Restraint and Seclusion in the Beaverton School District
2025-26 Summary

Data based on Restraint and Seclusion Data Collection finalized by ODE in September 2026

Total Number of INCIDENTS of Restraint and Seclusion:	528
Total Number of INCIDENTS Involving Restraint:	368
Total Number of STUDENTS Placed in Restraint:	117
Total Number of INCIDENTS Involving Seclusion:	160
Total Number of STUDENTS Placed in Seclusion:	39
Total Number of Seclusion INCIDENTS In A Locked Room:	0

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

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

14 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

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Demographic Characteristics of STUDENTS Placed in Restraint

The values in the table represent the total number of students, not the total number of incidents. A single student may be associated with multiple incidents but is only counted once in this data.

Total Number of INCIDENTS Involving Restraint:	368
Total Number of STUDENTS Placed in Restraint:	117
Race/Ethnicity	
American Indian/Alaskan Native	1
Asian	9
Black/African American	14
Hispanic/Latinx	22
Multiracial	16
Native Hawaiian/Pacific Islander	0
White	55
Gender	
F	20
M	97
X	0
Disability Status (identified as disabled under IDEA or Section 504)	
Disabled	109
Not Disabled	8
Migrant Status	
Migrant	0
Not Migrant	117
English Proficiency Status	
Students Receiving ELL Services	15
Students NOT receiving ELL Services	102

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Demographic Characteristics of STUDENTS Placed in Seclusion

The values in the table represent the total number of students, not the total number of incidents. A single student may be associated with multiple incidents, but is only counted once in this data.

Total Number of INCIDENTS Involving Seclusion:	160
Total Number of STUDENTS Placed in Seclusion:	39
Total Number of Seclusion INCIDENTS In A Locked Room:	0

Race/Ethnicity

American Indian/Alaskan Native	0
Asian	0
Black/African American	2
Hispanic/Latinx	8
Multiracial	5
Native Hawaiian/Pacific Islander	0
White	24

Gender

F	6
M	33
X	0

Disability Status (identified as disabled under IDEA or Section 504)

Disabled	39
Not Disabled	0

Migrant Status

Migrant	0
Not Migrant	39

English Proficiency Status

Students Receiving ELL Services	1
Students NOT receiving ELL Services	38

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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 – 27 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 using 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
- Seek information from private therapist
- Transition to the office to calm
- Alternative space with School Psychologist and additional staff member available during intervention time to maintain a safe space.

Student B – 13 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 using words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Follow behavior and safety plan
- Parent sends food options from home
- Encouragement to try new foods

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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
- Rewards for difficult tasks
- Maintain discussion of using 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
- Additional staff available for back-up
- Reflecting on the incident to think about how to handle situation if it happens again

Student D – 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
- Provide schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of using 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

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Student E – 15 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 using 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
- Provide options

Student F – 22 incidents

- Pre-teach calming techniques/listening to music/deep breathing/singing or writing down feelings
- Present student with calming device/strategies
- Maintain discussion of using words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Frequent direct interaction and attention
- Follow behavior and safety plan
- Structured recess
- Remove triggers
- Provide private work space

Student G – 13 incidents

- 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
- Problem solve before behavior escalates
- Follow behavior and safety plan

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Student H – 21 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
- Have parent send in calming item/reward/treat
- Use visuals for transitions including timer, provide warnings
- Follow behavior and safety plan
- Structured recess
- Preferred activity/staff member
- Offer additional running break

Student I – 20 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 using words/people can hear when student speaks calmly
- Problem solve before behavior escalates
- Have parent send in calming item/reward/treat
- Follow behavior and safety plan
- Structured recess
- Remove triggers
- Preferred activity/staff member

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Student J – 15 incidents

- Provide additional transition time to prepare
- Present student with calming device/strategies
- Rewards for difficult tasks
- Have parent send in calming item/reward/treat
- Follow behavior and safety plan
- Ignore behaviors
- Remove triggers
- Preferred activity/staff member
- Offer calming item from home to use in a break space
- Use of wait strategy. Respondents wait to speak until signs of deescalation

Student K – 25 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 using 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
- Consider alternative transportation options
- Staff use mats as a protective barrier between student and staff or other students

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Student L – 20 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 using 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
- Create play zones apart from other students

Student M – 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 schedule/visual break card at student desk
- Rewards for difficult tasks
- Maintain discussion of using 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

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Student N – 15 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 using 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
- Preferred activity/staff member

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21 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, light switch outside room, recessed lighting, ventilated, push button lock, gym mat, no seating
- 7.75 ft x 8.5 ft – vinyl floor, wood paneled walls, window in door, ventilated, lighting, push button lock, fire strobe/sprinkler
- 12.5 ft x 11.75 ft – marmoleum 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
- 8 ft x 16 ft – vinyl floor, wood paneled walls, window in door, ventilated, lighting, push button lock, fire strobe/sprinkler
- 10 ft x 14 ft - linoleum floor, composite wood wall, window in door, 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, ventilated, gym mats, fire strobe, mirror, lighting
- 9.5 ft x 20.5 ft – 2 doors, windows next to doors, carpeted floor, painted sheet rock wall, ventilated, gym mats, mirror, light switch in room, chair, bean bag, swing char, recessed 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, no seating, recessed lighting, mirror, push button lock
- 9.75 ft x 11.5 ft - VCT tile flooring, sheet rock walls, window in door, ventilation, gym pads, lighting, blankets, pillows, crash pads, 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

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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