



Ensuring Student Well-Being

Seclusion and Restraint Spring 2024 Data

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Desired Outcomes



Clearly communicate the state and federal reporting requirements for seclusion and restraint, providing clear distinctions between the two, and outline the district's accountability measures.

Review the 2023-2024 seclusion and restraint data, highlighting key trends and areas for improvement, and discuss the implications for student well-being and staff training

Outline the next steps for the 2024-2025 school year, focusing on reducing incidents of seclusion and restraint and enhancing professional learning and communication with families.

Ensuring Student Well-Being
Seclusion, Restraint, and Our District's Response

PRIORITY 2

STUDENT DISPOSITIONS AND WELL-BEING

Behavioral Health

High-quality Instructional Core for All Content Areas

AIM 9: Provide a safe, inclusive learning environment that is responsive to all students' behavioral health needs and promotes a sense of belonging.

Equity-focused Practices

AIM 10: Eliminate over-representation by race, ethnicity, gender, and disability in student discipline referrals, suspensions, and absences.

Family and Community Engagement

AIM 12: Build strong relationships among staff, families, and community organizations in order to share resources and promote well-being.

PRIORITY 2

STUDENT DISPOSITIONS AND WELL-BEING

Behavioral Health

Goal 5: Student Well-Being

By **2028, 90%** of WCPSS students will **demonstrate the social-emotional competencies** of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making and **eliminate any disparities** by race, ethnicity, gender, and socio-economic status.

Strategic Plan Alignment



SOCIAL-EMOTIONAL LEARNING

Equipping students with essential life skills such as resilience, empathy, and self-awareness.

TIERED BEHAVIOR RESOURCES

Providing customized support and interventions based on students' individual needs and challenges.

CLASSROOM MANAGEMENT

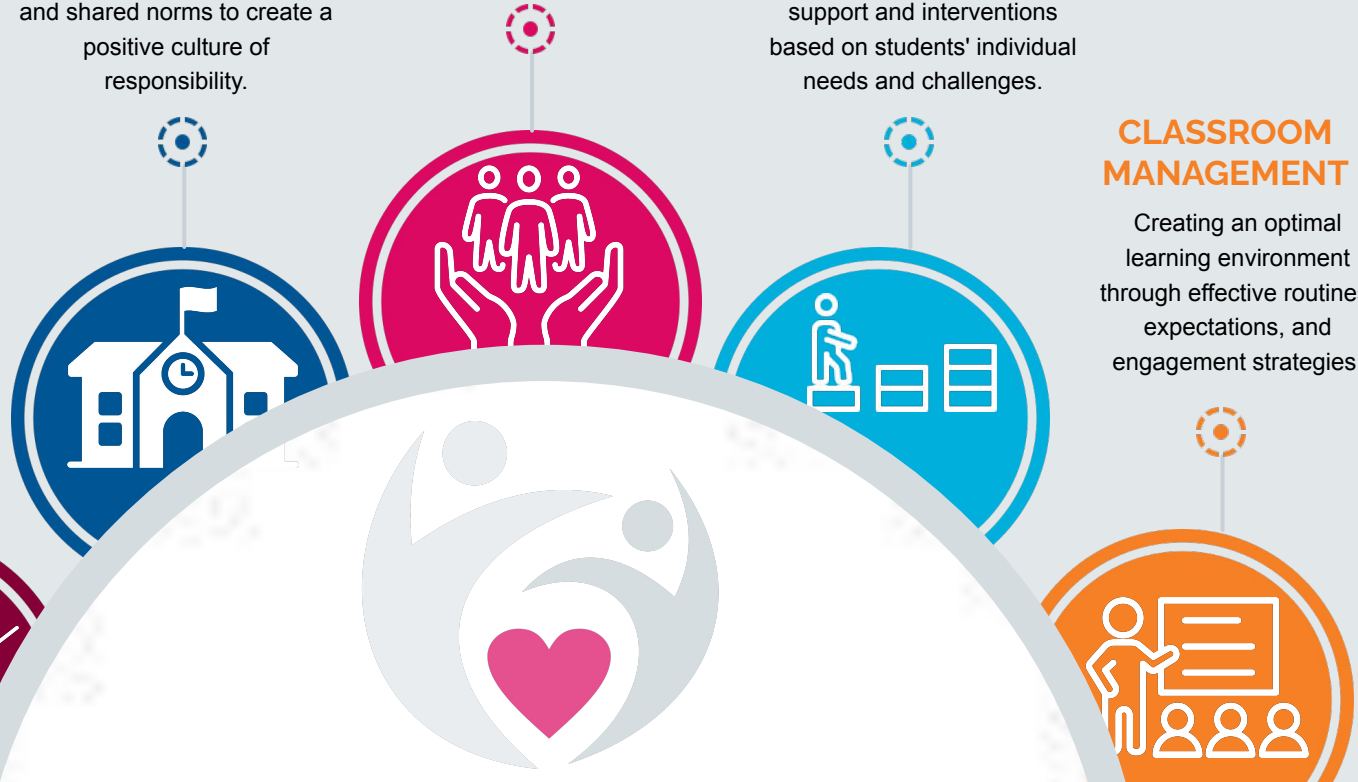
Creating an optimal learning environment through effective routines, expectations, and engagement strategies.

SCHOOLWIDE EXPECTATIONS

Establishing clear standards and shared norms to create a positive culture of responsibility.

RESTORATIVE & TRAUMA INFORMED PRACTICES

Fostering empathy and resolving conflicts through community-centered approaches to discipline.



Behavioral Health Framework



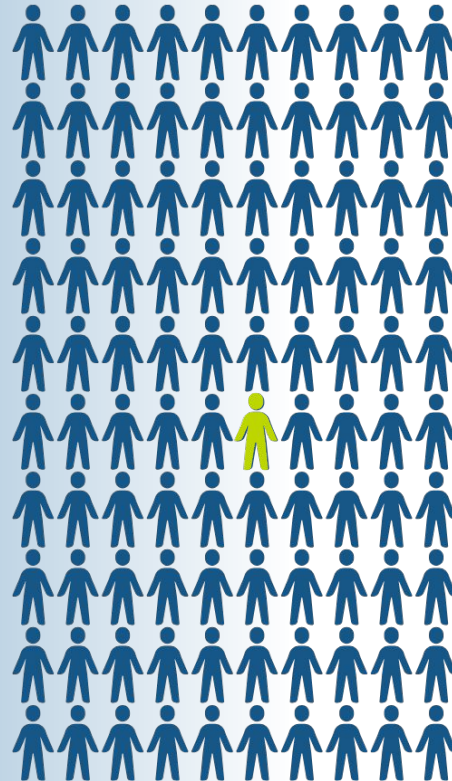
Fostering Positive Classrooms



Notification to Parents

Prioritizing Student Well-Being

Seclusion and Restraint Practices



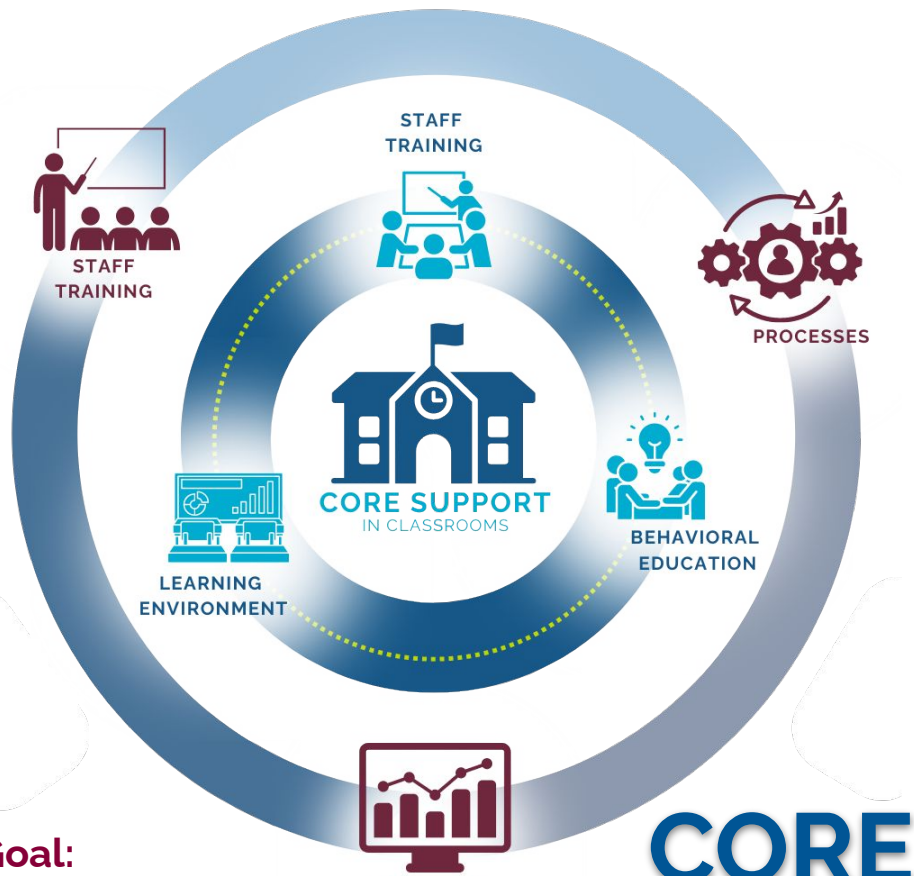
160,703
WCPSS Students



Seclusion
and Restraint

Impacts **less than 1%**
of our student body.

403
WCPSS Students Impacted



Goal:
 Reducing Student
 Outcomes of
 Seclusion and Restraint

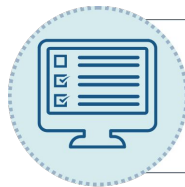
CORE SUPPORT





Reducing Seclusion and Restraint

Effective Reporting and Intervention



INCIDENT REPORTING

School staff reports the incident into the approved electronic database.

INCIDENT REVIEW

Student Due Process Teams review the reported incident and narrative, reviewing keywords that align with the Federal and State definitions and categories.

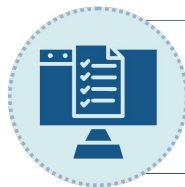


CLARIFY & DOCUMENT

Communication with the school regarding clarifying record if unclear, uploading video and witness statements (if applicable).

REPORTING TO NCDPI

Incidents are reported to NCDPI within the mandated 5-day timeline.



COMPLIANCE MONITORING

Video and witness statements are monitored for uploading and compliance.

Federal and State Definitions



**PHYSICAL
RESTRAINT**

**MECHANICAL
RESTRAINT**

SECLUSION



FEDERAL

Physical Restraint

Definition: A personal restriction that reduces the ability of a student to move his or her torso, arms, legs, or head freely.

When to Report: Report any use of physical restraint **that does not solely include physical escorts**. Report within **24 hours** (or by the next business day) to the district and families. **Written documentation to families within 30 days.**

VS

STATE

Physical Restraint

Definition: A personal restriction that reduces the ability of a student to move his or her torso, arms, legs, or head freely, **and the student sustains an injury.**

When to Report: Any use of physical restraint resulting in **observable physical injury**. Report within **24 hours** (or by the next business day) to the district and families. **Written documentation to families within 30 days.**



PROFESSIONAL LEARNING



FEDERAL

Mechanical Restraint

Definition: When handcuffs are used, and the student is not arrested

When to Report: Report **any use of mechanical restraint, including if a student is handcuffed by the SRO.** Any use of mechanical restraint needs to be reported within **24 hours** (or not later than the next business day) to the district and to the families. **Written documentation to families within 30 days.**

VS

STATE

Mechanical Restraint

Definition: Any device attached to a student that includes tying, taping, or strapping down a student.

When to Report: Report any mechanical restraint involves the tying, taping, or strapping down of a student, which is considered impermissible. Any use of mechanical restraint needs to be reported within **24 hours** (or not later than the next business day) to the district and to the families. **Written documentation to families within 30 days.**



PROFESSIONAL
LEARNING



FEDERAL

Seclusion

Definition: The **involuntary** confinement of a student **alone** in a room or area from which the student is **physically prevented from leaving**.

When to Report: When a student is alone and prevented from leaving an enclosed space. Any use of seclusion needs to be reported within 24 hours (or not later than the next business day) to the district and to the families. **Written documentation to families within 30 days.**

VS

STATE

Seclusion

Definition: The confinement of a student **alone in an enclosed space** from which the student is:

- a. **Physically prevented** from leaving by **locking hardware** or other means
- b. **Not capable of leaving** due to physical or intellectual incapacity.

When to Report: Any use exceeding 10 minutes or the amount specified in the student's IEP or 504. Report any use of seclusion within 24 hours (or not later than the next business day) to the district and to the families. **Written documentation to families within 30 days.**



PROFESSIONAL
LEARNING

Professional Learning

Empowering Every Role



All Staff

School Teams

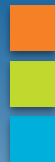


Target Programs

School Leadership



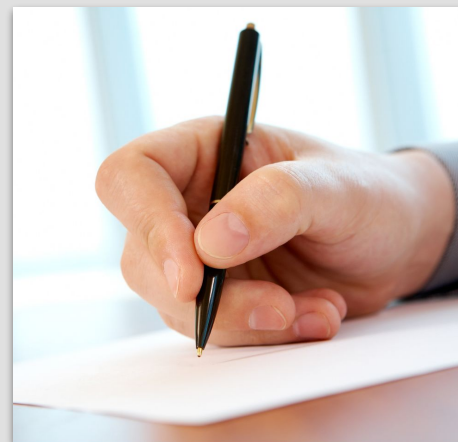
2023-2024 Reporting



**Incident
Reporting**



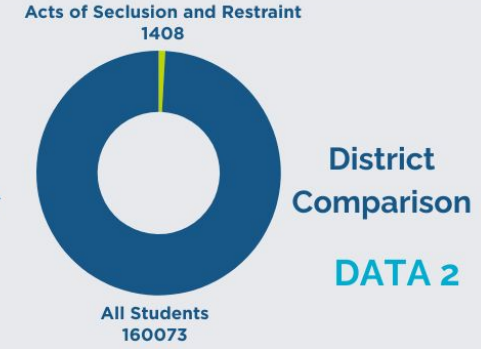
**Family
Communication**



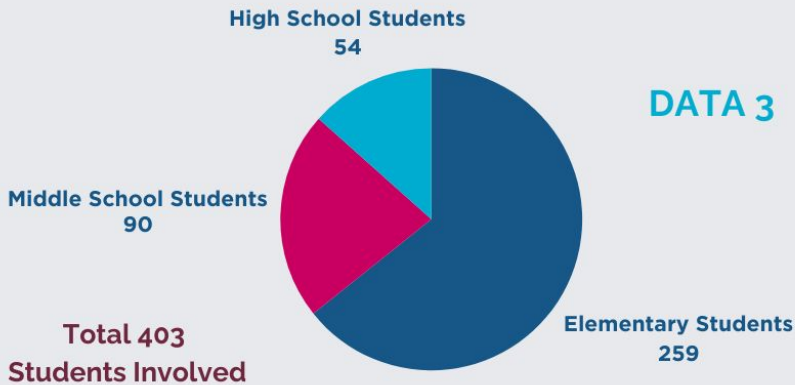
**Documentation
Timeline**

Data Overview: Incidents and Students Involved

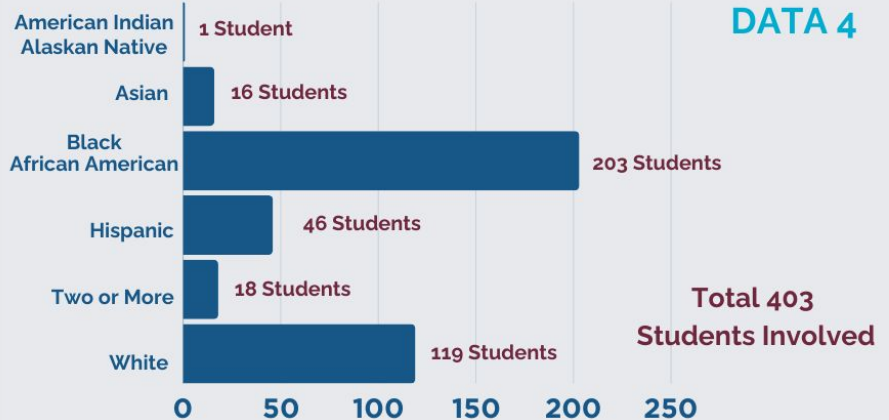
Acts of Seclusion and Restraint



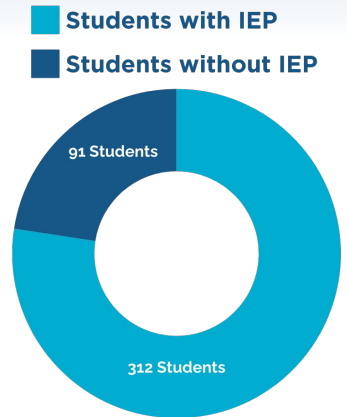
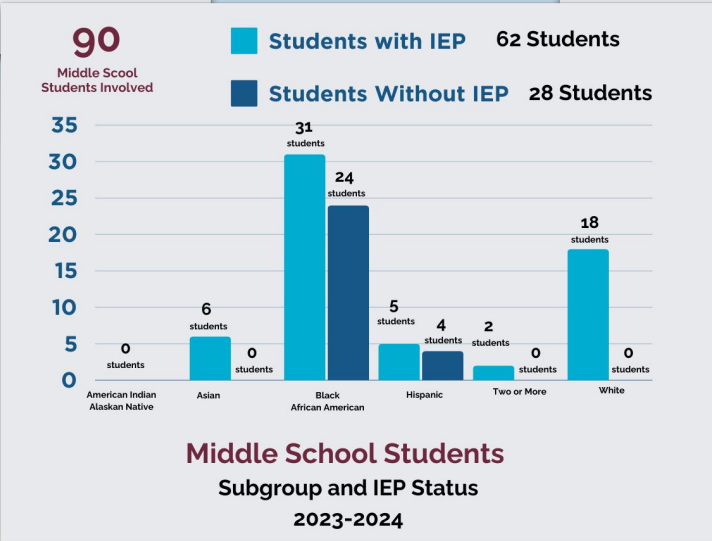
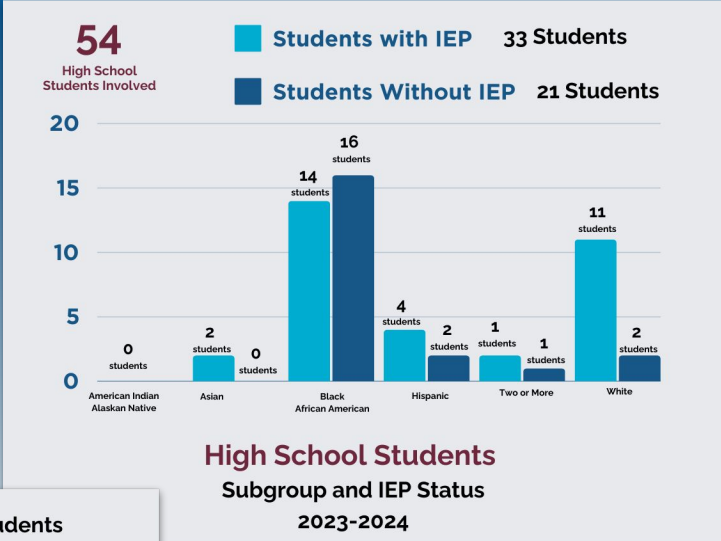
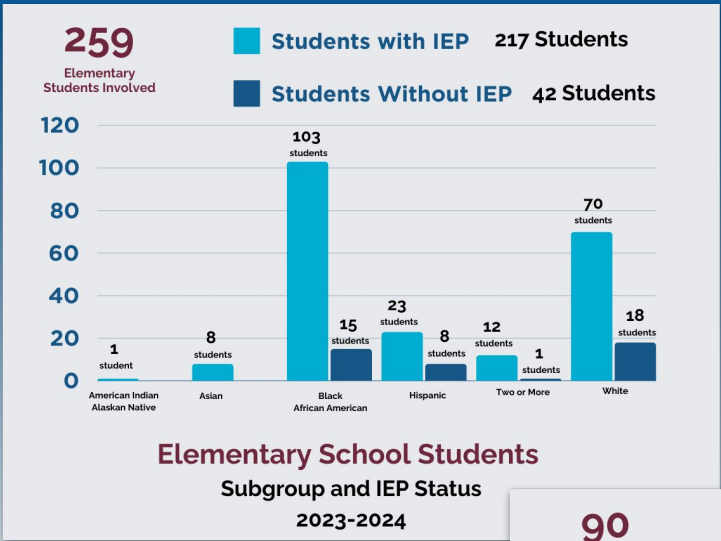
Disaggregated Data by Level



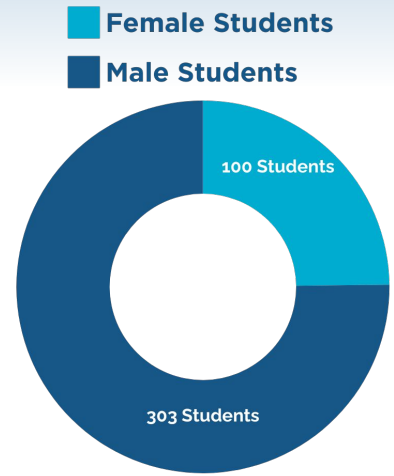
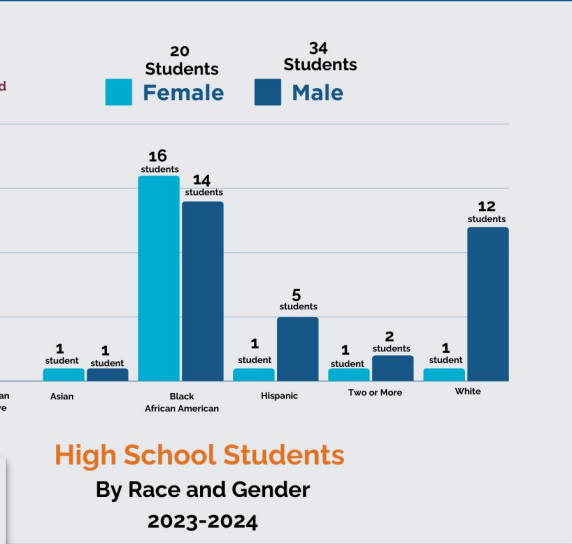
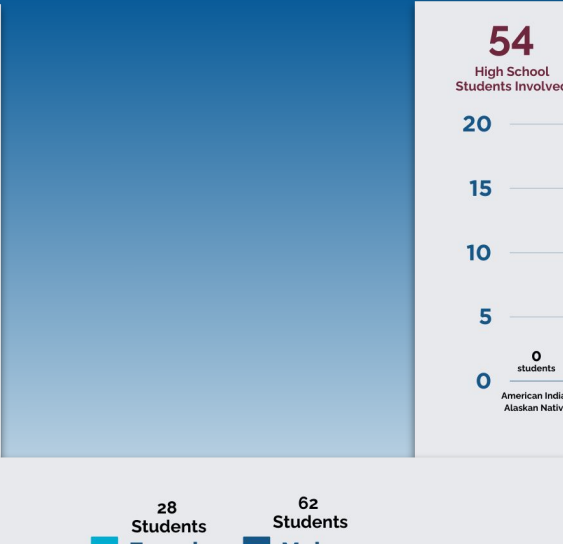
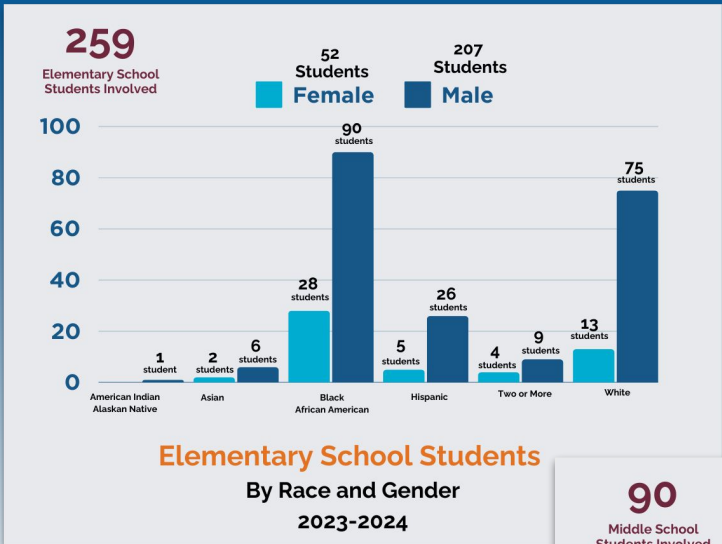
Disaggregated Data by Subgroup



Data by Subgroup and IEP Status



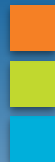
Data by Subgroup and Gender



Distribution of Student Involvement in Seclusion and Restraint Incidents Across WCPSS Schools

| Students Involved by School Tiered View | |
|--|---------------------------|
| Students Involved | % of WCPSS Schools |
| More Than 10 | 1.01% |
| 9-5 | 11.11% |
| Less than 5 | 56.57% |
| Total Schools Involved | 68.69% |

| Incidents by School | |
|----------------------------|-----------------------------|
| Incidents Range | % of Total Incidents |
| 50 or more | 27.70% |
| 49-20 | 26.20% |
| 19-1 | 46.10% |



Next Steps

Continuous Improvement

Strengthening
**family and
community
connections**
through clear
communication.

Hosting
**special
interest group
sessions** to
share insights
and
information.

Ensuring
**consistent
district
reporting** to
stakeholders.

District Reporting



September 2024
Complete Data
(2023-2024)



February 2025
July to December
Data (2024)



Questions?