

Use of Physical Restraint and Seclusion 2020/2021 Annual Report

Background:

On March 9, 2012, in alignment with Oregon Statute, the State Board of Education adopted new administrative rules on the use of physical restraint and seclusion in Oregon public schools. These policies were enacted for all ESD and District School boards to adopt by July 1, 2012.

On June 11, 2012 Morrow County School Board implemented Revised/Readopted board policy around Restraint and Seclusion, see Board Policy: JBAB- Use of Restraint and Seclusion and board Administrative Rules JGAB-AR – Use of Restraint and Seclusion to meet Oregon law regarding the use of Restraint and Seclusion.

To review the MCSD policy and AR by website go to:

<http://policy.osba.org/morrow/J/JGAB%20G1.PDF>

<http://policy.osba.org/morrow/J/JGAB%20R%20G1.PDF>

Current Status:

A statute requirement (OAR 581-021-0559) listed in the above-mentioned Board Policy is an annual review of the use of physical restraint and seclusion that take place in the district as well as making an annual report made available to the Board and public at our districts main office and on our district website. This work has now been completed and our annual report is now available.

Annual Report:

You may review the report within the Board Packet: You can also access the Morrow County School Districts Annual Restraint and Seclusion Report by going to our district resource and links web page: <https://www.morrow.k12.or.us/page/health-and-safety>

Click on the “Resources and Links” section you will see the report under Health and Safety section.

If you have further questions, please contact Marissa Turner by e-mail (marissa.turner@morrow.k12.or.us) or by phone at 541-922-4016 ext 2391

Definitions: As used in OAR 581-021-0550 to 581-021-0566:

“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.

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.

Total Incidents of Physical Restraint and Seclusion across MCSD: 3

Total number of incidents involving physical restraint: 3

Total number of incidents involving seclusion: 0

Total number of seclusions in a locked room: 0

Total number of students placed in physical restraint: 2

Total number of students placed in seclusion: 0

Demographic characteristics:

Race:

African American	1
Asian	0
Multi-Racial	0
White	1

Ethnicity:

Hispanic	0
Non-Hispanic	2

Gender:

Female	1
Male	1
Gender X	0

Disability Status:

Identified as Disabled under IDEA or Section 504:	
Autism Spectrum Disorder:	0
Emotional Disturbance:	1
Other:	0
Non-Disabled:	1

Migrant Status: 0

English Proficiency:

0 Students receiving ELL services.

Status as Economically Disadvantaged:

1 Students eligible for free and reduced lunch.

Total number of seclusion rooms available 0

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: 0 incidents resulted in reported injuries to staff.

Number of students placed in physical restraint or seclusion **more than 10** times in the 2020-21 school year: 0

Number of incidents in which personnel administering physical restraint or seclusion were not trained: 0.

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

Morrow County School District (MCSD) continues to put the safety of all students as a top priority. Every year our district has professional development opportunities to train administrators, special education staff, classified staff and certified staff that work in a supervisory or support capacity with students that have behavior difficulties. Our trainings focus on building relationships, student and classroom management, understanding student behavior needs, de-escalation tactics and as a last resort the use of restraints. MCSD does not have any seclusion rooms- However; depending on the situation- students are given the opportunity to de-escalate in a safe space when their behavior is considered harmful or disruptive to the learning environment or safety of others.

When students need more structured behavior supports, school staff utilizes behavior data to inform their decision making about the implementation of interventions and de-escalation tactics. Our district collaborates with Intermountain ESD school psychologists to complete a Functional Behavior Analysis for students demonstrating frequent behavior challenges. This document helps us to understand the function and antecedents to the student's behavior. The IMESD and district staff also work together to develop a Behavior Intervention Plan (BIP) for the student. Each BIP is tailored to the needs of the student and provides staff with prevention and de-escalation tactics. If the student receives special education services the BIP plan becomes part of his/her Individualized Education Plan (IEP).

When any restraint/seclusion occurs a follow-up report is created and reviewed with families. Staff members debrief to review the incident. If trainings or re-trainings need to take place, they are promptly scheduled. Staff, students and families review expectations then collaborate on future plans and take steps to reduce the likelihood that another restraint will take place. Repeated or severe incidents lead to the creation of Behavior Intervention Plans.

As always, MCSD will continue to support and serve all students and will follow all state laws, guidelines and policies when it comes to the safety of our students and staff.