



# Restraint and Seclusion Incident Reporting

October 2019

**Ohio** | Department  
of Education

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Click on the button in slide show mode to go directly to the corresponding section.

# Overview

- In 2013, the State Board of Education developed a rule and policy for the implementation of positive behavioral interventions and supports (PBIS) and limiting the use of restraint and seclusion. The policy and rule, outline requirements and prohibited practices regarding the use of restraint and seclusion in districts and community schools.
- The state rule requires districts to annually report incidents of student restraint and seclusion to the Ohio Department of Education.
- Participation in this data collection will fulfill your district's reporting requirement of the above stated rule. Data from 2018-2019 must be submitted by the close of business on **December 1, 2019**.

# O.A.C 3301-35-15

[Standards for the implementation of positive behavioral interventions and supports and the use of restraint and seclusion]

- The State Board of Education Policy (the Policy), and Ohio's Administrative Code (O.A.C) 3301-35-15 on positive behavior interventions and supports (PBIS), and restraint and seclusion focuses on **two** critical components for addressing student behavior that is unsafe towards self or others:
  - Standards regarding district implementation of PBIS; and
  - Requirements regarding the use of restraint and seclusion.

Positive Behavior Interventions and Supports (PBIS)	Crisis Management and De-escalation
First component of the Policy	Second Component of the Policy
<b>Proactive</b> approach	<b>Reactive</b> interventions
Help reduce challenging behavior that <i>may</i> escalate to the point of a safety concern.	Used when behavior <i>has</i> escalated to a point of safety concerns.
Focus on creating a safe, predictable, and supportive school environment by routinely teaching, practicing and reinforcing expected behaviors.	Staff attempt to de-escalate a student through verbal prompts, time for processing decisions and space.
Uses multitiered model: Universal supports (tier I), targeted supports (tier II), and individual supports (tier III).	If the unsafe behavior continues, the crisis intervention team <i>may</i> use physical restraint as a last resort in order to keep the student and others safe.

# Restraint and Seclusion Data Collection

The Restraint and Seclusion Data Collection gathers data at the district and building levels.

**District level:** Questions address district policies and the elements that are a part of your district's overall crisis management and de-escalation training.

**Building level:** Questions address the specific amount of student incidents of restraint and seclusion.

# Where do you begin?

Your district's **superintendent** will receive an email containing information with resources about the survey.

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The email will include a unique link specific to your district, which will take you to the report.

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Click on the link to complete the report.

# District Information

- This section is a confirmation of your district's information.
- Your district's name with corresponding IRN is populated, including the Superintendent's name and email address.
- If the Superintendent contact information is accurate, click yes or no.

1 District or School    2 PBIS Policies & Training    3 School Climate Survey    4 Review & Submit

**District or School**

District/School Name (IRN)

IRN Type

Superintendent

Email

Is the Superintendent contact data accurate? \*

YES  
 NO

# District Information

**Question:** Indicate whether your district has adopted policies and procedures concerning the use of restraint, seclusion and PBIS.

**Answer:** Select “yes” if your district has a policy, or “no” if your district does not have a policy.

The screenshot shows a survey interface with a navigation bar at the top: 1 District or School, 2 PBIS Policies & Training, 3 School Climate Survey, 4 Review & Submit. The main content area is titled "Positive Behavior Intervention and Supports". It defines PBIS as a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture to achieve improved academic and social outcomes, and increase learning for all students, and encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students. A guidance note states that districts are required by rule 3301-35-15 (H) to develop written policies and procedures concerning the use of seclusion and restraint. The question asks if the district school board has adopted such policies, with options YES and NO.

**Positive Behavior Intervention and Supports**  
Ohio's State Board of Education defines positive behavior interventions and supports (PBIS) as:

- A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture to achieve improved academic and social outcomes, and increase learning for all students, and
- Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.

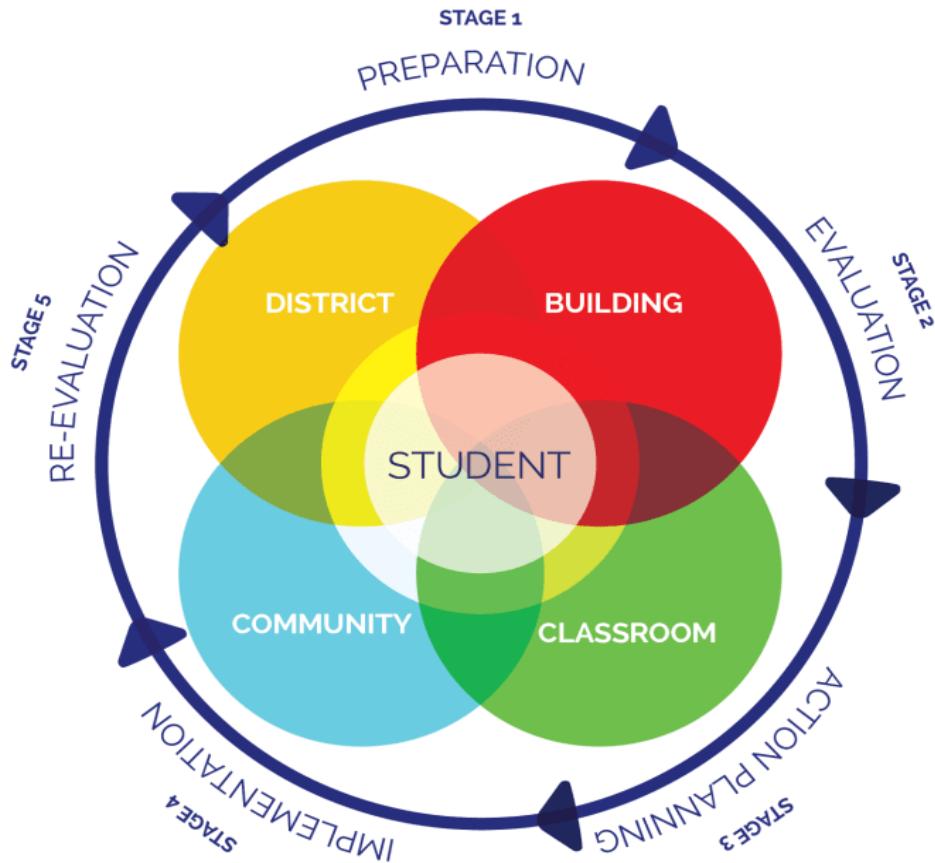
**Guidance:** Districts are required, by rule 3301-35-15 (H) of the Ohio Administrative Code, to develop written policies and procedures concerning the use of seclusion and restraint. The policies and procedures need to be consistent with the policy on positive behavior interventions and support (PBIS), restraint and seclusion, as adopted by the State Board of Education in January of 2013. (Please visit <http://education.ohio.gov/> for further information on creating and submitting your District's policy and procedures.)

Has your district school board adopted written policies and procedures concerning the use of restraint, seclusion, and positive behavior interventions and supports? \*

YES  
 NO

# District Information

The second section of the survey addresses school climate surveys and only requires completion *if you* are a traditional public school, community school or STEM school.



**National School Climate Center**  
*Educating Minds and Hearts, because the 3 Rs Are Not Enough*

# District Information- School Climate

- The **1<sup>st</sup> question** asks if your district administered a School Climate Survey during the 2018-2019 school year. If you click *no*, you will be directed to Part 3 of the survey.
- The **2<sup>nd</sup> question** asks which School Climate Survey was issued during the 2018-2019 school year. Select all the applicable boxes.
- The **3<sup>rd</sup> question** asks if you issued a School Climate Survey, but it was not listed above, to provide the name of the survey *and* the survey provider.
- The **4<sup>th</sup> question** asks what dimensions of school climate were covered by the School Climate Survey issued during the 2018-2019 school year. Select all applicable boxes.
- The **5<sup>th</sup> question** asks who in your district completed School Climate Surveys during the 2018-2019 school year. Select all applicable boxes.
- The **6<sup>th</sup> question** ask how the results of the School Climate Survey were used during the 2018-2019 school year. Select all applicable boxes.
- The **7<sup>th</sup> question** asks if you will be administering the same School Climate Survey(s) for the current 2019-2020 school year. Select yes or *no*.
- The **8<sup>th</sup> question** asks when your school district started administering School Climate Survey(s). Select the applicable answer.

# School Building Incident Reporting

The third section of the survey must be completed separately for **each** building in your district.

If a building from your district is missing, or is incorrectly listed, please contact [support@ohio-k12.help](mailto:support@ohio-k12.help) for assistance.

# School Building Incident Reporting

## Part One

1

- The first question in this section asks if the individual building in the survey is considered a **separate facility**. Enter a “Y” if the individual building is considered a separate facility, or an “N” if it is not a separate facility.
- For the purposes of this survey, a **separate facility** is considered a school that serves students in a separate educational environment, because the nature or severity of the student’s disability is such that education in a traditional school building, even with the use of supplementary aids and services, cannot be achieved satisfactorily (Individuals with Disabilities Education Act (IDEA) 34 C.F.R. 300.114 [LRE requirements]).
- Some examples of separate facilities: An Educational Service Center (ESC) operated building, a community school that serves a majority students with autism, or a district building that *only* serves students with significant behavioral issues.

If you are unsure if your building is considered a “separate facility” in this survey, please contact [PBIS Restraint Seclusions Questions@education.ohio.gov](mailto:PBIS_Restraint_Seclusions_Questions@education.ohio.gov)

# School Building Incident Reporting

## Part 2

# 2

- This section is training or professional development about trauma-informed approaches or practices\* in a school environment.
- The question asks if the specific building received any training or professional development about trauma-informed practices in a school setting. Answer *yes* or *no*

\* Trauma-informed practices are not required for Ohio districts and schools. However, these practices have demonstrated effectiveness in restraint and seclusion reduction efforts.

# School Building Incident Reporting

## Part 3: Restraint Worksheet

- The next step is the completion of the **Worksheet for Restraint Incidents**.
  - When completing the worksheet, you must provide a count for **each** building in your district.

# School Building Incident Reporting

## Part 3: Restraint Worksheet

When completing the worksheet, please note that no numbers should **EVER** exceed the number entered for total incidences of restraint.

- **School Building Name:** List the name of the specific school building in the district that you are reporting on.
- **Is this building considered a separate facility?:** Answer yes or no.
- **Trauma-Informed Approaches:** Answer yes or no. See slide 14 for review.
- **Total Incidents of Restraint:** List the total number of incidents of restraint, in the specific building, during the 2018-2019 school year.
- **Incidents of Restraint- Students With IEPs:** Of the total number of incidents of restraint, did any involve a student with an IEP? Answer yes or no.
- **Disability Category:** Enter the number of incidents of restraint for the 13 disability categories. Use the Restraint Type – Disability Type Building worksheet for reference.
- **Multiple incidents:** Provide the number of students who had multiple incidents of restraint.

# School Building Incident Reporting

## Part 3: Restraint Worksheet

- **Created or revised Functional Behavior Assessment:** Of the total number of restraint incidents, provide the number of incidents which resulted in the creation or amendment of a functional behavioral assessment (FBA).
- **Created or revised Behavior Intervention Plan:** Of the total number of restraint incidents, provide the number of incidents which resulted in the creation or amendment of a behavior intervention plan (BIP).
- **Restraint resulting in Suspension:** Of the total number of restraint incidents, provide the number of those incidents which resulted in suspension.
- **Restraint resulting in Expulsion:** Of the total number of restraint incidences, provide the number of those incidents which resulted in expulsion.
- **Restraint resulting in Injury to Students:** Of the total number of restraint incidences, provide the number of incidents which resulted in an injury to students.
- **Restraint resulting in Injury to Staff:** Of the total number of restraint incidences, provide the number of incidents when staff were injured.

# School Building Incident Reporting

## Part 3: Restraint Incidents by Disability Category Worksheet

- The next step is completion of the **Worksheet for Restraint Incidents by Disability Category** specific to **each** building in your district.
- For the total number of students with IEPs restrained in your building, provide the amount of each disability category. The total number of students in each category should **NOT** exceed the number entered on the previous page.

For Planning Use Only - Do Not Submit

School Building Name	Restraint Incidents by Disability Type <sup>1</sup>											
	Autism	Intellectual Disability	Deaf-Blindness	Deafness	Emotional Disturbance	Hearing Impairment	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury

If you did not have any students restrained during the 2018-2019 school year, OR the students restrained in your building did NOT have IEPs, do not enter any information.

# School Building Incident Reporting

## Part 3: Seclusion Worksheet

- The next step is the completion of the **Worksheet for Seclusion Incidents**.
  - When filling out the worksheet, you must provide a count for **each** building in your district.

# School Building Incident Reporting

## Part 3: Seclusion Worksheet

When completing the worksheet, please note that no numbers entered should **EVER** exceed the number entered for total incidences of seclusion.

- **School Building Name:** List the name of the specific school building in the district that you are reporting on.
- **Is this building considered a separate facility?:** Answer yes or no.
- **Trauma-Informed Approaches:** Answer yes or no. See slide 14 for review.
- **Total incidents:** List the total number of incidents of seclusion, in the specific building, during the 2018-2019 school year.
- **Incidents of Seclusion- Students With IEPs:** Of the total number of incidents of seclusion, did any involve a student with an IEP? Answer yes or no.
- **Disability Category:** Enter the number of incidents of seclusion for the 13 disability categories. Use the Seclusion Type – Disability Type Building worksheet for reference.
- **Multiple incidents:** Provide the number of students who had multiple incidents of seclusion.

# School Building Incident Reporting

## Part 3: Seclusion Worksheet

- **Created or revised Functional Behavioral Assessment:** Of the total number of seclusion incidents, provide the number of incidents which resulted in the creation or amendment of a functional behavior assessment (FBA).
- **Created or revised Behavior Intervention Plan:** Of the total number of seclusion incidents, provide the number of incidents which resulted in the creation or amendment of a behavior intervention plan (BIP).
- **Seclusion resulting in Suspension:** Of the total number of seclusion incidents, provide the number of those incidents which resulted in suspension.
- **Seclusion resulting in Expulsion:** Of the total number of seclusion incidents, provide the number of those incidents which resulted in expulsion.
- **Seclusion resulting in Injury to Students:** Of the total number of seclusion incidents, provide the number of incidents when students were injured.
- **Seclusion resulting in Injury to Staff:** Of the total number of seclusion incidents, provide the number incidents when staff were injured.

# School Building Incident Reporting

## Part 3: Seclusion Incidents by Disability Category Worksheet

- The next step is completion of the **Worksheet for Seclusion Incidents by Disability Category** specific to **each** building in your district.
  - For the total number of students with IEPs secluded in your building, provide the amount of each disability category. The total number of students in each category should **NOT** exceed the numbered entered on the previous page.

If you did not have any students restrained during the 2018-2019 school year, OR the students restrained in your building did NOT have IEPs, do not enter any information.

# Completing the Report

- The report will not be completed until **both** the district and building questions have been answered.
- Once the district has completed the survey, the district's **superintendent** will receive an email confirmation that contains two PDFs. One PDF contains answers to the data collection for your district. The other PDF contains answers to data collection for each school building within the district.
- Please keep save the confirmation and PDFs for your records. You will not be able to access the PDFs after the reporting window has closed.

# Frequently Asked Questions



# Frequently Asked Questions

## Who is required to report?

**Answer:** The following public agencies are required to report:

- Local, exempted village, city, joint vocational or cooperative school district as defined in Chapter 3311 of the Revised Code;
- An educational service center (ESC) that operates a school or educational program;
- A community school as defined in Chapter 3314 of the Revised Code;
- A science, technology, engineering and mathematics school as defined in Chapter 3326 of the Revised Code; or
- A college-preparatory boarding school as defined in Chapter 3328 of the Revised Code.

For purposes of this rule, the term does not include schools operated in facilities under the jurisdiction of the Department of Rehabilitation and Corrections or the Department of Youth Services to report. See OAC 3301-35-15 for more information.

## I completed the survey but I did not receive a confirmation email. Why?

**Answer:** Your district's superintendent will receive a confirmation email once the survey is completed.

# Frequently Asked Questions

We have a new superintendent and their contact information has been changed. How do we get this updated?

**Answer:** Please contact [support@ohio-k12.help](mailto:support@ohio-k12.help) to update your superintendent's contact information.

**How often are we required to report?**

**Answer:** Restraint and seclusion data is provided to the Ohio Department of Education annually. See OAC 3301-35-15 for more information.

**Is a resource room considered a separate facility?**

**Answer:** No. A resource room is not considered a separate facility.

**Is a resource room operated by an ESC considered a separate facility?**

**Answer:** No. A resource room operated by an **ESC** located in your district's school building is not a separate facility. Those rooms should provide their restraint and seclusion data to the school where they are located and be a part of that building's report.

# Frequently Asked Questions Continued

We have a student who is being served in another district or in a separate building run by an ESC. Who reports them?

**Answer:** If there is a student who attends a separate building operated by an ESC, the ESC would report on this student. If a student is being served in another district (district of service), the district of service would report that student. The district of residence would **NOT** report on this student. The district of residence reports on all students receiving education in one of their buildings or programs (such as an alternative to suspension or expulsion program located and operated by their own district).

# Community School Frequently Asked Questions



# Frequently Asked Questions

## We are an online school. Do we still have to report?

**Answer:** All community schools are required to report, and to have policies and procedures regarding the use of restraint, seclusion and positive behavior interventions and supports (PBIS). An online school would complete Part 1 (District Information) of the survey, and if there were no incidents of restraints or seclusions, enter 0s in the column. See OAC 3301-35-15 for more information.

## Our school did not exist last year. How do we report?

**Answer:** If the school name and/or sponsor has changed from the previous year but the school's Information Retrieval Number (IRN) has NOT changed – complete both parts of the survey (i.e., district level and building level) using the information from that IRN. Schools whose IRN was not established in the previous school year must still complete both sections of the survey, answering *no* for all portions of the first section and “0” for all portions of the building survey.

# **ESC**

## **Frequently Asked Questions**



# Frequently Asked Questions

**We do not have any freestanding buildings. Do we need to report?**

**Answer:** ESCs must always complete the entire survey. If an ESC only has classrooms within district buildings, please provide the restraint and seclusion information to the school building in which the ESC is located. The ESC would complete Part 1 (District information) of the survey to reflect that the ESC has policies and procedures in place. The ESC would then enter 0s in the building specific portion.

**We have a student who is being served in another district or in a separate building run by an ESC. Who reports them?**

**Answer:** If there is a student who attends a separate building operated by an ESC, the ESC would report on this student. The district of residence would **NOT** report on this student.

# Stay Connected

[PBIS\\_Restraint\\_Seclusion\\_Questions@education.ohio.gov](mailto:PBIS_Restraint_Seclusion_Questions@education.ohio.gov)

[PBISOHIO@education.ohio.gov](mailto:PBISOHIO@education.ohio.gov)

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