

## **Summary Report: 2019 - 20**

### Use of Physical Restraint and Seclusion in the Beaverton 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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<b>Total Incidents of Physical Restraint and Seclusion:</b>	<b>632</b>
Total number of incidents involving physical restraint:	380
Total number of incidents involving seclusion:	252
Total number of seclusions in a locked room:	249
Total number of students placed in physical restraint:	134
Total number of students placed in seclusion:	48

#### Demographic characteristics of students involved in physical restraint:

African American	8
American Indian	1
Asian	9
Hispanic	21
Multi-Racial	12
White	83

#### Gender:

Female	19
Male	115

#### Disability Status:

Identified as Disabled under IDEA or Section 504:	113
Non-Disabled Students:	21

#### Migrant Status: 0

#### English Proficiency:

8 Students receiving ELL services.

#### Status as Economically Disadvantaged:

74 Students eligible for free and reduced lunch.

#### Demographic characteristics of students involved in seclusion:

African American	5
Hispanic	8
Multi-Racial	4
White	31

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Gender:

Female	5
Male	43

Disability Status:

Identified as Disabled under IDEA or Section 504:	46
Non-Disabled:	2

Migrant Status: 0

English Proficiency:

2 Students receiving ELL services.

Status as Economically Disadvantaged:

28 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: 32 incidents resulted in reported injuries to staff.

\*Number of incidents in which personnel administering physical restraint or seclusion were not trained: 55

\*Number of students placed in physical restraint or seclusion **more than 10** times in the 2019 - 20 school year: 14

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

Student A - 16 incidents

Present student with calming device/strategies, problem solve before behavior escalates, provide social stories/sensory items, pre-teach calming techniques listening to music/deep breathing/singing or writing down feelings.

Student B - 55 incidents

Maintain discussion using words/people can hear when student speaks calmly, frequent direct interaction and attention, follow behavior and safety plan, structured recess, problem solve before behavior escalates, preferred activity/staff member.

Student C - 13 incidents

Give more space instead of directly approaching, use calming words, alternative entry plan, preferred staff member, follow behavior and safety plan, remove specific recess options.

Student D - 11 incidents

Frequent direct interaction and attention, follow behavior and safety plan, preferred activity/staff member, problem solve before behavior starts, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings.

Student E - 16 incidents

Problem solve before behavior escalates, follow behavior and safety plan, frequent direct interaction and attention, preferred activity/staff member.

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#### Student F - 12 incidents

Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings, present student with calming device, follow behavior and safety plan, preferred activity/staff member.

#### Student G - 13 incidents

Provide additional transition time, provide social stories/sensory items, provide schedule/visual break card at student's desk, use visuals for transitions including timer and provide warnings, follow behavior and safety plan, frequent direct interaction and attention.

#### Student H - 23 incidents

Updated behavior support plan, present student with calming device/strategies, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings.

#### Student I - 11 incidents

Provide schedule/visual break card at student's desk, problem solve before behavior escalates, present student with calming device/strategies.

#### Student J - 13 incidents

Reward for difficult tasks, frequent direct interaction and attention, remove triggers, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings, preferred activity/staff member.

#### Student K - 19 incidents

Reward for difficult tasks, problem solve before behavior escalates, follow behavior and safety plan.

#### Student L - 23 incidents

Remove triggers, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings, maintain discussion of using words/people can hear when student speaks calmly, follow behavior and safety plan, problem solve before behavior escalates.

#### Student M - 23 incidents

Rewards for difficult tasks, provide social stories/sensory items, present student with calming device/strategies, pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings.

#### Student N - 19 incidents

Maintain discussion of using words/people can hear when student speaks calmly, problem solve before behavior escalates, remove triggers, frequent direct interaction and attention.