



2015-2016 Annual Report on Restraint and Seclusion

OAR 581-021-0559 Reporting Requirements for the Use of Physical Restraint & Seclusion

1. Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:
 - a. The total number of incidents involving physical restraint: 9
 - b. The total number of incidents involving seclusion: 0
 - c. The number of seclusions in a locked room: 0
 - d. The total number of students placed in physical restraint: 9
 - e. The total number of students placed in seclusion:
 - f. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion:
One incident involved physical injury to staff. No students experienced injury. None of the injuries were serious.
 - g. The number of students who were placed in physical 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 physical restraint and seclusion for each student:
No students were placed in restraint or seclusion more than 10 times. Each school team, including the staff that performed the restraint or seclusion, the regular classroom and special education teachers, and the building administrator meet within 2 school days of an instance of restraint or seclusion. Their purpose is to determine what the underlying causes were for the student's behaviors, what the staff response was, and how the situation with that student could be handled in the future to avoid the need for restraint and/or seclusion.
 - h. The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained: 0
 - i. The demographic characteristics of all students upon whom physical 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:

9 males

8 white

1 Hispanic

3 would be considered economically disadvantaged

2. Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:
 - a. The public at the entity's main office and the website of the entity; and
 - 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;
 - d. If the entity is a public charter school, the sponsor of the public charter school;
 - e. Parents and guardians of students in a public education program, who shall be advised at least once each year about how to access the report.