2013-14

Use of Physical Restraint and Seclusion in Reynolds School District

581-021-0559

Reporting Requirements for the Use of Physical Restraint & Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare 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 incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
- (g) 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;
- (h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (i) 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; and
- (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.

Summary Report: 2013-14

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Stat. Auth.: ORS. 326.051

Stats. Implemented: Ch. 665, OL 2011 (Enrolled House Bill 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

Definitions: As used in OAR 581-021-0550 to 581-021-0566:

“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:

- (A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and,
- (B) Less restrictive interventions would not be effective.

Summary Report: 2013-14

Use of Physical Restraint and Seclusion in Reynolds School District

Total Incidents of Physical Restraint and Seclusion:	318
Total number of incidents involving physical restraint:	312
Total number of incidents involving seclusion:	6
Total number of seclusions in a locked room:	0
Total number of students placed in physical restraint:	44
Total number of students placed in seclusion within RSD:	0
Total number of students placed in seclusion within outside placements	12

Demographic characteristics:

Race:

African American	6
Asian	0
Multi-Racial	2
White	17

Ethnicity:

Hispanic	13
Non-Hispanic	2

Gender:

Female	7
Male	37

Disability Status:

Identified as Disabled under IDEA or Section 504:	
Students qualifying disabled	36
Non-Disabled:	5

Migrant Status: 1

English Proficiency:

1 Students receiving ELL services.

Status as Economically Disadvantaged:

33 Students eligible for free and reduced lunch.

***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: 0.**

***Number of students placed in physical restraint or seclusion more than 10 times in the 2012-13 school year: 7.**

Summary Report: 2013-14

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

Student #1 had a Behavior Intervention Plan (BIP) in place at the beginning of the school year that included proactive and preventative strategies. This behavior plan was reviewed. School Psychologist /OIS Trainer trained all staff on plan at least two times during the school year. The Occupational Therapist provided specific training on sensory supports for staff. The Autism Specialist conducted specific training. A change of placement occurred to increase support for this student.

Student #2 4 Behavior support plan in place. Reviewed IEP. Revise positive behavior support plan. Included OIS trainer and autism consultant.

Student#3 Created a BSP when student moved into the district. The OIS Trainer was contacted and immediately consulted with team to collaborate on a Safety Plan that included OIS protocols for physical restraint. Staff attended OIS training and used room clear when needed and appropriate.

Student#4 Behavior support plan in place. Reviewed IEP. Revise positive behavior support plan

Student#5 Behavior support plan in place. Reviewed IEP. Revise positive behavior support plan

Student#6 Behavior support plan in place. Reviewed IEP. Revise positive behavior support plan

Student#7 Behavior support plan in place. Reviewed IEP. Revise positive behavior support plan

***Number of incidents in which personnel administering physical restraint or seclusion were not trained: 9.**

Summary of Review and Training for 2013-14

OIS Workshops Conducted

Summary Report: 2013-14

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During the 2013-2014 School Year, OIS Trainers conducted a total of 12 workshops. Eight of those workshops were two day workshops and four were one day recertification workshops. A total of 115 staff members were trained.

Other Trainings and Reviews Conducted

During the months of April and May, presentations on recent changes in the law regarding restraint and seclusions were conducted for all Special Education staff as well as building counselors and administrators.