

Central Point School District 6
2022-2023 Restraint and Seclusion Report

A. The total number of incidents involving physical restraint: 9

B. The total number of incidents involving seclusion: 0

C. The total number of seclusions in a locked room: 0

D. The total number of students placed in physical restraint: 7

E. The total number of students placed in seclusion: 0

F. The total number of seclusion rooms available: 0

G. The total number of incidents resulting in injuries or death to students or personnel as a result of the use of physical restraint or seclusion: 0

H. The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year: 0

I. Steps taken by the public education program to decrease the use of physical restraint and seclusion for each student: Initiated/reviewed student's Functional Behavior Assessment, Additional adult support/1:1 staffing, Assure basic needs are met, Developed/reviewed student's Behavior Support Plan, Meeting held with parents, Offered student options, Offered student a preferred activity, Offered student a quiet space, Offered student sensory tools, Offered student a walk, Ongoing training to all staff working with student, Offered student to take a break, Remove known triggers from the environment, Provided Check-in/Check-out support programming, Offered student a snack, Reduce task demands placed upon the student, Switch staffing to different staff member, offer verbal redirection, Developed/reviewed student's individual Safety Plan, Utilized student's individualized positive reinforcement system, Provide/offer support via visual prompts/cues, Specialist support, Adjusted transitions.

J. The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained: 2

K. The demographic characteristics of all students upon whom physical restraint or seclusion was imposed including race, ethnicity, gender, disability status, migrant status, English proficiency, economically disadvantaged:

- American Indian/Alaskan Native Restraint: 0
- American Indian/Alaskan Native Seclusion: 0
- Asian Restraint: 0
- Asian Seclusion: 0
- African American Restraint: 0
- African American Seclusion: 0
- Hispanic/Latino Restraint: 1
- Hispanic/Latino Seclusion: 0
- Multi-Racial Restraint: 0
- Multi-Racial Seclusion: 0
- Native Hawaiian/Other Pacific Islander Restraint: 0
- Native Hawaiian/Other Pacific Islander Seclusion: 0
- White Restraint: 7
- White Seclusion: 0
- Female Restraint: 1
- Female Seclusion: 0
- Male Restraint: 6
- Male Seclusion: 0
- Non-Binary Restraint: 0

- Non-Binary Seclusion: 0
- Special Education Restraint: 3
- Special Education Seclusion: 0
- Economically Disadvantaged Restraint: 7
- Economically Disadvantaged Seclusion: 0
- Limited English Proficiency Restraint: 0
- Limited English Proficiency Seclusion: 0
- Migrant Restraint: 0
- Migrant Seclusion: 0