

Summary Report 2023-24

Use of Physical Restraint and Seclusion in St. Helens School District

Total Incidents of Physical Restraint and Seclusion: 81

Total number of incidents involving physical restraint: 56

Total number of incidents involving seclusion: 16

Total number of incidents involving restraint and seclusion: 9

Total number of seclusions in locked room: 0

Demographic Characteristics

Race:

Asian 0 Black/African American 1

Hispanic/Latino 3

Multi-Racial 3

Native Hawaiian/Pacific Islander 0

White 15

Ethnicity:

Hispanic 3

Non-Hispanic 24

Gender:

Female 5

Male 17

Disability Status

Special Education 18

Not Special Education 4

Migrant Status

Students that qualify as Migrant: N/A

English Proficiency

Students receiving ELL services 0

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*Total number of incidents that resulted in injuries or death to students as a result of the use of physical restraint or seclusion: 1 incident resulted in reported injuries, not identified as serious bodily injury; 0 deaths

*Total number of incidents that resulted in injuries or death to personnel as a result of the use of physical restraint or seclusion: 21 incident resulted in reported injuries, not identified as serious bodily injury; 0 deaths

*Number of students placed in physical restraint and/or seclusion more than 10 times in the 2023-24 school year: 2

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

The St. Helens School District adheres to provisions in Oregon law when using Physical Restraint or Seclusion. We have been systematically reviewing our classroom interventions, supports and use of Collaborative Problem Solving and increasing our capacity in training our staff in de-escalation strategies and interventions. We are using a multi-faceted process of de-escalation techniques, teaching strategies, pro-social behavior modeling and positive behavior supports and interventions as approved by Safety Care and Conscious Discipline.

Examples include, but are not limited to, the following:

- Explicit lesson planning and instruction with curriculums such as Zones of Regulation, Five is Against the Law, expected/unexpected, We Thinkers, SuperFlex, and Books by Julia Cook (But It's Not My Fault, Soda Pop Head, That Rule Doesn't Apply to Me, Thanks for the Feedback, I Just Don't Like the Sound of NO,...)
- Body Movement
- Brain Breaks
- Instruction in self-regulation techniques
- Opportunities to practice skills and routines when feeling emotionally regulated
- Safe spaces to take breaks
- Access to multiple types of sensory materials
- Alternative seating options
- Weighted vests and blankets
- Direct instruction in de-escalation techniques
- Functional Behavior Assessments
- Access to physical activity (walking around the building, running on track, basketball, heavy lifting)
- Two district safety care trainers with ability to consult with others at the NWRESD.
- Review of all incidents of restraint or seclusion by behavior specialist
- Team review of behavior support plans with adjustments made as necessary

- Review and practice of any Individual Focus physical restraints in students' Behavior Support Plans to ensure proper body positioning and safety for students and staff
- Monthly meetings with special education staff to talk about policies, procedures and practices related to better supporting our student population
- District is supporting Social Emotional Learning and Conscious Discipline education and training opportunities for staff through a variety of resources
- Ongoing discussions with the Oregon Department of Education and other school districts around the state to continue best practice interventions

*Number of incidents in which personnel administering/supporting physical restraint and/or seclusion were not trained: 6

*Number of incidents in which personnel administering/supporting physical restraint and/or seclusion: 75