

Portland Public Schools
Report to ODE on Physical Restraints and Seclusions for 2018-2019

Total number of incidents involving physical restraint.....	3,732
Total number of incidents involving seclusion	28
Total number of seclusions in a locked room	0
Total number of students placed in physical restraint	342
Total number of students placed in seclusion	17
Total number of incidents that resulted in injuries or death to students as a result of the use of physical restraint or seclusion	0
(There were no deaths of students due to restraint or seclusion.)	
Total number of incidents that resulted in injuries or death to personnel as a result of the use of physical restraint or seclusion.....	0
(There were no deaths of staff due to restraint or seclusion.)	
Number of students who were placed in physical restraint or seclusion more than 10 times in the course of the school year	78
Number of incidents in which the personnel of administering physical restraint or seclusion were trained.....	3,533
Number of incidents in which the personnel of administering physical restraint or seclusion were not trained	186

Demographic characteristics of students upon whom physical restraint or seclusion was imposed

Total students by race	Total students by special education status*
Asian..... <5%	Yes SpEd..... 277
Black..... 65	<u>Not SpEd</u> 80
Latino/Hispanic	Total..... 357*
Multi-racial (all others)	
Multi-racial (Asian/White) .. <5%	Total students by migrant status
Native American..... <5%	Yes migrant
Pacific Islander	<u>Not migrant.....</u> >95%
<u>White.....</u> 151	Total..... 342
Total	

Total students by gender
Female..... <20%
Male
<u>Non-binary</u> <5%
Total

Total students by ELL status
Yes ELL
<u>Not ELL.....</u> 95%
Total.....

Total students by economically disadvantaged status
Yes economically disadvantaged
<u>Not economically disadvantaged</u> 69
Total.....

*A few students are double-counted in this section because of having a restraint both before and after being identified for special education.

Steps taken to decrease the use of physical restraint and seclusion for students with more than 10 incidents of physical restraint or seclusion (by school):

School #1

- offer walk
- offer options
- staff switch
- talk 1:1
- verbal redirection

School #2

- offer options
- staff switch
- talk 1:1
- verbal redirection
- offer walk

School #3

- offer walk
- offer options
- reduce demands
- talk 1:1
- verbal redirection
- offer quiet space
- offer snack
- staff switch

School #4

- offer sensory tools, calming techniques
- gather additional sensory needs information

School #5

- offer walk
- offer options
- reduce demands
- talk 1:1
- verbal redirection
- offer quiet space
- planned ignoring
- staff switch

School #6

- offered options
- offered quiet space
- offered snack
- talked 1:1
- verbal redirection
- staff switch
- change environment
- offered sensory tools, calming techniques
- planned ignoring
- reduce demands

School #7

- change environment
- offer sensory tools, calming techniques
- planned ignoring
- reduce demands
- talked 1:1
- verbal redirection
- autism consult to team

School #8

- changed environment
- offered quiet space
- planned ignoring
- reduce Demands
- talked 1-1
- verbal redirection

School #9

- change environment
- offer walk
- offer options
- offer quiet space
- offer sensory tools, calming techniques
- offer snack
- planned ignoring
- staff switch
- talk 1:1
- verbal redirection

School #10

- change environment
- offer quiet space
- offer sensory tools, calming techniques
- reduce demands
- offer walk
- planned ignoring
- IEP team meeting

School #11

- offer walk
- offer options
- offer quiet space
- offer sensory tools, calming techniques
- offer snack
- planned ignoring
- reduce demands
- staff switch
- talk 1:1
- verbal redirection

School #12

- offer snack
- staff switch
- planned ignoring
- talk 1:1
- verbal redirection

School #13

- change environment
- offer quiet space
- planned ignoring
- reduce demands
- talk 1:1
- verbal redirection