Annual Physical Restraint and Seclusion Review
2025-2026 School Year

Month Completed: October 2026 **Reviewer's Name:** Amanda Jones
Date of SSSO Leadership Review: 10/16/26
Participants: Donna Ravenberg, Alyssa Lund, Corbin Mathews

The district applies the following definitions when considering physical restraint and/or seclusion (as aligned with the standards set forth by the Oregon Department of Education 581-021-0550):

The definition of restraint includes:

- "Restraint" means the restriction of a student's actions or movement by holding the student or using pressure or other means.

The definition of seclusion includes:

- "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

2025-2026 Student Restraint Summary

Total Number of Restraints in District	**75**

Students Restrained by Demographic: [3]		**Restraints by Disability:** [2]	
Student Count	38	Hearing Impairment	0
Hispanic or Latino	7	Autism Spectrum Disorder	26
American Indian or Alaska Native (includes Natives of North, South and Central America)	0	Communication Disorder	0
Asian	5	Emotional Behavior Disorder	6
Black or African American	2	Specific Learning Disability	0
Native Hawaiian or Pacific Islander	0	Other Health Impaired	15
White	23	Intellectual Disability	0
Multiracial[3]	1	Developmental Delay	19
Students with Disabilities	33	Orthopedic Impairment	0
Students without Disabilities	5	No disability	9
Economically Disadvantaged [4]	0	**Restraints by Gender:** [3]	
English Language Learners	4	Male	30
Students of Migrant Parents	0	Female	8
		Non-Binary	0

By Level:		By Program: [2]	
Elementary	62	Structured Skills Center	14
Middle	13	PASS	15
High school	0	LE1	6
Post-secondary	0	LE2	17

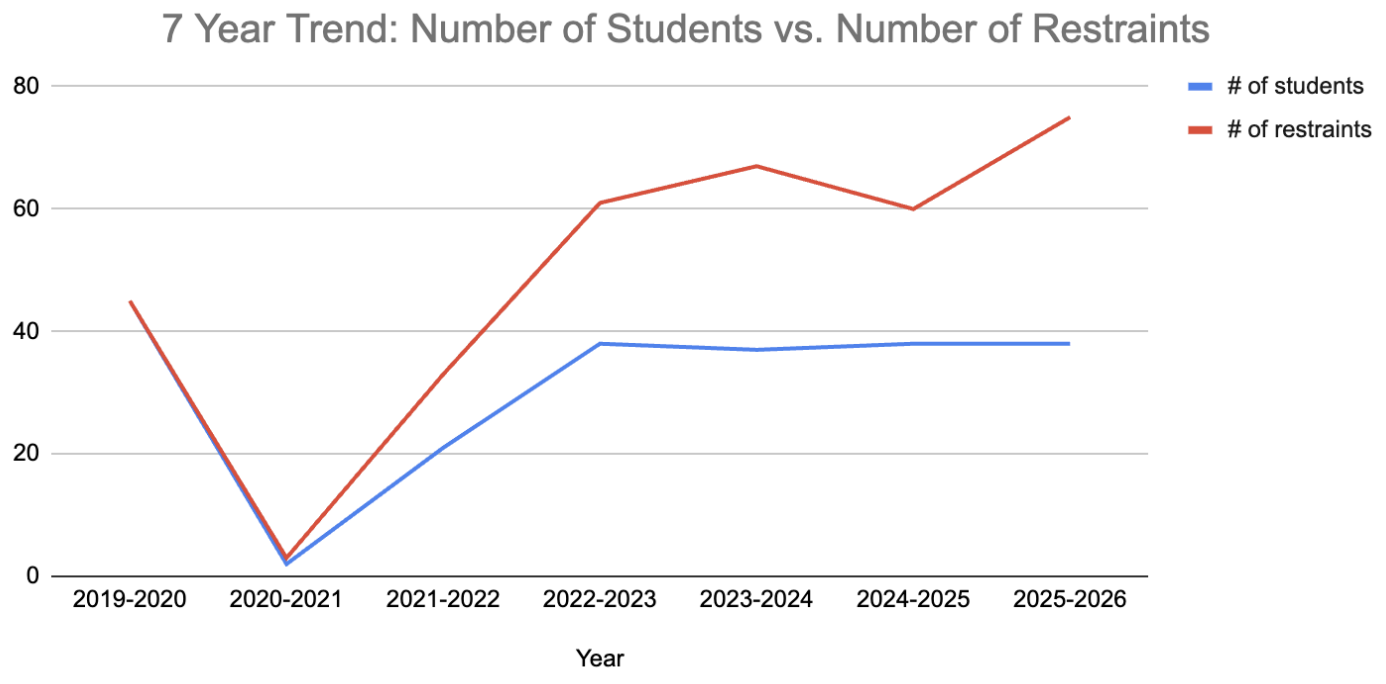
Other Related Information:	
Students restrained more than 10 times	0
Students restrained more than 15 times	0
Injuries to students during restraints [1]	0
Injuries to staff during restraints [1]	3
Restraints performed by untrained staff [2]	4

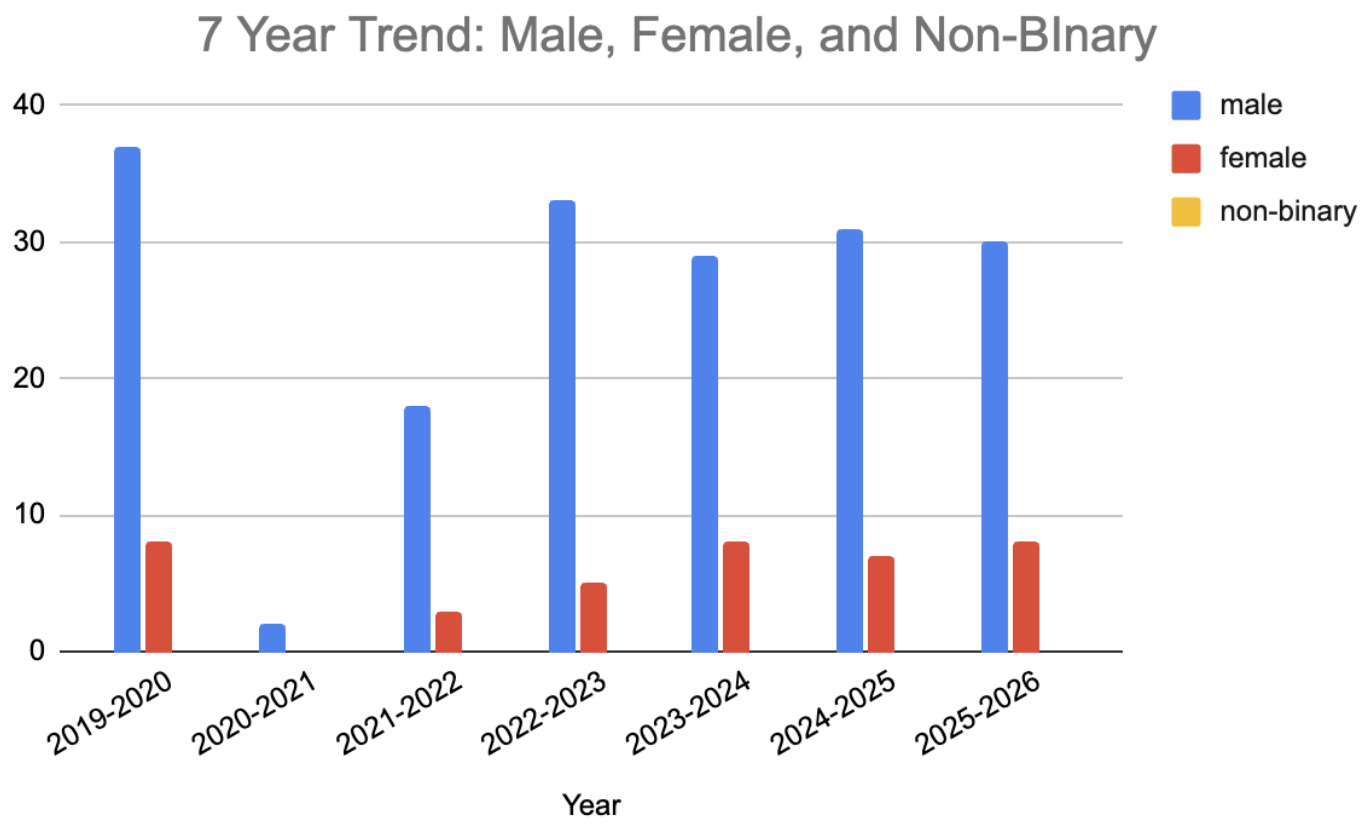
[1]*Data do not distinguish between injuries occurring during the event leading up to the restraint and injuries occurring during the restraint itself.*

[2] Totals are included in "Total Restraints" and "Total Restraints by Level"

[3] Students were counted only once, i.e. if a student's identity is listed as Black or African American *and* white, they were only counted as multiracial.

[4] Data is based on attendance at Title 1 schools vs. the individual student.





2025-2026 Seclusion Summary

Total Seclusions in District: 1

Restraint and Seclusion Review Analysis 2025-2026

Unique Findings / Concerns / Highlights:	• 68% of the restraints occurred at specialized placements, which is a decrease from previous year (70%) • 88% of the restraints occurred with students with disabilities, which is a decrease from the previous year (89%) • 61% of students restrained identify as white, which is an increase from the previous year (53%) • 81% of restraints occur in elementary schools • Lower percentage of students restrained based on a higher number of students with disabilities
Actions Already Taken:	• Five Inclusion Specialists trained as trainers for Mandt (Intervention System with strong emphasis on prevention/de-escalation) • Ongoing Mandt training for special education licensed and classified staff • Ongoing training for Mandt-trained staff on required documentation procedures for restraints and seclusions to ensure data is reliable each year. • Mandt Pad & Shield training for staff who support students who engage in

	high-intensity physical aggression or self-injurious behaviors. ● Continuation of Inclusion Specialist Team (licensed and classified) to support students ● Processes in place for building teams to receive support from Inclusion Specialists and Specialized Placements as necessary ● Continuation of four Positive Approach to Student Success (PASS) classrooms at the K-12 levels (two elementary, one middle school, and one high school) ● Building-level teams reviewing data ● Standardized Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP) development procedures to align the work of general education counselors and special education staff. ● Standardized Safety/Crisis Plan development procedures ● Regular training for staff responsible for composing FBAs, BIPs, Brief Behavior Analysis, and crisis safety plans ● Professional Development on the definitions of restraint and seclusion as well as Prevention/de-escalation strategies provided to all staff
Recommendations:	● Ongoing Professional Development ○ Ongoing training in relation to reporting and debriefing physical restraints/seclusion (additional slides for Mandt training will be included to review these requirements). ○ Prevention/de-escalation strategies in alignment with Mandt practices ○ Implementation of Social Emotional Curriculum / TSEL ○ Data review with an understanding of disproportionality ○ Ongoing across department training for staff who write brief behavior analysis and behavior intervention plans ● Support for building administrators in implementing MTSS plans that include: ○ Inclusive practices/strategies for students with behavior ○ Equitable and culturally responsive practices with disability awareness in all staff trainings/professional development to impact the disproportionality ● Implement fidelity checks for BIPs at the building level.