

Seclusion is a regulated practice under both federal and state laws. In Oregon, seclusion is only permissible in specific circumstances as defined by [ORS 339.285 to 339.308](#), and it must be documented and reported in accordance with state laws and school district policies.

ODE also recognizes that room clears are a practice that occur in Oregon school districts and has no position on the use of room clears as a practice, as there is no federal or state authority defining or regulating room clears, which can vary by school district. In Oregon, if districts or programs choose to utilize room clears, they should have a well-defined procedure, guided by local district policies in accordance with [ORS 339.250](#), which outlines the duty of students to comply with district regulations and procedures.

This guidance describes key distinctions between seclusion and room clears. This guidance is not legal advice, nor should it be relied on as legal advice. If you require legal advice, please consult an attorney.

Key Distinctions: Seclusion and Room Clears

Seclusion refers to the involuntary confinement of a student alone in a room from which they are physically prevented from leaving. This practice is very restrictive and highly regulated, focusing on safety through physical isolation rather than interaction. More information is located on the ODE Website: [Preventing Restraint and Seclusion](#).

Room clears are not considered seclusion. A room clear may involve evacuating other students from a room or space, leaving a student exhibiting concerning behaviors in the original space with trained staff member(s). The student is not in the room alone. The aim is to ensure safety and provide support while removing the audience and minimizing the impact on classmates.

Proactive Strategies to Prevent Seclusion and Room Clears

- **Regular De-escalation Training:** Equip staff with ongoing training in de-escalation techniques to manage behaviors of concern.
- **Clear Communication Protocols:** Establish and maintain clear communication channels so that all staff and students understand proactive behavior management strategies.
- **IEP/504 Considerations:** Review and revise IEP and 504 plans, as appropriate, ensuring that students receive the supports and services they need.
- **Child Find and Evaluation:** Assess if students without IEP/504 plans need evaluation for special education services.
- **Data-Informed Prevention:** Monitor and document behavioral incidents to prevent [informal removals](#), or an unintended [abbreviated school day program](#), ensure students' needs are met, and maintain accountability.