

SCHOOL YEAR

School Year 2018-2019

Guidance: 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.

Some examples of separate facilities: An ESC operated building, a Community School that serves *only* students with autism, or a district building that *only* serves students with significant behavioral issues.

School Building

BUILDING NAME (IRN)

Ridgewood Elementary School (009128)

BIRN

009128

IS THIS BUILDING A SEPARATE FACILITY?

No

Guidance: Student personnel is defined as: teacher, principal, counselor, social worker, school resources officer, teacher's aide, psychologist, bus driver, or other school or district staff who interact directly with students.

Trauma Informed Care Training

DID YOUR SCHOOL BUILDING STUDENT PERSONNEL RECEIVED ANY TRAUMA INFORMED CARE TRAINING IN SCHOOL YEAR 2018-2019?

Yes

Restraint Incidents

The definition of physical restraint is the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body or head freely. The term does not include a physical escort, mechanical restraint or chemical restraint. The physical restraint does **not** include brief, but necessary contact for the following or similar purposes to:

- • break up a fight;
- • knock a weapon away from a student's possession;
- • calm or comfort;
- • assist a student in completing a task/response if the student does not resist the contact; or
- • prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Guidance: A series of disruptive student actions involving agitation, behavior leading to restraint, seclusion, or a combination of restraint and seclusion should be considered one reported incident. For example, a student restrained two times during an incident because the student was not fully calm at the time of attempted release

would be counted as one report. However, a one-hour period during which time the student has returned to calm or typical functioning for the student, followed by the student becoming newly agitated and requiring restraint, seclusion, or a combination of restraint and seclusion would then generate a new (additional) reported incident.

*The use of physical restraint must be used as a last resort and only when there is an immediate risk of physical harm to the student or others and no other safe or effective intervention is possible. See full policy for full guidance and prohibited practices on restraint.

LIST TOTAL NUMBER OF INCIDENTS OF RESTRAINT, IN THIS SPECIFIC BUILDING, THAT OCCURRED DURING THE 2018-2019 SCHOOL YEAR.

0

OF THE TOTAL NUMBER OF INCIDENTS OF RESTRAINT, DID ANY INVOLVED STUDENTS WITH IEP?

No

NUMBER OF INCIDENTS OF RESTRAINT THAT INVOLVED A STUDENT WITH AN IEP (CALCULATED).

0

NUMBER OF INCIDENTS OF RESTRAINT THAT INVOLVED A STUDENT WITHOUT AN IEP (CALCULATED).

0

PROVIDE THE NUMBER OF STUDENTS WHO HAD MULTIPLE INCIDENTS OF RESTRAINT.

0

Guidance: Your district shall conduct a **Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)** if any student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, though a single instance of restraint and/or seclusion could necessitate a review or development of a FBA or BIP. This pertains to all students and is not exclusive to students with disabilities.

OF THE TOTAL NUMBER OF RESTRAINED STUDENTS, PROVIDE THE NUMBER OF INCIDENTS WHICH RESULTED IN THE CREATION OR AMENDMENT OF A FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA).

0

OF THE TOTAL NUMBER OF RESTRAINED STUDENTS, PROVIDE THE NUMBER OF INCIDENTS WHICH RESULTED IN THE CREATION OR AMENDMENT OF A BEHAVIORAL INTERVENTION PLAN (BIP).

0

NUMBER OF STUDENTS SUSPENDED DUE TO BEHAVIOR THAT LED TO RESTRAINT.

0

NUMBER OF STUDENTS EXPELLED DUE TO BEHAVIOR THAT LED TO RESTRAINT.

0

NUMBER OF REPORTED RESTRAINT INCIDENTS THAT RESULTED IN AN INJURY TO A STUDENT.

0

NUMBER OF REPORTED RESTRAINT INCIDENTS THAT RESULTED IN AN INJURY TO A STAFF MEMBER.

0

Seclusion Incidents

Seclusion is defined as the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Seclusion does not include incidents when the student voluntarily moves to a separate location to calm down or reduce sensory overload as part of a behavior plan or de-escalation plan.

LIST THE TOTAL NUMBER OF INCIDENTS, IN THE SPECIFIC BUILDING, THAT OCCURRED DURING THE 2018-2019 SCHOOL YEAR.

0

OF THE TOTAL NUMBER OF INCIDENTS OF SECLUSION, DID ANY INVOLVED STUDENTS WITH IEP?

No

NUMBER OF INCIDENTS OF SECLUSION INCIDENTS THAT INVOLVED A STUDENT WITH AN IEP (CALCULATED).

0

NUMBER OF INCIDENTS OF SECLUSION THAT INVOLVED A STUDENTS SECLUDED WITHOUT AN IEP (CALCULATED).

0

PROVIDE THE NUMBER OF STUDENTS WHO HAD MULTIPLE INCIDENTS OF SECLUSION.

0

Guidance: Your district may conduct a Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) if any student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, though a single instance of restraint and/or seclusion could necessitate a review or development of a FBA or BIP. This pertains to all students and is not exclusive to students with disabilities.

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).

0

OF THE TOTAL NUMBER OF RESTRAINT INCIDENTS, PROVIDE THE NUMBER OF INCIDENTS WHICH RESULTED IN THE CREATION OR AMENDMENT WHO OF A BEHAVIORAL INTERVENTION PLAN (BIP).

0

NUMBER OF STUDENTS SUSPENDED DUE TO BEHAVIOR THAT LED TO SECLUSION.

0

NUMBER OF STUDENTS EXPELLED DUE TO BEHAVIOR THAT LED TO SECLUSION.

0

NUMBER OF REPORTED SECLUSION INCIDENTS THAT RESULTED IN AN INJURY TO A STUDENT.

0

NUMBER OF REPORTED SECLUSION INCIDENTS THAT RESULTED IN AN INJURY TO A STAFF MEMBER.

0

Review and Submit

Please review all of the information you have provided on this form. Use the numbered tabs at the top to read each section to ensure that each is complete and includes accurate responses. Then, enter your name and email address and click or tap SUBMIT.

YOUR NAME (FIRST AND LAST ONLY)

Mike Masloski

YOUR EMAIL

mike.masloski@omeres.net