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Michelle Jensen, Superintendent

Memorandum

Date: August 11, 2025
To: Board of Directors of the Pendleton School District 16R
From: Dr. Julie Smith, Director of Special Programs
Subject: 24-25 Annual Restraint/Seclusion Report

Background: ODE requires districts to report annually on the number of restraints and seclusions broken down by student demographic (ORS 326.051, OAR 581-022-2267). Restraint or seclusion happen in very rare circumstances where there is imminent risk of seriously bodily injury to self or others. Our district has a limited number of students who need this and therefore the report contains aggregated data to protect the identity of individual students.

When a student has multiple incidents of restraint or seclusion, a multi-disciplinary team meets to discuss prevention and intervention strategies to reduce the need for restraint or seclusion. That team conducts or reviews a Functional Behavior Analysis to make behavior support recommendations in developing or revising behavior support plans.

Rarely, an emergency arises resulting in untrained staff needing to conduct restraint to prevent serious bodily injury to the student or staff. When this happens, a team debriefs the incident and staff are provided training at the earliest opportunity. We attempt to have as many staff trained as possible to prevent these situations.

Report:

Restraint		Seclusion	
Total Incidents Involving Restraint	7	Total Incidents Involving Seclusion	*
Total Number of Students Placed in Restraint	6	Total Number of Students Placed in Seclusion	*
Total Number of Incidents by Untrained Staff	1	Total Number of Seclusions in a Locked Room	1
Number of Seclusion Rooms Available		2	
Total Number of Incidents Resulting in Injury or Death		0	
Total Number of Students Placed in Restraint or Seclusion more than 10 times this year		0	

*Indicates fewer than 6 students, actual number is suppressed to protect individual student identity.

Student Demographics:

100% Male

0% Female

100% Economically Disadvantaged

100% Student with Disabilities

83% White

17% Multi-Racial

Seclusion rooms are part of the structural integrity of the classroom and have doors of that open out with a large port of shatterproof glass allowing full visibility of the room. They have smooth walls, good ventilation and lighting, and meet the space and dimension requirements of the law.

Recommendation: Information only.