

**Procedure**

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parent or guardians verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
  - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
  - b. Written documentation of the incident within 24 hours that provides:
    - i. A description of the restraint or seclusion including:
      1. The date of the restraint or seclusion;
      2. The times the restraint or seclusion began and ended; and
      3. The location of the incident.
    - ii. A description of the student's activity that prompted the use of restraint or seclusion.
    - iii. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted.
    - iv. The names of staff of the district who administered the restraint or seclusion.
    - v. A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian.
  - c. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
  - d. Immediate<sup>1</sup>, written notification of the existence of any records<sup>2</sup> related to an incident of restraint or seclusion (including photos or audio or video recording).
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that includes notice of the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the Superintendent.
4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
  - a. Name of the student;
  - b. Name of the staff member(s) administering the restraint or seclusion;
  - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
  - d. Location of the restraint or seclusion;
  - e. A description of restraint or seclusion;
  - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
  - g. A description of the behavior that prompted the use of restraint or seclusion;
  - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;

---

<sup>1</sup> "Immediate" means to act as soon as possible without undue delay, but in no case later than within 24 hours of the incident. (OAR 581-021-0556(2)(e))

<sup>2</sup> Such records shall be maintained in accordance with ORS 339.294(9).

- i. Information documenting parent or guardian contact and notification.
7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion. The parent or guardian of the student must be invited to attend the meeting<sup>3</sup>, and the meeting will include staff involved in the intervention. The debriefing team shall include an administrator. At the debriefing meeting, the district shall review, in its entirety, any audio or video recording preserved as a record of the incident involving restraint or seclusion in accordance with law. Written notes must be taken and a copy of the written notes shall be provided to a parent or guardian of the student.

The parent or guardian has the right to request another meeting in the event they were unable to attend the debriefing meeting scheduled to be held within two school days of the incident.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion:
  - a. Oral notification of the incident must be provided immediately to a parent or guardian of the student and to the Oregon Department of Human Services (DHS); and
  - b. Written notification of the incident must be provided to DHS within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident; to the superintendent, to the Superintendent of Public Instruction and, if applicable, to the union representative for the affected person.
10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

#### **Restraint and/or Seclusion as part of a Behavioral Support Plan in the Student's Individual Education Program (IEP) or Section 504 Plan**

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, including a behavioral specialist and a district representative who is familiar with the restraint and seclusion training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan. When the behavior support plan includes restraint or seclusion the parents or guardians will be provided a copy of JGAB-AP: Use of Restraint and Seclusion and JGAB-AR: Use of Restraint and Seclusion at the time the plan is developed.
4. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.

#### **Use of Restraint and/or Seclusion in an Emergency**

Use of restraint and/or seclusion under the circumstances of an emergency by a school administrator, staff or volunteer to maintain order or prevent a student from harming themselves, other students or school staff with a student who does not have restraint and/or seclusion as part of their IEP or Section 504 plan, is subject to all of the requirements established in JGAB-AP and this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.

END OF ADMINISTRATIVE REGULATION

---

REVIEWED: 11/26/12, 9/15/19, 9/10/24  
APPROVED: 11/26/12, 10/2/19, 9/10/24

---

<sup>3</sup> "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))