
RESTRAINT AND SECLUSION INCIDENT REPORTING



Department of
Education &
Workforce

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OVERVIEW

- [Ohio administrative code](#) outlines standards for the implementation of positive behavior intervention supports (PBIS) and the use of restraint and seclusion.
- The rule requires districts to annually report incidents of restraint and seclusion to the Department of Education and Workforce (Department).
- Reporting for the 2024-2025 school year is due by **August 8, 2025**.



TWO-STEP PROCESS

Reporting is a two-step process. Both steps must be completed to finalize the report.

Step 1-District level: Questions addressing district policies.

Step 2- Building level: Reporting the number of incidents of restraint and seclusion.

GETTING STARTED

- Each district's superintendent or community school designee is sent an email from Ohio-K12 that contains information for reporting.
- **Please note that only superintendents can login.**
- To access the data collection tool, go to [Ohio K12 Help IRN Session](#) and login using the district IRN and the superintendent's email address. An IRN session token will be sent via email to activate the session. Once the IRN session token is activated, the user will be able to navigate to the Restraint & Seclusion Incident Reporting survey.
- The superintendent can assign a delegate to complete reporting once the IRN session token is activated. **When assigning a role for the delegate, please select “superintendent” as the delegate will be completing the pre-survey on behalf of the superintendent as this is the only role that can access the reporting survey.** Once the delegate has been assigned, they will receive their own email containing a session token. Please be sure to check spam and junk folders as some systems divert the emails to these mailboxes.
- Please direct questions regarding login to support@ohio-k12.help.



STEP 1: DISTRICT LEVEL INFORMATION

- The first section is confirmation of the district's information.
- The 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*.
- If the Superintendent contact is inaccurate, click *no*. Guidance on next steps is then provided.

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

STEP 1: DISTRICT LEVEL INFORMATION

Question: Has your district school board adopted revised policies and procedures regarding the implementation of PBIS and the use of restraint and seclusion, to align with Ohio’s revised rule (June 2021)?

Answer: Select “yes” if your district has revised its policy since June 2021, or “no” if your district has not revised its policy.



STEP 2: BUILDING INCIDENT REPORTS - DIRECTIONS

- Submit district level report (Step 1).
- Scroll down to *Step 2- Required Building Incident Reports*
- Each building name will be listed. Click “create report” on the right side of each listed building.
- When a building report is completed, it will show the date it was completed.
- A report for each building must be completed. If a building from your district is missing, or is incorrectly listed, please contact support@ohio-k12.help for assistance.



REPORTING FOR STUDENTS PLACED AT BOARDS OF DEVELOPMENTAL DISABILITIES (BOARD OF DD) AND EDUCATIONAL SERVICE CENTERS (ESC).

- [O.A.C. 3301-35-15](#)(K) states: A school district that chooses to educate its student through a county board of developmental disabilities or an educational service center reports as follows:
 - (a) Report all information on the use of restraint and seclusion (for students from the district) by the county board of developmental disabilities (Boards of DD) or educational service centers (ESCs) to the department; or
 - (b) Authorize the Boards of DD or the ESCs to report information on the use of restraint and seclusion directly.
- The District will follow the reporting response provided in the pre-survey in April.
- **Districts that did not respond to the pre-survey in April are automatically assigned to report for their students placed at Boards of DD and/or ESCs.** The district will have two additional “buildings” identified as “Students placed at Boards of DD” and “Students placed at ESCs.” The districts will collect the information from the Boards of DD and/or ESCs where its students are placed and report the information with the district’s annual report.



STEP 2: BUILDING INCIDENT REPORTS – OUTLINE OF QUESTIONS

The [Administrative Code](#) states: after a student’s third incident of restraint or seclusion in a school year, a team will meet to discuss the need to conduct or review a functional behavioral assessment (FBA) and/or behavior intervention plan (BIP). The meeting must occur within 10 school days of the third incident.

- If the Student has an IEP or 504 Plan, the meeting must be with the student’s IEP or 504 Plan team.
- If the Student is a general education student, the team must include the parent or guardian, an administrator or designee, a teacher of the student, at least one staff member involved in the incident(s) and any other appropriate staff members.

Question: Has the school building developed a procedure to flag the third incident of restraint or seclusion for a student in order to ensure a meeting is held to discuss whether an FBA or BIP needs created or revised?

Answer: yes or no

BUILDING INCIDENT REPORTING: RESTRAINT INCIDENTS

The next step is to enter restraint incidents per building. It may be helpful to complete the [Worksheet for Tracking Restraint Incidents](#).

Worksheet for Tracking Restraint Incidents									
School Building Name	Total Incidents	With Disabilities (IEP)	Multiple Incidents	Created or Revised FBA	Created or Revised BIP	Suspended	Expelled	Injuries to Student	Injuries to Staff



BUILDING INCIDENT REPORTING: RESTRAINT INCIDENTS

- **Total Incidents of Restraint:** Report the total number of incidents of restraint in the specific building during the school year. See [Restraint and Seclusion Definitions](#) for guidance.
- **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.

BUILDING INCIDENT REPORTING: RESTRAINT INCIDENTS BY DISABILITY CATEGORY

- The next step is to enter **restraint incidents per disability category**. It may be helpful to complete the [Worksheet for Restraints- Disability Type](#) to prepare your data.
- For the **total incidents** of restraint for students with IEPs in your building, provide the number of incidents per disability category. The total number of students in each category should **NOT** exceed the number entered on the previous question.
- If the building did not have any students restrained during the school year, OR the students restrained in the building did NOT have IEPs, enter 0 in each category.

BUILDING INCIDENT REPORTING

- **Created or Revised Functional Behavioral 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 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 the Student.
- **Restraint Resulting in Injury to Staff:** Of the total number of restraint incidents, provide the number incidents when staff were injured.



BUILDING INCIDENT REPORTING: SECLUSION INCIDENTS

The next step is entering seclusion incidents per building. It may be helpful to complete the [Worksheet for Tracking Seclusion Incidents](#).

Worksheet for Tracking Seclusion Incidents									
School Building Name	Total Incidents	With Disabilities (IEP)	Multiple Incidents	Created or Revised FBA	Created or Revised BIP	Suspended	Expelled	Injuries to Student	Injuries to Staff



BUILDING INCIDENT REPORTING: SECLUSION WORKSHEET

- **Total Incidents:** List the total number of incidents of seclusion, in the specific building, during the school year. See [Restraint and Seclusion Definitions](#) for guidance.
- **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.

BUILDING INCIDENT REPORTING: 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 behavioral 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 incidents which resulted in suspension.
- **Seclusion Resulting in Expulsion:** Of the total number of seclusion incidents, provide the number of 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.



BUILDING INCIDENT REPORTING: SECLUSION INCIDENTS BY DISABILITY CATEGORY

- 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.
- If you did not have any students secluded during the school year, OR the students secluded in your building did NOT have IEPs, enter 0.

FINALIZING THE REPORT

- **Both** the district section (Step 1) and the building section (Step 2) must be completed for the data collection to be complete.
- Once data collection is submitted, the superintendent or community school designee 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.



QUESTIONS?

EDUCATION.OHIO.GOV

View [Restraint and Seclusion Incident Reporting Frequently Asked Questions](#) for answers to common questions.

Additional questions can be submitted to the Department's restraint and seclusion mailbox at:
PBIS_Restraint_Seclusion_Questions@education.ohio.gov



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