

Summary Report 2017-2018:

Use of Physical Restraint and Seclusion in Sherwood School District

In compliance with Oregon Administrative Rule 581-021-0559

Total Incidents of Physical Restraint and Seclusion:

- Total number of incidents involving physical restraint or seclusion: 221
- Total number of incidents involving physical restraint: 154
- Total number of incidents involving seclusion: 67
- Total number of incidents involving seclusion in a locked room: 0
- Total number of students placed in physical restraint: 17
- Total number of students placed in seclusion: 7
- Total number of incidents resulting in injury to staff or students: 12
- Total number of incidents in which personnel administering physical restraint or seclusion were not trained: 3
- Total number of seclusion rooms available: 4
 - Our district has four buildings that have designated rooms that were used for seclusion when it was necessary for the student to calm and to de-escalate after being unsafe. When used for seclusion the door is closed but never locked. The rooms meet all requirements of OAR 581-021-0568. There are windows in every door so that students are always in view of staff and staff can be seen by the student. These rooms are also used when students elect to be alone or to be in a quiet space with the door open. They are located within a classroom away from hallways with noisy foot traffic.
- Total number of students placed in restraint or seclusion >10 times: 5
 - All of our students who experience restraint and/or seclusion are supported by staff trained in the Oregon Intervention System (OIS) model focusing on training and implementing the principles of Positive Behavior and Support and Intervention. All of these students are supported by functional behavior assessments or escalation cycles and a behavior support plan. Several of the students have safety plans and many of the students were supported by at least one instructional assistant assigned to support them all day. Our staff has attempted to involve families regularly and hold IEP meetings to make sure that these student's needs are being addressed. In addition our district Behavior Support Team has been directly involved with each of these student's programming to assist with their unique needs.

Demographic characteristics of Students Involved in Restraint and/or Seclusion:

- Race:
 - White: 15
 - African American: 0
 - Asian: 0
 - Multi-Racial: 2

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- Ethnicity:
 - Hispanic: 1
 - Non-Hispanic: 16
- Gender:
 - Female: 1
 - Male: 16
- Disability Status:
 - IDEA or Section 504: 15
 - None: 2
- Migrant Status:
 - Yes: 0
 - No: 17
- Receiving ELL Services Status:
 - Yes: 0
 - No: 17
- Economically Disadvantaged (Receiving Free/Reduced Lunch):
 - Yes 8
 - No: 9