

Summary Report: 2012-13

Use of Physical Restraint and Seclusion at Four Corners 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.

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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.

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Total Incidents of Physical Restraint and Seclusion:	424
Total number of incidents involving physical restraint:	423
Total number of incidents involving seclusion:	1
Total number of seclusions in a locked room:	0
Total number of students placed in physical restraint:	30
Total number of students placed in seclusion:	1

Demographic characteristics:

Race:

African American	8
Asian	0
Multi-Racial	4
White	16

Ethnicity:

Hispanic	3
Non-Hispanic	28

Gender:

Female	3
Male	28

Disability Status:

Identified as Disabled under IDEA or Section 504:	
Autism Spectrum Disorder	2
Emotional Disturbance	12
Other Health Impairment	11
Learning Disabled	1
Intellectual Disability	3
Communication Disorder	2

Migrant Status: 0

English Proficiency:

2 Students receiving ELL services.

Status as Economically Disadvantaged:

29 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: **8 injuries (Two students and six staff). 0 deaths.**

*Number of students placed in physical restraint or seclusion **more than 10** times in the 2012-13 school year: **12.**

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

Student #1 Behavior Support Plan in place, plan reviewed, plan updated, IEP reviewed, team considered a reduction in the school day, implemented plan to reduce expectations in the morning to assist in transition and changed the time of academic instruction to afternoon.

Student #2 Behavior Support Plan in place, plan reviewed, plan updated, IEP review individualized schedule, decreased unstructured time and considered a reduced day.

Student #3 Behavior Support Plan in place, plan reviewed, plan updated, IEP review, maintained academic expectations but increased frequency of time spent with a preferred staff.

Student #4 Behavior Support Plan in place, plan reviewed, plan updated, IEP review, delivered academic instruction with a preferred staff in a separate space within the room for a short period time and then decreased adult support as unsafe behaviors decreased.

Student #5 Behavior Support Plan developed and reviewed, IEP review, increased staff check-ins and increased communication with parent.

Student #6 Behavior Support Plan in place, plan reviewed, plan updated, IEP review, modified instructional time, identified two preferred staff to check in with through out the day and increased opportunities to complete work using a computer.

Student #7 Behavior Support Plan developed and reviewed, created opportunities for positive breaks and incentives with preferred staff, taught language around self-identifying triggers and increased communication between home and school.

Student #8 Behavior Support Plan in place, plan reviewed, plan updated, IEP review, increased communication and collaboration with outside providers and modified how and when instruction was delivered.

Student #9 Behavior Support Plan in place, plan reviewed, plan updated, IEP review, increased staff check-ins, modified arrival and departure times and changed student transportation.

Student #10 Behavior Support Plan in place, plan reviewed, plan updated, IEP review, increased check-ins by staff, provided access to a separate check in space with a preferred staff outside of the classroom at the beginning of the school day and increased opportunities to be with preferred peers.

Student #11 Behavior Plan in place, plan reviewed, plan updated, IEP review, increased access to preferred adult for positive breaks at the beginning of the school day.

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Student #12 Behavior Support Plan in place, plan reviewed, plan updated, IEP review, more frequent access to sensory break area and increased scheduled breaks with preferred adults in preferred spaces.

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