



Ensuring Student Well-Being

Seclusion and Restraint Review 2024-25

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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 2024-2025 (July-June) seclusion and restraint data, highlighting key trends and areas for improvement, and discuss the implications for student well-being and staff training

Outline the steps for the 2025-2026 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

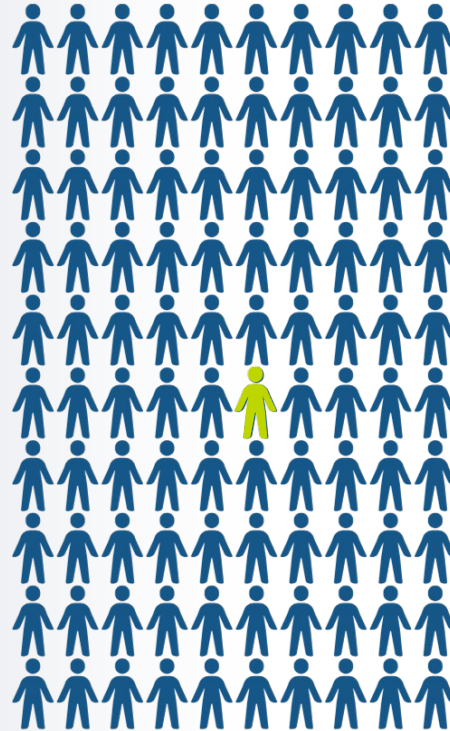


Notification to Parents

Prioritizing Student Well-Being



Seclusion and Restraint Practices



~160,000
WCPSS STUDENTS



Seclusion
and Restraint

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

544

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

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**

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.**





FEDERAL

Mechanical Restraint

Definition: Use of any device or equipment to restrict a student's freedom of movement

When to Report: Report **any use of mechanical restraint, including if a student is handcuffed by the SRO.**

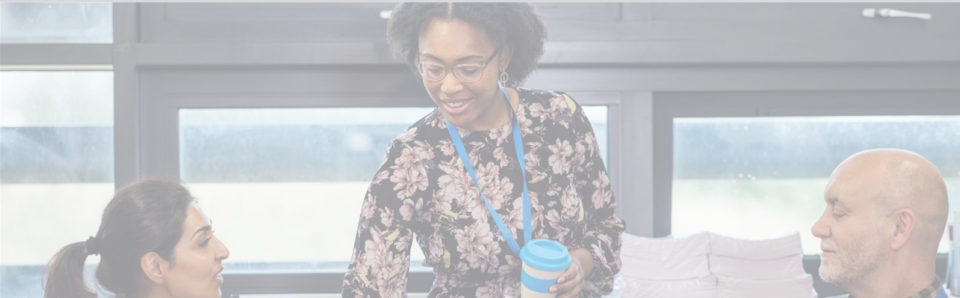
VS

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.





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.

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.



PROFESSIONAL
LEARNING

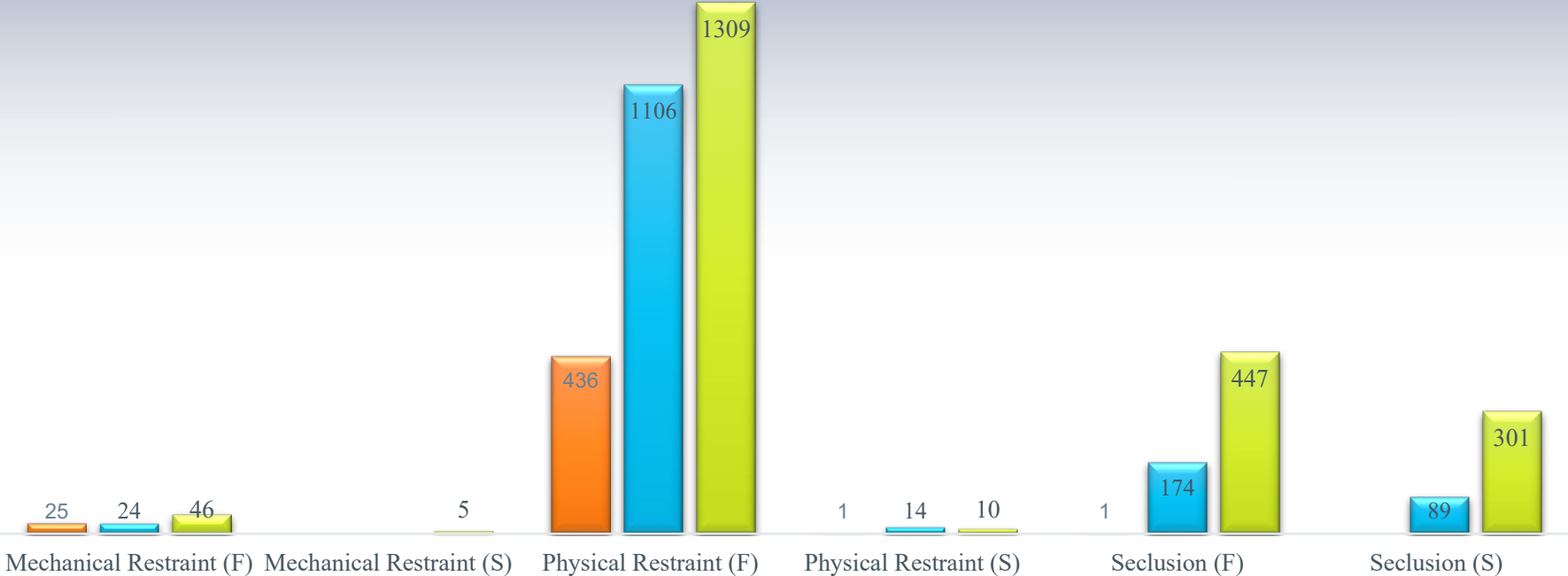
State Seclusion Reporting



- **Reporting Seclusion in Infinite Campus**
 - We capture and report every seclusion incident that meets the federal definition.
- **Illegal State Seclusions**
 - State statute doesn't say a seclusion becomes "illegal" just for going over 10 minutes. However, DPI expects us to report it this way.
 - This is based on a difference between what North Carolina state law says and what NC DPI expects us to report.
 - As a result of this difference, this becomes mislabeling.
 - We are complying with DPI's reporting expectations, but we're also making sure our Board, staff, and essential partners know that this is a reporting requirement, not necessarily a legal violation.

Comparison Data

2022-2023 2023-2024 2024-2025

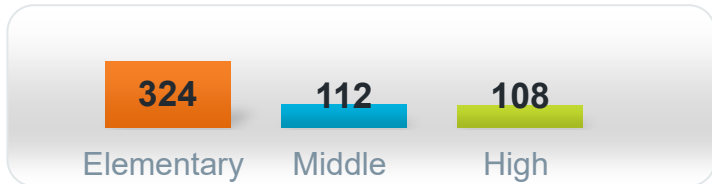


Unique Students Impacted by Behavior Response

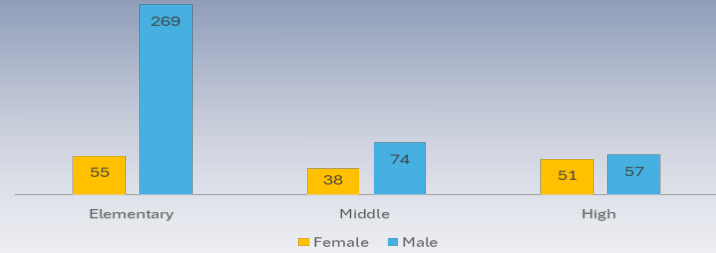


- Unique Students
- Estimated total students in district

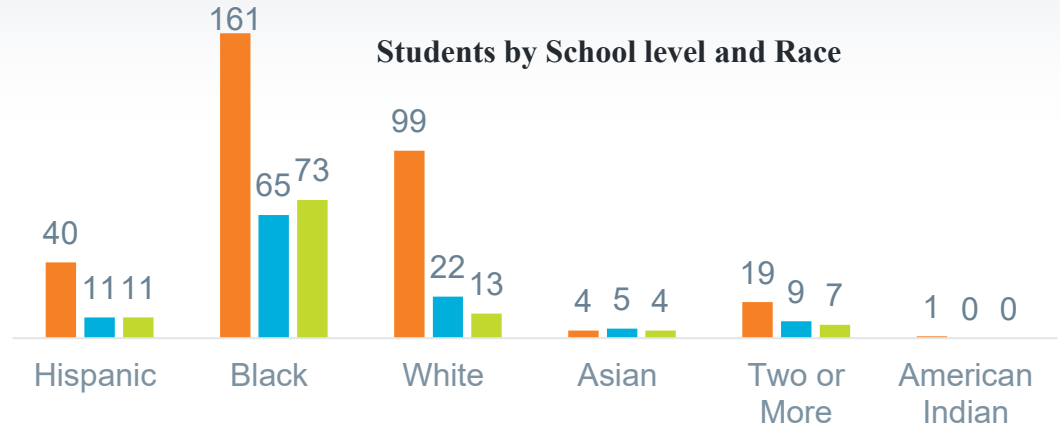
Students by School Level



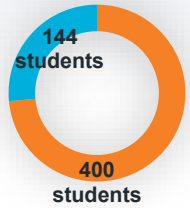
Students by School level and Gender



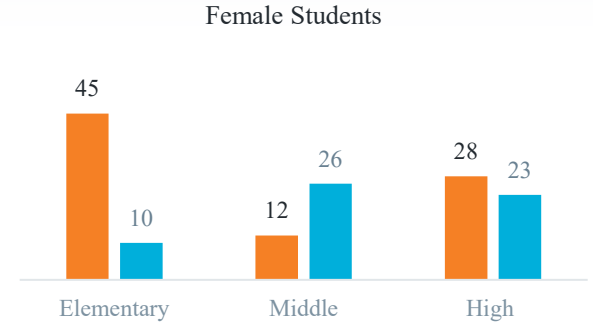
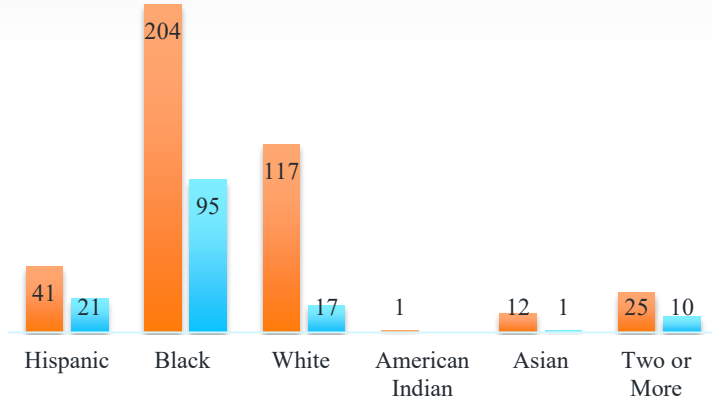
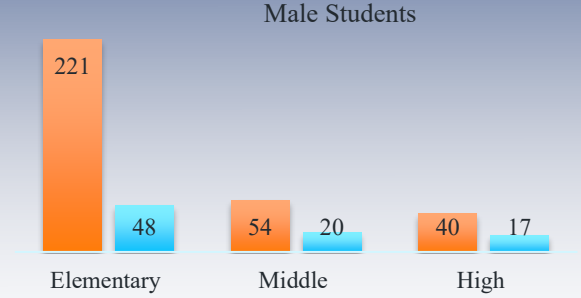
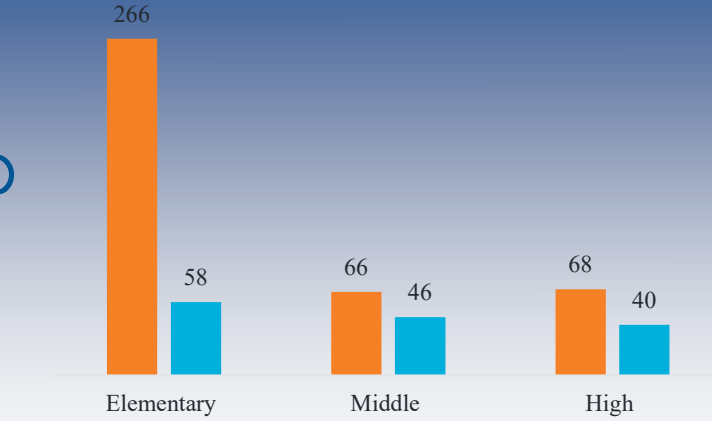
Students by School level and Race



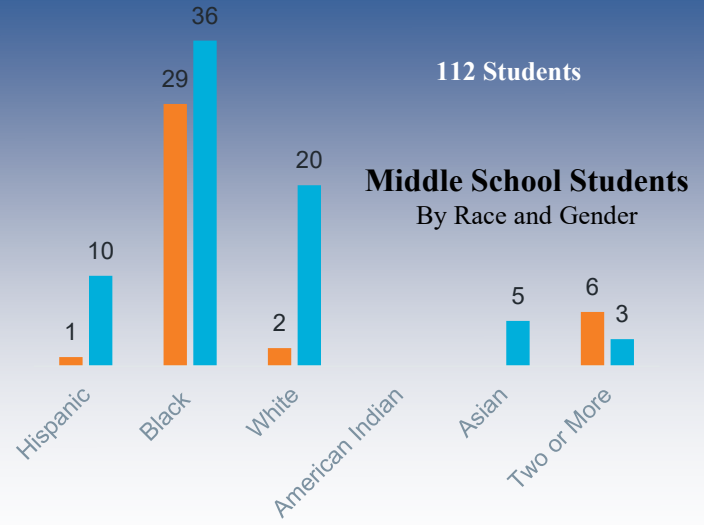
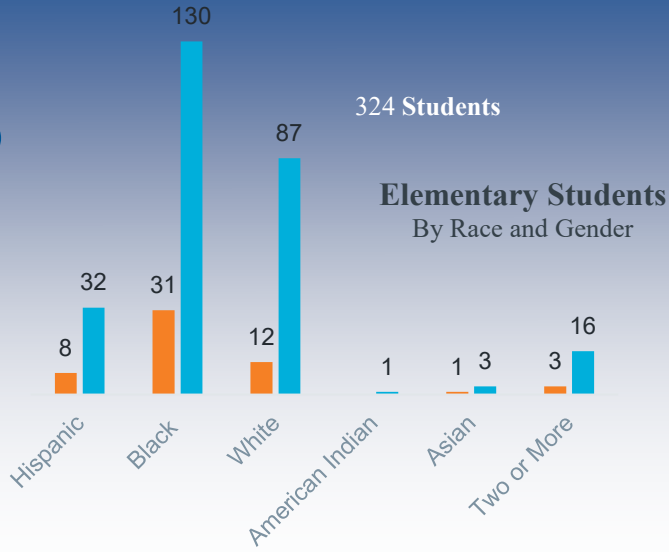
Data by Subgroup and IEP Status



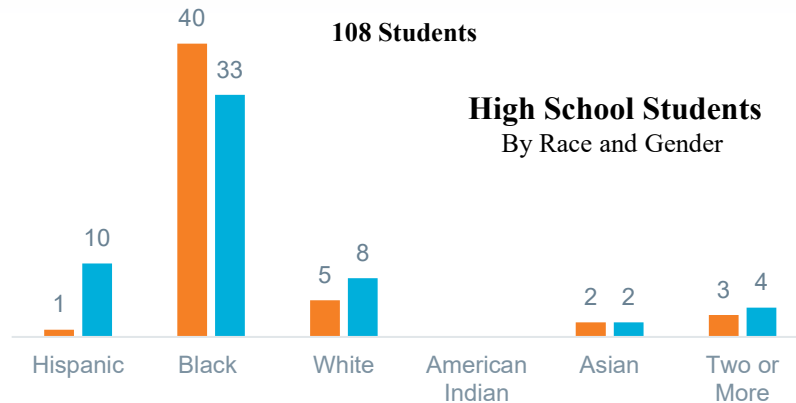
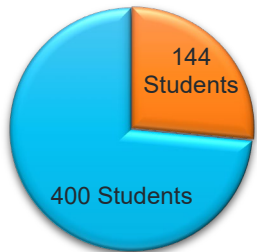
- Exceptional Children (EC)
- Non-Identified



Data by Subgroup and Gender



Female Male





Continuing the Work

Special Education Services Support



2025-2026 Special Education Focus

Creation of District Team

Use of Specialized Staff

Implementation and Continuation
of Training

Ongoing Collaboration



Creation of District Team

- Communication of proper use of identified spaces
- Data review and analysis
- Follow up with targeted schools based on data for training and support to reduce instances of restraint and seclusion



Use of Specialized Staff

- Autism Society of North Carolina:
 - Coaching, modeling, professional development, RBT supervision
- Board Certified Behavior Analysts (BCBA)
- Registered Behavior Technicians (RBTs)
 - Contracted to work with individual students, teachers, classrooms

Implementation and Continuation of Training



- Implementation
 - NCEES online de-escalation for targeted schools
 - Enhanced FBA/BIP
 - Evidenced Based Practices in Action
- Continuation
 - CPI with de-escalation focus
 - SES and ASNC coaching and modeling
 - Autism in General Education
 - WCPSS De-escalation

Special Education Services Regional Model implementation will further support schools with training and coaching.



Collaboration

Parents

- Seclusion and Restraint are last resort methods for safety
- Elementary Behavior Support manual online

Student Support Services

- Behavior Support Continuum
- Restorative Practices
- School Based Mental Health

Alliance

- Referrals for outside support for students and families
- Partnering agencies

ASNC

- Coaching/modeling
- Training
- Supervision



Questions?