

## **Portland Public Schools Restraint and Seclusion Report – 2024-25**

Total number of incidents involving physical restraint	957
Total number of incidents involving seclusion	1
Total number of seclusions in a locked room	0
Total number of students placed in physical restraint	174
Total number of students placed in seclusion	1
Total number of incidents that resulted in injuries or death to students as a result of the use of physical restraint or seclusion	26
Total number of incidents that resulted in injuries or death to personnel as a result of the use of physical restraint or seclusion	163
Number of students who were placed in physical restraint or seclusion more than 10 times in the course of the school year	20
Number of incidents in which the personnel of administering physical restraint or seclusion were trained	163
Number of incidents in which the personnel of administering physical restraint or seclusion were not trained	18

### **Demographic characteristics of students upon whom restraint was imposed**

Total students by race/ethnicity	American Indian / Alaskan Native	4
	Asian	2
	Black / African American	28
	Latino	20
	Multi-Racial Asian/White	2
	Multi-Racial Historically Underserved	25
	White	1
Total students by gender	Female	24
	Male	148
	Non-Binary	2
Total students by special education status	Not Special Ed	13
	Special Ed	161
Total students by migrant status	Not Migrant	174
	Migrant	0
Total students by ELL status	Not English Learner	171
	English Learner	3
Total students by economically disadvantaged status	Not Economically Disadvantaged	0
	Economically Disadvantaged	174

Steps taken to decrease the use of physical restraint and seclusion for students with more than 10 incidents

School	Description
School #1	<p>Offered student a quiet space/location</p> <p>Offered student options and/or choices</p> <p>Offered student sensory tools and/or calming techniques</p> <p>Offered the student a snack</p> <p>Offered the student a walk/ went for a walk with student</p> <p>Other step(s) taken detailed in comment</p> <p>Remove known triggers from the environment</p>
School #2	<p>Additional adult support/ 1:1 staffing</p> <p>Adjusted transitions (gave longer transition time, delayed passing)</p> <p>Assure basic needs are met (food/sleep/meds)</p> <p>Develop/reviewed or revised students individualized safety plan</p> <p>Offered student a quiet space/location</p> <p>Offered student options and/or choices</p> <p>Offered the student a snack</p> <p>Ongoing training to all staff working with student</p> <p>Other step(s) taken detailed in comment</p> <p>Provide/offer situationally relevant social stories</p> <p>Provide/offer student to take a break</p> <p>Provide/offer verbal redirection to the student</p> <p>Provided Check-in / Check-out support programming</p> <p>Reduce task and/or communication demands placed upon the student</p> <p>Remove known triggers from the environment</p> <p>Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)</p> <p>Switch staffing to a different staff member</p> <p>Utilized students individualized positive reinforcement system</p>
School #3	<p>Offered student a quiet space/location</p> <p>Remove known triggers from the environment</p> <p>Switch staffing to a different staff member</p>
School #4	<p>Additional adult support/ 1:1 staffing</p> <p>Develop/reviewed or revised students individualized safety plan</p> <p>Offered student a quiet space/location</p> <p>Offered student sensory tools and/or calming techniques</p> <p>Offered the student a snack</p> <p>Other step(s) taken detailed in comment</p> <p>Provide/offer student to take a break</p> <p>Provide/offer verbal redirection to the student</p> <p>Provided Check-in / Check-out support programming</p> <p>Reduce task and/or communication demands placed upon the student</p> <p>Remove known triggers from the environment</p> <p>Switch staffing to a different staff member</p> <p>Utilized students individualized positive reinforcement system</p>

School	Description
School #5	Additional adult support/ 1:1 staffing Assure basic needs are met (food/sleep/meds) Offered student a quiet space/location Offered student options and/or choices Offered student sensory tools and/or calming techniques Offered the student a snack Other step(s) taken detailed in comment Provide/offer student to take a break Provide/offer verbal redirection to the student Provided Check-in / Check-out support programming Provided student with counseling services Reduce task and/or communication demands placed upon the student Remove known triggers from the environment Switch staffing to a different staff member
School #6	Additional adult support/ 1:1 staffing Adjusted transitions (gave longer transition time, delayed passing) Assure basic needs are met (food/sleep/meds) Develop/reviewed or revised students individualized safety plan Developed/reviewed or revised students Behavior Intervention Plan Meeting held with parents and/or others to provide support to student Offered student a quiet space/location Offered student options and/or choices Offered student sensory tools and/or calming techniques Offered the student a snack Other step(s) taken detailed in comment Provide/offer student to take a break Provide/offer support via visual prompts/cues Provide/offer verbal redirection to the student Provided Check-in / Check-out support programming Provided student with counseling services Reduce task and/or communication demands placed upon the student Remove known triggers from the environment Specialist support (Child Development Specialist, Autism Specialist, School Psychologist) Switch staffing to a different staff member Utilized students individualized positive reinforcement system