Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Total Number of Incidents of Restraint and Seclusion:	**640**
Total Number of Incidents Involving Restraint:	445
Total Number of Students Placed in Restraint:	103
Total Number of Incidents Involving Seclusion:	195
Total Number of Students Placed in Seclusion:	38
Total Number of Seclusions In A Locked Room:	0

78 incidents resulted in injuries or death to students or personnel as a result of the use of restraint or seclusion

76 incidents occurred in which personnel administering restraint or seclusion were not trained

19 students were placed in restraint or seclusion more than 10 times

Please see following section for proactive strategies to decrease the use of restraint and seclusion for each of these students

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Demographic Characteristics of Students Placed in Restraint

Total Number of Incidents Involving Restraint:	445
Total Number of Students Placed in Restraint:	103

Race/Ethnicity

American Indian/Alaskan Native	1
Asian	9
Black/African American	9
Hispanic/Latinx	23
Multi-Racial	12
Native Hawaiian/Pacific Islander	2
White	47

Gender

Female	16
Male	87
Non-Binary	0

Disability Status

Students Identified as Disabled under IDEA or Section 504	91
Students NOT Identified as Disabled	12

Migrant Status

Students Identified as Migrant	0

English Proficiency

Students Receiving ELL Services	10

Status as Economically Disadvantaged

Students Eligible for Free and Reduced Lunch	84

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Demographic Characteristics of Students Placed in Seclusion

Total Number of Incidents Involving Seclusion:	195
Total Number of Students Placed in Seclusion:	38
Total Number of Seclusions In A Locked Room:	0

Race/Ethnicity

American Indian/Alaskan Native	2
Asian	5
Black/African American	5
Hispanic/Latinx	8
Multi-Racial	6
Native Hawaiian/Pacific Islander	0
White	12

Gender

Female	8
Male	30
Non-Binary	0

Disability Status

Students Identified as Disabled under IDEA or Section 504	33
Students NOT Identified as Disabled	5

Migrant Status

Students Identified as Migrant	0

English Proficiency

Students Receiving ELL Services	2

Status as Economically Disadvantaged

Students Eligible for Free and Reduced Lunch	36

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Proactive strategies to decrease the use of restraint and seclusion for students who were placed in restraint or seclusion more than 10 times:

Student A – 32 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Remove triggers
- Preferred activity/staff member

Student B – 67 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Have parent send in calming item/reward/treat
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Structured recess
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Student C – 23 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Structured recess
- Remove triggers
- Preferred activity/staff member

Student D – 28 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Structured recess
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

Student E – 14 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Follow behavior and safety plan

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Student F – 16 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Follow behavior and safety plan
- Remove triggers
- Preferred activity/staff member

Student G – 24 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Follow behavior and safety plan
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

Student H – 11 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

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Use of Restraint and Seclusion in the Beaverton School District

Student I – 16 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Remove triggers

Student J – 22 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Follow behavior and safety plan
- Ignore behaviors
- Remove triggers

Student K – 17 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

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Use of Restraint and Seclusion in the Beaverton School District

Student L – 12 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

Student M – 11 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide schedule/visual break card at student desk
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Follow behavior and safety plan
- Remove triggers

Student N – 12 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Structured recess
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Student O – 32 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Remove triggers
- Preferred activity/staff member

Student P – 11 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Ignore behaviors
- Remove triggers

Student Q – 16 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Structured recess
- Remove triggers
- Preferred activity/staff member

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Use of Restraint and Seclusion in the Beaverton School District

Student R – 11 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide social stories/sensory items
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Structured recess
- Remove triggers

Student S – 32 incidents

- Provide additional transition time to prepare
- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of suing words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Have parent send in calming item/reward/treat
- Follow behavior and safety plan
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Seclusion rooms available including a description of the dimensions and design:

20 seclusion rooms available

- 7 ft x 9.5 ft – marmoleum floors, painted sheet rock, window in door, no seating, ventilated, push button lock, lighting, with mirror
- 12.5 ft x 11.5 ft – tile floor, composite wood walls, window in door, no seating, ventilated, push button lock, lighting, with mirror
- 12.5 ft x 11.75 ft - floor, painted panel wall, window in door, bookshelves, 3 desks, 3 chairs, ventilated, mirror, gym pads, fire strobe/light, lock with push button
- 7.5 ft x 11.5 ft - concrete floor, wood composition walls, window in door, seating, ventilated, lighting, push button lock, fire strobe/sprinkler, drain in floor, mirror, gym mats
- 10 ft x 14 ft - linoleum floor, composite wood wall, window in door, couch, ventilated, fire strobe, fire sprinkler, smoke detector, light switch outside room, recessed lights, no seating, push button lock outside room
- 9 ft x 11 ft - vinyl floor, sheet rock wall, window in door, one seat, ventilated, gym mats, fire strobe, mirror, lighting, timer in room
- 9.5 ft x 20.5 ft – 2 doors, windows next to doors, carpeted floor, painted sheet rock wall, ventilated, gym mats, fire strobe, mirror, lighting
- 10.5 ft x 6.5 ft - concrete floor, composite wood wall, window in door, no seating, ventilated, lighting, fire strobe, mirror, drain in floor, push button door lock
- 6 ft x 11 ft - VCT flooring, composite wood walls, window in door, desk, chair, ventilated, lighting, fire sprinkler, locking door handle
- 6.5 ft x 12 ft – concrete floor, painted composite board walls, window in door, no seating, ventilated, drain in floor, lock button outside door, fire sprinkler, lighting, light switch outside room, recessed lighting, mirror, push button lock
- 8 ft x 12 ft - concrete floors, painted composite board walls, window in door, no seating, ventilated, drain in floor, lock button outside door, fire sprinkler, lighting
- 9.75 ft x 11.5 ft - VCT tile flooring, sheet rock walls, window in door, ventilation, gym pads, blankets, pillows, crash pads, lighting, self-standing seat swing
- 10.5 ft x 11.5 ft - VCT tile flooring, sheet rock walls, window in door, ventilation, gym pads, lighting
- 9.5 ft x 19.5 ft - tile flooring, painted sheetrock, window in wall, seating with desk, ventilated, 2 doors that lock from outside but can be opened from inside at any time, light, electrical outlet that isn't covered, light machine with sound, 2 bean bags
- 7.5 ft x 10.5 ft - marmoleum floor, painted sheet rock walls, window in door, no seating, ventilated, fire sprinkler, and button on door for locking while in use, PE mats Velcro to walls
- 8.5 ft x 8.5 ft - vinyl sheet flooring, sheet rock with easy clean plastic surface on bottom portion of wall, window in door, ventilated, fire strobe, drain in floor, button door lock
- 9.5 ft x 10.5 ft – fire strobe, light switch, ventilated, 2 bean bag chairs, little student desk in corner, 6 ft x 4 ft standing storage unit, pads added to one wall, sprinkler in room
- 10.2 ft x 10.5 ft – linoleum floors, painted sheet rock walls, windows in doors, gym mats on floors, light switch outside room, mirrors, push button lock, fire sprinkler, no seating
- 7.25 ft x 10.5 ft – linoleum floors, painted sheet rock walls, windows in doors, gym mats on floors, light switch outside room, mirrors, push button lock, fire sprinkler, no seating
- 8.5 ft x 8.25 ft– linoleum floors, painted sheet rock walls, windows in doors, gym mats on floors, light switch outside room, mirrors, push button lock, fire sprinkler, no seating

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

Summary Report: 2023-24

Use of Restraint and Seclusion in the Beaverton School District

OAR 581-022-2267 - Annual Report on use of Restraint and Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare and submit an annual report detailing the use of restraint and seclusion for the preceding school year to the Oregon Department of Education. The annual report shall include, at a minimum:

(a) The total number of incidents involving restraint;

(b) The total number of students placed in restraint;

(c) The total number of incidents involving seclusion;

(d) The total number of students placed in seclusion;

(e) The total number of seclusions in a locked room;

(f) The total number of seclusion rooms available, including a description of the dimensions and design of the rooms;

(g) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of restraint or seclusion;

(h) The number of students who were placed in 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 restraint and seclusion for each student;

(i) The number of incidents in which the personnel of the public education program administering restraint or seclusion were not trained; and

(j) The demographic characteristics of all students upon whom 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) (a) Each entity that has jurisdiction over a public education program shall make its annual report about restraint and seclusion available to:

(A) The public at the entity's main office and the website of the entity;

(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; and

(D) If the entity is a public charter school, the sponsor of the public charter school.

(2) (b) Parents and guardians of students in a public education program shall be advised at least once each school year about how to access the report.

Definitions:

- "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.

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.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 339.285 - 339.303

History:ODE 145-2019, adopt filed 10/24/2019, effective 10/24/2019