



Restraint and Seclusion Incident Reporting

June 1, 2020

Ohio | Department
of Education

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Overview

- In 2013, the State Board of Education developed a rule and policy for the implementation of positive behavior intervention and supports (PBIS) and restraint and seclusion.
- The rule and policy outline requirements and prohibited practices regarding the use of restraint and seclusion in districts and community schools.

Overview

- The state rule requires districts to annually report incidents of 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 2019-2020 school year must be submitted by the close of business on **July 31, 2020**.
- Recognizing the difficulties associated with COVID-19 and the ordered school-building closure, if districts find they need more time to complete the report, please reach out to [PBIS Restraint Seclusion Questions@education.ohio.gov](mailto:PBIS_Restraint_Seclusion_Questions@education.ohio.gov)

O.A.C 3301-35-15

[Standards for the implementation of positive behavior intervention 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 the standards for the implementation of positive behavior intervention and supports (PBIS), and restraint and seclusion focuses on **two** critical components for addressing student behavior that is unsafe towards self or others:
 - Requirements regarding district implementation of PBIS; and
 - Requirements regarding the use of restraint and seclusion.

Positive Behavior Intervention and Supports (PBIS)

Crisis Management and De-escalation

First component of the Policy

Second Component of the Policy

Proactive approach

Reactive interventions

Help reduce challenging behavior that *may* escalate to the point of a safety concern.

Used when behavior *has* 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 *may* 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. **Both** sections must be completed to get credit for the data collection.

District level: Questions address district policies.

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 data collection.

The email will include a link specific to your district, which will take you to the report. If you cannot locate your link please email support@ohio-k12.help

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.

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

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? *

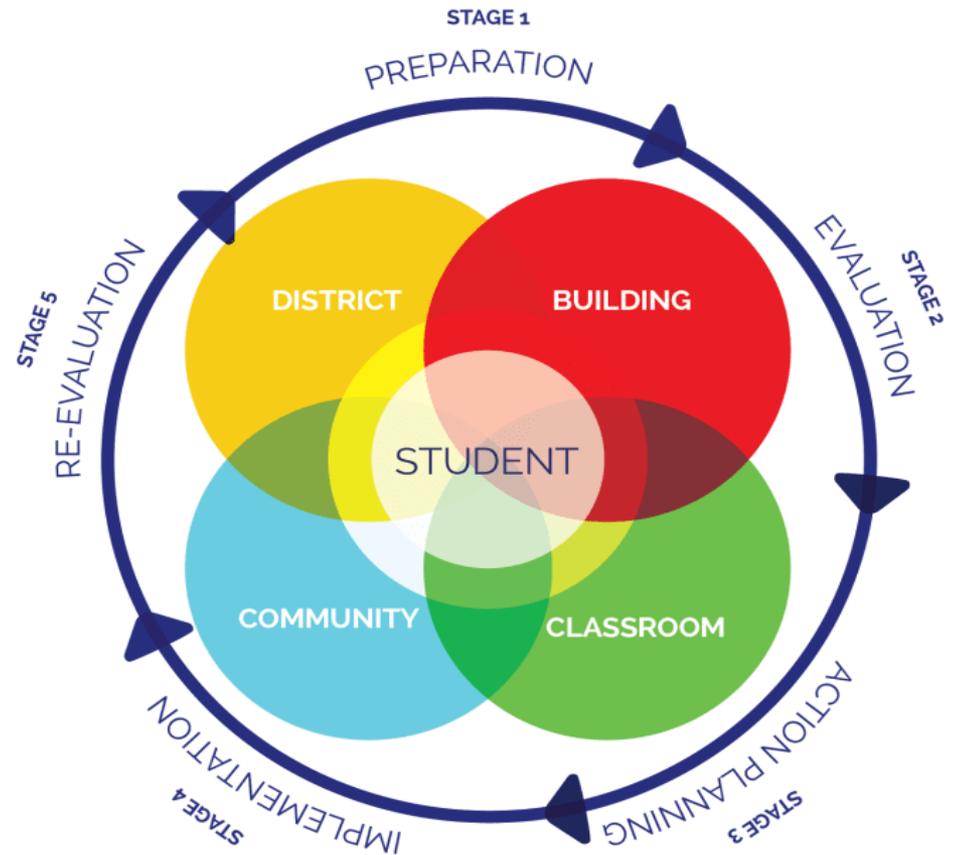
YES

NO

District Information

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

* School climate surveys are not required for Ohio districts and schools



District Information- School Climate

- The **1st question** asks if your district administered a School Climate Survey during the 2019-2020 school year. If you click *no*, you will be directed to Part 3 of the survey.
- The **2nd question** asks which School Climate Survey was issued during the 2019-2020 school year. Select all the applicable boxes.
- The **3rd 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 **4th question** asks what dimensions of school climate were covered by the School Climate Survey issued during the 2019-2020 school year. Select all applicable boxes.
- The **5th question** asks who in your district completed School Climate Surveys during the 2019-2020 school year. Select all applicable boxes.
- The **6th question** ask how the results of the School Climate Survey were used during the 2019-2020 school year. Select all applicable boxes.
- The **7th question** asks if you will be administering the same School Climate Survey(s) for the 2020-2021 school year. Select *yes* or *no*.
- The **8th 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 data collection 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 for assistance.

School Building Incident Reporting

- 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 entering restraint incidents per building. It may be helpful to complete the **Worksheet for Tracking Restraint Incidents**.

For Planning Use Only - Do Not Submit

Worksheet for Tracking Restraint Incidents											
School Building Name	Trauma Informed Care ¹	Trained Staff	Total Incidents	With disabilities (IEP)	Multiple Incidents	Created or Revised FBA ²	Created or Revised BIP ³	Suspended	Expelled	Injuries to Student	Injuries to Staff

School Building Incident Reporting

Part 3: Restraint Worksheet

- **School Building Name:** List the name of the specific school building in the district that you are reporting on.
- **Trauma-Informed Approaches:** See [slide 15](#) for review.
- **Trained Staff:** See [slide 16](#) for review.
- **Total Incidents of Restraint:** List the total number of incidents of restraint in the specific building during the 2019-2020 school year.
- **Total Incidents of Restraint - Students With IEPs:** Of the total number of incidents of restraint, how many incidents involved a student with an IEP? The number entered must **not** exceed the total incidents of restraint you provided in the previous question.
- **Multiple Incidents:** Provide the number of students who had more than one restraint. Include both IEP and non-IEP students. The number entered must **not** exceed the total incidents of restraint you provided in the prior question.

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 behavior 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 who 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 incidents, provide the number of those incidents which resulted in expulsion.
- **Restraint Resulting in Injury to Students:** Of the total number of restraint incidents, provide the number of incidents which resulted in an injury to students.
- **Restraint Resulting in Injury to Staff:** Of the total number of restraint incidents, provide the number 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 incidents** of restraint for students with IEPs 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

Restraint Incidents by Disability Type¹

School Building Name	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	Visual Impairments

If you did not have any students restrained during the 2019-2020 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 entering seclusion incidents per building. It may be helpful to complete the **Worksheet for Tracking Seclusion Incidents**.

For Planning Use Only - Do Not Submit

Worksheet for Tracking Seclusion Incidents											
School Building Name	Trauma Informed Care ¹	Trained Staff	Total Incidents	With disabilities (EP)	Multiple Incidents	Created or Revised FBA ³	Created or Revised BIP ³	Suspended	Expelled	Injuries to Student	Injuries to Staff

School Building Incident Reporting

Part 3: Seclusion Worksheet

- **School Building Name:** List the name of the specific school building in the district that you are reporting on.
- **Trauma-Informed Approaches:** See [slide 15](#) for review.
- **Trained Staff:** See [slide 16](#) for review.
- **Total Incidents:** List the total number of incidents of seclusion, in the specific building, during the 2019-2020 school year.
- **Total Incidents of Seclusion- Students with IEPs:** Of the total number of incidents of seclusion, how many incidents involved a student with an IEP? The number entered must **not** exceed the total incidents of restraint you provided in the previous question.
- **Multiple Incidents:** Provide the number of students who had more than one seclusion. Include both IEP and non-IEP students. The number entered must **not** exceed the total incidents of restraint you provided in the prior question.

School Building Incident Reporting

Part 3: Seclusion Worksheet

- **Created or Revised Functional Behavior 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 incidents** of seclusion for students with IEPs 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

Seclusion Incidents by Disability Type ¹													
School Building Name	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	Visual Impairments

If you did not have any students restrained during the 2019-2020 school year, OR the students restrained in your building did NOT have IEPs, do not enter any information.

Completing the Report

- **Both** the district section and all building sections must be completed to get credit for the data collection.
- Once your district has completed the data collection, your **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 your district.
- Please 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

How do I get a new link to the data collection?

Answer: Please contact support@ohio-k12.help. This is the only way to get a new link.

How do I correct a previously submitted data collection?

Answer: Please contact support@ohio-k12.help.

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 data collection, but I did not receive a confirmation email. Why?

Answer: Your district's superintendent will receive a confirmation email once the data collection is completed. Check that both the district and building level sections are complete.

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 to update your superintendent's contact information. Additionally, you should contact the Ohio Educational Directory System (OEDS) at OEDS.ContactUs@education.ohio.gov to update your superintendent's contact information.

Frequently Asked Questions

- **How often are we required to report this information?**
- **Answer:** Restraint and seclusion data is provided to the Ohio Department of Education annually. See OAC 3301-35-15 for more information.

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 data collection, 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 data collection (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 data collection, answering *no* for all portions of the first section and “0” for all portions of the building data collection.

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 data collection. 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 data collection 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.

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[PBIS Restraint Seclusion Questions@education.ohio.gov](mailto:PBIS_Restraint_Seclusion_Questions@education.ohio.gov)

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