

Rainier School District #13

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Use of Restraint and/or Seclusion in Rainier School District 2020-2021

Definitions:

'Physical 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. 'Seclusion' does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

From Oregon Revised Statute 339.291:

(1) (a) Physical 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.

(b) Physical restraint or seclusion may not be used for discipline, punishment or convenience of personnel of the public education program.

Oregon Administrative Rule 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; 2 | Page
LCSD Restraint and Seclusion Report, 2020-21

(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.

(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.

Number and location of seclusion/break rooms: 0

Rainier School District does NOT have any seclusion/break rooms.

Number of Incidents:

Restraint	2
Seclusion	0
Seclusion in a Locked Room	0

Number of Students:

Restrained	1
Secluded	0
Placed in restraint or secluded More than 10 times (2020-2021 school year)	0

Student Demographics:**Number of Incidents**

		Restraint	Seclusion
Ethnicity	Hispanic	0	0
	Non Hispanic	0	0
Race	Asian	0	0
	African American	0	0
	White	2	0
	Pacific Islander	0	0
	Multi-racial	0	0
Gender	Male	0	0
	Female	1	0
	Non-binary	0	0
Disability Status	Identified under IDEA or Section 504	0	0
Other	Migrant	0	0
	Limited English Proficiency	0	0
	Eligible for Free or Reduced Lunch	1	0

# of incidents resulting in student injury	0
# of incidents resulting in staff injury	0
# of incidents resulting in student or staff death	0
# of restraints or seclusions carried out by untrained personnel	0

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

- Parent and staff meetings to review, edit, or create behavior support plans.
- Training of staff in Safety Care to reinforce the importance of de-escalation.
- Focus on the use of self-regulation skills with students.
- Use of redirection, calming techniques, positive encouragement, breaks, visual icons, verbal cues, and timer warnings for transitions.
- Increased communications with parents/guardians. Students taught safe options and alternatives to running away.
- Modification of students' schedules to avoid triggering situations.

District plans for reduction in number of physical restraint and seclusion incidents in the 2020-21 school year include:

- Wraparound services coordination with county, local mental health services and the services offered through Northwest Regional ESD.
- Training of staff to conduct Functional Behavior Assessments.
- Continued monitoring of Behavior Support Plans and adjustment of plans as needed.
- Additional staff training in Safety Care de-escalation techniques.
- Implementation of district-wide Positive Behavioral Intervention Supports (PBIS)