



Restraint Seclusion Summary Report - 2025-2026

Total number of incidents involving physical restraint	553
Total number of incidents involving seclusion	0
Total number of seclusions in a locked room	0
Total number of students placed in a physical restraint	133
Total number of students placed in seclusion	0
Total number of incidents that resulted in injuries or death to students as a result of the use of physical restraint or seclusion	12
Total number of incidents that resulted in injuries or death to personnel as a result of the use of physical restraint or seclusion	54
Number of students who were placed in physical restraint or seclusion more than 10 times in the course of the school year	18
Number of incidents in which the personnel administering physical restraint or seclusion were trained	553
Number of incidents in which the personnel administering physical restraint or seclusion were not trained	0

Demographic characteristics of students upon whom restraint was imposed

Total students by race/ethnicity	American Indian /Alaskan Native	4
	Asian	3
	Black / African American	18
	Multi-Racial Asian/White	6
	Multi-Racial Historically Underserved	43
	White	59
Total students by gender	Female	17
	Male	114
	Non-Binary	2
Total students by special education status	Not Special Ed	17
	Special Ed	116
Total students by migrant status	Not Migrant	133
Total students by ELL status	English Learner	9
	Not English Learner	124
Total students by economically disadvantaged status	Not Economically Disadvantaged	133



Steps taken to decrease the use of physical restraint and seclusion for students with more than 10 incidents

Student	Description
Student #1	Additional adult support
	Assure basic needs are met (food/sleep/meds)
	Developed/reviewed or revised students Behavior Intervention Plan
	Increased home/school communication
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
Student #2	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Offered student a quiet space/location
	Offered the student a snack
	Offered the student a walk/went for a walk with student
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer student to take a break
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from environment
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
Student #3	Assure basic needs are met (food/sleep/meds)
	Increased home/school communication
	Offered student a quiet space/location



Student #3	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
Student #4	Additional adult support
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Increased home/school communication
	Meeting held with parents and/or others to provide support to student
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from environment
	Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
Student #5	Additional adult support
	Assure basic needs are met (food/sleep/meds)
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a walk/went for a walk with student
	Other step(s) taken detailed in comment



Student #5	Planned ignoring
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from environment
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
Student #6	Additional adult support
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered the student a snack
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from environment
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
Student #7	Assure basic needs are met (food/sleep/meds)
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer situationally relevant social stories
	Provide/offer support via prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming



Student #7	Reduce task and/or communication demands placed upon the student
	Remove known triggers from environment
	Switch staffing to a different staff member
Student #8	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Offered student options and/or choices
	Offered the student a snack
	Offered the student a walk/went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from environment
Student #9	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Offered student options and/or choices
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
Student #10	Additional adult support
	Adjusted transitions (gave longer transition time, delayed passing)
	Developed/reviewed or revised students individualized safety plan
	Offered student options and/or choices
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student



Student #10	Remove known triggers from environment
	Switch staffing to a different staff member
Student #11	Additional adult support
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from environment
	Specialist support (Child Development Specialist, Autism Scpecialist, School Psychologist)
	Switch staffing to a different staff member
	Utilized students individualized posive reinforcement system
Student #12	Assure basic needs are met (food/sleep/meds)
	Offered student a quiet space/location
	Offered student options and/or choices
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Reduce task and/or communication demands placed upon the student
	Specialist support (Child Development Specialist, Autism Scpecialist, School Psychologist)
	Switch staffing to a different staff member
Student #13	Additional adult support
	Adjusted transitions (gave longer transition time, delayed passing)
	Offered student options and/or choices
	Offered the student a walk/went for a walk with student
	Other step(s) taken detailed in comment
	Planned ignoring
	Provide/offer situationally relevant social stories



Student #13	Provide/offer verbal redirection to the student
	Provided Check-in/Check-out programming
	Provided student with counseling services
	Remove known triggers from environment
	Specialist support (Child Development Specialist, Autism Scpecialist, School Psychologist)
	Switch staffing to a different staff member
	Utilized students individualized posive reinforcement system