Syreouse City School District Department of Salidy and Secondly Written Summing of Staff Student Restraint Use Precedures

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epariment of Safety and Security ident Restraint Use Procedures

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Student name:	
Date of restraint; 3/27/19 Time began: 10:00 am Time ended: 10:05 am	
Force of restraint; /27/19 Hime wegant	
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Date of restraint: /27/19 hime begins and selection of restraint (describe type of physical restraint used): Arm restraint Qur	
Nature of restraints	
Location of restraint: Room  Location of restraint: Room  Name(s) of staff member(s) administering restraint: Rowa Hoke / Usa Gi h loves  Name(s) of staff member(s) administering restraint: Preceding the use of restraint:	
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Syractics City School District Department of Subity and Security
Written Summary of Staff Student Residual Upo Procedures

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Syracuse City School District-Department of Safety and Scourity Written Summary of Staff/Student Restraint Use Procedures

twient's behavior that prompted the restraint: (Please check all categories which apply)  Imminent serious physical harm to themselves  Imminent serious physical harm to themselves and others  Imminent serious physical harm to themselves and others  Imminent serious physical harm to themselves and imminent serious property destruction  Imminent serious physical harm to others and imminent serious property destruction  Alment serious physical harm to others and imminent serious property destruction  Alment serious physical harm to themselves and others and imminent serious property destruction  Alment serious physical harm to themselves and others and imminent serious property destruction  Explain stolent behavior(s) that prompted physical restraint:  Provided choices  Reduced demands Haplain:  Verbal redirection  Reduced verbal interaction	pane(s) of staff member(s) ediministering restraint: Mathem Wasser  scription of scrivity in which student was engaged immediately preceding the use of restraints  adent's behavior that prompted the restraint; (Please check all categories which apply)  juminent scrious physical harm to themselves  imminent scrious physical harm to themselves and others  imminent scrious physical harm to themselves and imminent scrious property destruction  minent scrious physical harm to themselves and imminent scrious property destruction  whent scrious physical harm to themselves and others and imminent scrious property destruction  whent scrious physical harm to themselves and others and imminent scrious property destruction  plain student behavion(s) that prompted physical restraint:  Punching Waster  Waster behavior  Received  MAY 1 9 2016  MAY 1 9 2016  MAY 1 9 2016  Separtment of public safety  sequest for assistance.	came(s) of staff meraber(s) administering restraint: Matheur Warren  secription of activity in which student was engaged immediately preceding the use of restraints  MANNY, Warren  Matheur that prompted the restraints (Please check all categories which apply)  Imminent serious physical harm to themselves  Imminent serious physical harm to themselves and others  Imminent serious physical harm to themselves and imminent serious property destruction  Internative serious physical harm to others and imminent serious property destruction  Internative serious physical harm to others and imminent serious property destruction  Ament serious physical harm to themselves and others and imminent serious property destruction  Ament serious physical harm to themselves and others and imminent serious property destruction  Ament serious physical harm to themselves and others and imminent serious property destruction  Ament serious physical harm to themselves and others and imminent serious property destruction  Ament serious physical harm to themselves and others and imminent serious property destruction  Ament serious physical harm to otherselves and others and imminent serious property destruction  Ament serious property destruction  Reduced to de-assessate the situation:  Reduced demands Explain:  Wetter the situation  Reduced verbal interaction  Calming techniques  Other Called Mother  MAY 1 9 2016  Removed of other students  Request for assistance  Other	Nature of restraint (describe time of					والمستحدث والمستحدث	<del>با مستحدث ان بر داران ان</del>
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HW

## Syracuse City School District-Department of Safety and Security Written Summary of Staff/Student Restraint Use Procedures

Date of restraint: 2/26/2016 Time began: 10! 20 Am Time ended: 10: 27 am	•
Nature of restraint (describe type of physical restraint used): Held both wasts and moved student to another axon	
Location of restraint: Rooms	
Name(s) of staff member(s) administering restraint: 3enty 01msted	
Description of activity in which student was engaged immediately preceding the use of restraint:	
Student's behavior that prompted the restraint: (Please check all categories which apply)	
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to othere ☐ Imminent serious physical harm to themselves and othere ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction	
Explain student behavior(s) that prompted physical restraint: Student was October Fighting with another student	j
Efforts made to de-escalate the situation:  Provided choices  Reduced demands Explain:  Verbal redirection	. ·.
□ Reduced verbal interaction □ Calming techniques □ Other	
Alternatives to restraint that were attempted:  Removal of other students  Request for assistance  Other  Voluntary removal of student to another location	•
Explain:	
Observations of student at end of restraint: Shidenix was calm and cooperative	_
Note any injuries to student and/or staff that may have occurred:	
Student consolained of lea pain and suffered a bloody nose	

ate of restraint: 3/22/16 T					
ture of restraint (describe type (S) FON	ps of physical restrain	t used); <u>CP /</u>	Childre	n's Con	100
ocation of restraint: Mag	hem		· · ·		
une(s) of staff member(s) add	ninistering restrains	Mathew	Warren		•
escription of activity in which	student was engaged directions	d immediately	preceding the t	se of restrain	i
udent's behavior that prompt			' 0	. 0	
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Men they were self	mpted physical restraint				
they they were self- torts made to do-escalate the site Provided choices	mpted physical restraint				
they they were self forts made to de-escalate the site Provided choices Reduced demands Explain:	mpted physical restraint		+tacking.		
Next they were self- forts made to de-escalate the site Provided choices Reduced demands <u>Explain:</u> Verbal redirection Reduced verbal interaction	mpted physical restraint		+tacking.	student CEIVED	
Over they were self the situation of the	mpted physical restraint		+tacking.	student	
New they were self- forts made to de-escalate the situ Provided choices Reduced demands <u>Explains</u> Verbal redirection Reduced verbal interaction Calming techniques	mpted physical restraint		+tacking. RE	student CEIVED	• • •
New they were self- north made to de-escalate the situ Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other	mpted physical restraint		+tacking. RE	Student OEIVED	• • •
Other they were self- three made to de-escalate the situation of the self- Provided choices Reduced demands <u>Replains</u> Verbal redirection Reduced verbal interaction Calming techniques Other termatives to restraint that were Removal of other students	mpted physical restraint		+tacking. RE	Student OEIVED	• • •
Morts made to de-escalate the site Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Colming techniques Other Removal of other students Request for assistance	mpted physical restraint		+tacking. RE	Student OEIVED	• • •
Horis made to de-escalate the site Provided choices Reduced demands <u>Explains</u> Verbal redirection Reduced verbal interaction Columns techniques Other Hermatives to restraint that were Removal of other students Request for assistance Other	mpted physical restraind action:		+tacking. RE	Student OEIVED	• • •
Morts made to de-escalate the situ Provided choices Reduced demands <u>Raplains</u> Verbal redirection Reduced verbal interaction Columbs techniques Other hermatives to restraint that were Removal of other students Request for assistance Other	mpted physical restraind action:	: Conta a	+tacking. RE	Student OEIVED	• • •
splain sindent behavior(s) that pro  New the week self  Borts made to de-escalate the site  Provided choices  Reduced demands <u>Kaplain</u> ;  Verbal redirection  Reduced verbal interaction  Columns techniques  Other  Removal of other students  Request for assistance  Other  Yoluntary removal of student to a splain: <u>Removal of students</u> The prions of student at end of splain:	mpted physical restraind  A fed   action:  attempted:  nother location  Auring Ne	: Conta a	Hacking RE	Student OEIVED AR 22 2016 AT OF PUBLIC SAF	• • •
Morts made to de-escalade the site Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Columns techniques Other Removal of other students Request for assistance Other Yohuntary removal of student to a splain: Removal of Many description Replain: Removal of student to a splain:	mpted physical restraind  action:  attempted:  nother location  during restraint: Calm,	- Contid a	+ tacking.  RE  NA  DEPARTME	Student OEIVED AR 22 2016 AT OF PUBLIC SAF	

Date of restraint: 5/3/17 Time began: 0815 Time ended: 0820
Nature of restraint (describe type of physical restraint used): Attempted to grab wrists for a cross arm restraint (cpi)
Location of restraint:
Name(s) of staff member(s) administering restraint: Sentry Olm Steed
Description of activity in which student was engaged immediately preceding the use of restraint:  Toung to punch sentry and spit at them, failing around
Student's behavior that prompted the restraint: (Please check all categories which apply)
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint: Student became physically agressive and Spit at Sentry
Efforts made to de-escalate the situation:  Provided choices  Reduced demands Explain:
♥ Verbal redirection  ♥ Reduced verbal interaction
O Calming techniques
O Other
Alternatives to restraint that were attempted:  DEPARTMENT OF PUBLIS SAFETY  Removal of other students
O Request for assistance
O Other O Voluntary removal of student to another location
O Voluntary removal of student to another location
Explain: Student was in his planned spot for phonoal aggression
Observations of student at end of restraint: <u>Calm</u>
Note any injuries to student and/or staff that may have occurred:
Student Suffered a bump on head

Date of restraint: 4/11/17 Time began: 10:34 Am Time ended: 10:40 Am
Nature of restraint (describe type of physical restraint used): from Restraint per Cf1
Location of restraint:
Name(s) of staff member(s) administering restraint: KARN HOKE (mrs. Beck webness)
Description of activity in which student was engaged immediately preceding the use of restraint:
Student's behavior that prompted the restraint: (Please check all categories which apply)
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint: When 1 arrived at the had the ha
O Reduced verbal interaction O Calming techniques
O Other Ms. Beck tried Screval Un scrocessful
Alternatives to restraint that were attempted:  O Removal of other students
O Request for assistance  Other
O Voluntary removal of student to another location adult of Made her aware of Kestvaint.  Explain:
Observations of student at end of restraint: Sat under table approx 3 min than Observations of student at end of restraint: Sat un Chair per Ms. Becks Bequest as Falen to new se for his own bite Marks parent was notified garent Note any injuries to student and/or staff that may have occurred: Parent Was notified garent fated Adulent has done the bites number regularly.
RIGHT KIREMON- HUMAN BITE MARKER 3/4" ( SELE INCLICTED)

Date of restraint: 1-04-17 Time began: 1:07pm Time ended: 1:10pm
Nature of restraint (describe type of physical restraint used): Avms held
Location of restraint:
Name(s) of staff member(s) administering restraint: 44 C. Cabricli
Description of activity in which student was engaged immediately preceding the use of restraint:  Student was throwing tables & chairs
Student's behavior that prompted the restraint: (Please check all categories which apply)
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint: was being aggressive and violent with me attempting to re-engage in an affection.
Efforts made to de-escalate the situation: O Provided choices O Reduced demands Explain: O Verbal redirection O Reduced verbal interaction
Ø Calming techniques O Other
Alternatives to restraint that were attempted: O Removal of other students O Request for assistance
Other
O Voluntary removal of student to another location
Explain: Student was being asked to call home.
Explain: Student was being as keel to call home.  Observations of student at end of restraint: Calmer, still any y talking to parents.
Note any injuries to student and/or staff that may have occurred:
Scratch on Forehead above right eye size of a quater
Scratch on Forehead above right eye size of a quater. Rug burn / lu/17

Date of restraint: 3/3/17 Time began: 11. 20 Am Time ended: 11. 24 Am
Date of restraint: 3/3/17 Time began: //. 20 Am Time ended: //: 24 Am  Nature of restraint (describe type of physical restraint used): ARM Restraint per
Location of restraint:
Name(s) of staff member(s) administering restraint: KARIN HOKE / Social 4) or Ker Witness E. NEON ARD
Description of activity in which student was engaged immediately preceding the use of restraint:
Student's behavior that prompted the restraint: (Please check all categories which apply)
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint: Punched Social worker in back punched ma several times but me on Right arm
Efforts made to de-escalate the situation:  O Provided choices O Reduced demands Explain: O Verbal redirection O Reduced verbal interaction O Calming techniques O Other
Alternatives to restraint that were attempted: O Removal of other students O Request for assistance
O Other
O Voluntary removal of student to another location
Explain:
Observations of student at end of restraint: Student was Calor then brought his lunch whiched another teacher in the chest, eventually was able to Return to class. Note any injuries to student and/or staff that may have occurred:
STUDENT NOTED TO HAVE BITE MANGE OF PORDERED DROWN

Date of restraint: 5/11/21 Time began: 10:03 Am Time ended: 10:08 Am
Nature of restraint (describe type of physical restraint used): Handle with care  2 arm restraint
Location of restraint:
Name(s) of staff member(s) administering restraint: Seatty Rocke
Description of activity in which student was engaged immediately preceding the use of restraint:  Getting Physical With 5-1aff members
Student's behavior that prompted the restraint: (Please check all categories which apply)
□ Imminent serious physical harm to themselves □ Imminent serious physical harm to others □ Imminent serious physical harm to themselves and others □ Imminent serious property destruction □ Imminent serious physical harm to themselves and imminent serious property destruction ☑ Imminent serious physical harm to others and imminent serious property destruction □ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint: Started. Throwing chairs and becoming hostile towards start
Efforts made to de-escalate the situation:  © Provided choices  © Reduced demands Explain:  © Verbal redirection  O Reduced verbal interaction  O Calming techniques  O Other
Alternatives to restraint that were attempted:  O Removal of other students
Request for assistance
O Other
O Voluntary removal of student to another location
Explain:
Observations of student at end of restraint: Looking out window thin trying to  (Rim down
(化) M くかいん Note any injuries to student and/or staff that may have occurred:
Right knee pain, bilatual shoulder pain, mid thest pain - B

Date of restraint: 10-20 Time began: 12, 20 Time ended: 12, 21
Nature of restraint (describe type of physical restraint used): Minde with Circ.
Location of restraint: \( \( \)
Name(s) of staff member(s) administering restraint:
Description of activity in which student was engaged immediately preceding the use of restraint:
Student's behavior that prompted the restraint: (Please check all categories which apply)
Imminent serious physical harm to themselves Imminent serious physical harm to others Imminent serious physical harm to themselves and others Imminent serious property destruction Imminent serious physical harm to themselves and imminent serious property destruction Imminent serious physical harm to others and imminent serious property destruction Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint: 14+cmp+10, +0 +h00
Efforts made to de-escalate the situation:  Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction
Calming techniques
Other
Request for assistance
Other Other
Position Request for assistance Of Other Of Voluntary removal of student to another location
Explain:
Observations of student at end of restraint: At Living Still 1958 Conduttive
tote any injuries to student and/or staff that may have occurred:
Small cut on students right bices - Brown Mitchell

Date of restraint: 10/20/2/Time began: 12:25 Time ended: 12:29	
Nature of restraint (describe type of physical restraint used): Hawdle with care single person two arm restraint	
Location of restraint:	
Name(s) of staff member(s) administering restraint: Roche	
Description of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activity in which student was engaged immediately preceding the use of restrictions of activities of	aint: 1 <u>caten</u> in y
Student's behavior that prompted the restraint: (Please check all categories which apply)	
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction	ection
Explain student behavior(s) that prompted physical restraint: Destroying office trying to push through stait	·
Efforts made to de-escalate the situation:  O Provided choices O Reduced demands Explain: O Verbal redirection	
O Reduced verbal interaction	
O Calming techniques O Other	11
Alternatives to restraint that were attempted:  O Removal of other students	01/2
Request for assistance	$\mathcal{L}_{\mathcal{L}}$
O Other	,
O Voluntary removal of student to another location	The state of the s
Explain: Removed Student to another location	
Observations of student at end of restraint: UPSET left with Principal to calm down.	
Note any injuries to student and/or staff that may have occurred:	
Small cut on student's right bicop. Bruce	ma Mitelaco

RN

ar ar ann an	'ريو ها	The second of th	. 1	ald down	n 24
ature of restraint (describe	type of physic	al restraint used	); CY curry Wi	ta hos	4
ocation of restraint		<del></del>	<u> </u>	ж	
ame(s) of staff member(s)	administering	restraint: <u>Pa</u>	+ Carroll	(Sentry)	10 10 10 10 10 10 10 10 10 10 10 10 10 1
and the state of t	dali amahandanda	or engared imn	vediateľy precedií	g the use of r	straint: Stude
Las Refusing to	kwe o	Pace, Sw.	my with	renal, h	t my som
<i>&gt;</i>			•	•	•
udent's behavior that pro	mpted the res	traint: (Flease c	Deck an cheron	2 Muich abbr)	,
Imminent serious physical ha	rm to themselve	98	,		•
Imminent serious physical ha	ırm to others	I alli eun		€	
Imminent serious physical ha	um to themselve	s and others			
Imminent serious property Imminent serious physical ha	destruction	e treatiment for a	erious property desti	uotion	. •
Treasure francis and area whereaford	have to other	as suit minimone s	erione proporty de	struction	
		i anarthmanich s			
Firminant carious physical	harm to thems	s and immuteut s relves and others	and imminent sen	ous property d	estruction
l Imminent serious physical	harm to thems	elves and others	and imminent sen	ons broberts a	_
Imminent serious physical	harm to thems	sical restraint: <u> </u>	and imminent sen	removed	_
Imminent serious physical	harm to thems	sical restraint: <u> </u>	and imminent sen	removed	_
Temminent serious physical	harm to thems	sical restraint: <u> </u>	and imminent sen	removed	_
Imminent serious physical  relate and ent behavior(s) the  forts made to de-escalate th	harm to thems	sical restraint: <u> </u>	and imminent sen	removed	_
Imminent serious physical  relate student behavior(s) the  florts made to de-escalate th  Provided choices	harm to thems of prompted physics of the situation:	sical restraint: <u> </u>	and imminent sen	removed Fereval	times w/ pen
Imminent serious physical  relais student behavior(s) the  fforts made to de-escalate th  Provided choices  Reduced demands Explain	harm to thems of prompted physics of the situation:	sical restraint: <u> </u>	and imminent sen	removed	times w/ pen
Imminent serious physical  forts made to de-escalate th Provided choices Reduced demands Explain Verbal redirection	harm to thems of prompted physics of the situation:	sical restraint: <u> </u>	and imminent sen	RECE	times w/pen
Imminent serious physical forts made to de-escalate the Provided choices Reduced demands Explain Verbal redirection  Reduced verbal interaction	harm to thems of prompted physics of the situation:	sical restraint: <u> </u>	and imminent sen	removed Fereval	times w/pen
Imminent serious physical relain student behavior(s) the forts made to de-escalate the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques	harm to thems of prompted physics of the situation:	sical restraint: <u> </u>	and imminent sen	RECEI	VED 2016
Imminent serious physical Imminent serious physical Imminent serious physical forts made to de-escalate the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other	harm to thems of prompted physics of the situation:	sical restraint: <u> </u>	and imminent sen	RECE	VED 2016
Imminent serious physical  Fronts made to de escalare the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other	harm to thems of prompted physics situation:	icives and others sical restraint: L	and imminent sen	RECEI	VED 2016
Imminent serious physical relain student behavior(s) the fforts made to de-escalate th Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other	harm to thems of prompted physics situation:	icives and others sical restraint: L	and imminent sen	RECEI	VED 2016
Imminent serious physical relain student behavior(s) the fforts made to de-escalate the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other Alternatives to restraint that Removal of other students	harm to thems of prompted physics situation:	icives and others sical restraint: L	and imminent sen	RECEI	VED 2016
Imminent serious physical relain student behavior(s) the florts made to de-escalate the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other Alternatives to restraint that Removal of other students Request for assistance	harm to thems of prompted physics situation:	icives and others sical restraint: L	and imminent sen	RECEI	VED 2016
Imminent serious physical relain endent behavior(s) the fforts made to de-escalate the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other Alternatives to restraint that Removal of other students Request for assistance Other	harm to thems if prompted physical structions:	icives and others sical restraint: \( \frac{1}{4} \)	and imminent sen	RECEI	VED 2016
Imminent serious physical  Florts made to de-escalate the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques	harm to thems if prompted physical structions:	icives and others sical restraint: \( \frac{1}{4} \)	and imminent sen	RECEI	VED 2016 TUBLIC SAFETY
Imminent serious physical relain endent behavior(s) the fforts made to de-escalate the Provided choices Reduced demands Explain: Verbal redirection Reduced verbal interaction Calming techniques Other Alternatives to restraint that Removal of other students Request for assistance Other	harm to thems if prompted physical structions:	icives and others sical restraint: \( \frac{1}{4} \)	and imminent sen	RECEI	VED 2016

Note any injuries to student and/or staff that may have occurred:

Bruise to Right elbar larm on student



# 03-28-\*16 15:59 FROM- Frazer School SYRACUSE CITY SCHOOL DISTRI

Student Support Services Department 725 Harrison Street · Syracuse, NY 13210 Phone 315 · 435 · 4131 · Fax 315 · 435 · 5838

Sharon L. Contreras, Ph.D. Superintendent of Schools

INCIDENT REPORT FORM
GEIVED
R 2 3 2016
NAME OF PERSON GIVING TESTIMONY Pat Coroll DEPARTMENT OF PUBLIC SACETY
STATE JOB RESPONSIBILITY IF NOT A STUDENT School Sontru
DATE / TIME OF INCIDENT 3/23/16 154-156 PM DATE / TIME INCIDENT REPORT 3/23/16 205 PM
REPORT OF INCIDENT
SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, ETC., AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.
While bringing another student to al found
giving Mrs. Moses a hard time. retued to
leave, eventually getting up and going to
which he then refused to leave. After becoming
verbally agressive towards our securitary (Mrs. Alucez)
of put my arm up to direct out the door.
in an attempt to avoid my requests,
Poked my arm with a pencil breaking the skin.
I then grabbed soms and brought him out
of the office. as we exited
tripped on my Got and fell We Continued to
talk in the hallway where Mr. Jaclajo walked
signature: Date: 3/23/16
u I J

Building Principal: If Illegible, please have information typed (exactly as written) and signed by the person giving testimony.

Date of restraint:11/19/18 Time began: _1:05	5pmTime ended:1:10pm
Nature of restraint (describe type of physical restra with my right hand in an attempt to keep him from	int used): <u>I held <b>are the in place by his left arm</b> m running after the other student.</u>
Location of restraint:	
Name(s) of staff member(s) administering restrain	nt: Nathan Bowers
Description of activity in which student was engage was involved in a fight with another students.	ged immediately preceding the use of restraint:
Student's behavior that prompted the restraint: (I	Please check all categories which apply)
☐ Imminent sérious physical harm to themselves ☐ Imminent sérious physical harm to others ☐ Imminent serious physical harm to themselves and othe ☐ Imminent sérious property destruction	ers
☐ Imminent serious physical harm to themselves and imm☐ Imminent serious physical harm to others and imm☐ Imminent serious physical harm to themselves and	inent serious property destruction
Explain student behavior(s) that prompted physical restrations was very violent hitting another student	
Efforts made to de-escalate the situation: O Provided choices	·
O Reduced demands Explain:	r A
O Verbal rediffection	
O Reduced verbal interaction O Calming techniques	y y
O Other	
Alternatives to restraint that were attempted: O Removal of other students	fire of the second seco
O Request for assistance	S 10 400 5 11
O Other	aleding for their Sanfy
O Voluntary removal of student to another location	Marine Contract Contract Contract
Explain: I made several attempts to verbally calm	down and calmly walk down to the main office.
Observations of student at end of restraint: The student he was escorted down to the nurse's office.	t was calmer but was complaining about his lip hurting so
Note any injuries to student and/or staff that may have away from me causing his head to hit the wall hurting	occurred: As I released he began to pull his lower lip. He was seen by the nurse.

# Syracuse City School District Department of Safety and Security <u>Incident / Accident Report</u>

Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Other involved (WI) Witness (VI) Victim  Other Person(s) Information: (PG) Parent/Guardian (OT) Parenty Information: (PG) Parenty Information:	ype PR	102 200	Name Nath	an Se	ex Male	DOB	Phone	Report #
Date   Time of Occurrence   Reporting   Incident Location   Description:   ate Occurred   Time   Date Reported   Time   1:50pm   Location	ddress (S	treet, Cit	Bowers y, St, Zip Co	de)				
Date   Time of Occurrence   Reporting   Incident Location   Description:   ate Occurred   Time   Date Reported   Time   1:50pm   Location	<u> </u>		•		<b></b>			
Date   Time of Occurrence   Reporting   Incident Location   Description:   ate Occurred   Time   Date Reported   Time   1:50pm   Location	Other	Porsoni	(s) Informa	tion: (PG)	Parent/Gua	vrdian (O'	T) Other involved (WI)	Witness (VI) Victim
Date / Time of Occurrence / Reporting / Incident Location / Description:    Time	ype		5) 115) 01 111.	10111 (2 0)				
Date / Time of Occurrence / Reporting / Incident Location / Description:    Time	K/IF	Tomat S	aharatan		T			
Date Reported 1:10pm	V 1	Jamet	chuster		F			
Date Reported 1:10pm	-					**********	•	
Date Reported 1:10pm				·				
Date Reported 1:10pm								
Date Reported 1:10pm		L						
Vehicle Description    Value   Description of items taken/damaged:   Value   Description of items taken/damaged:   Value								otion:
Vehicle Description  License # & St  Vehicle Description  License # & St  Vehicle Description  Description of items taken/damaged:  Value  Narrative / Notifications:  It approximately 1:05pm I and my partner John Fiermonte were called to students that were fighting. When John and I arrived to the room the students had taken the fight the hallway  John removed the other student from the altercation to the upstairs to separate the children and try to calm own.  proceeded to hit me repeatedly making it necessary to restrain the child in place.  was headed up the stairs calling out name asking to come to her. At his time I released my grip of and propelled himself into the wall hurting his lip. The school librarian Janet Schuster witnessed the incident.  Took to the main office to complain about me and the student was fighting. Shortly after was escorted to the nurse by John Fiermonte where was checked out and recived and ice pack for			1			1	ion	:
Narrative / Notifications:  It approximately 1:05pm I and my partner John Fiermonte were called to students that were fighting. When John and I arrived to the room the students had taken the fight the hallway  John removed the other student from the altercation to the nain office while I continued to hold upstairs to separate the children and try to calmown.  proceeded to hit me repeatedly making it necessary to restrain the child in place.  was headed up the stairs calling out name asking to come to her. At his time I released my grip of and propelled himself into the wall hurting his lip. The school librarian Janet Schuster witnessed the incident.  Took to the main office to complain about me and the student was fighting. Shortly after was escorted to the nurse by John Fiermonte where was checked out and recived and ice pack for					·		le Description	License # & St
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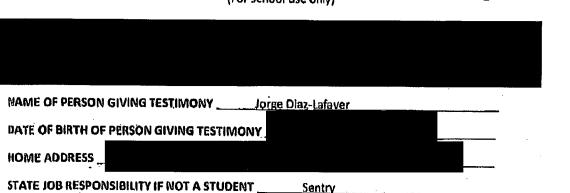
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Completed by: (print name & sign)	Date & Time	Reviewed by:	Copies to:	Page 1_ of _1
Nathan Bowers	11/19/2018 2:02pm			

# (For school use only)

NAME OF PERSON GIVING YESTIMONY LOCKE DICKSON (Sentry)
DATE OF BIRTH OF PERSON GIVING TESTIMONY
HOME ADDRESS
STATE JOB RESPONSIBILITY IF NOT A STUDENT SEATCH
WOULD YOU BE WILLING TO YESTIFY AT A SUPERINTENDENT'S HEARING? YES NO
DATE/TIME OF INCIDENT 3/26/2019 DATE/TIME INCIDENT REPORT 3/26/2019 0940 hm
REPORT OF INCIDENT
SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, WEAPONS USED. ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.
On this day March 76, 2019 at 9:40 Am. I was called to the character of the character of the character of the hall economy the character of the hall economy the character of th
the Bre commental to the lotter of states next to choose that lead to North Carking late Writer then walked with a choose that lead to North Carking late Writer then walked with up to Bre. When entry to Bre. Mr. Robiquez eask to want out on the hallware expected
to be more upper so struck in 1970 the and ont him upsets
a contraint (See Restraint report). Mr. Day was collect and took to his office. Restraint began at 9:50 cm. erded 9:50 cm.
Signature: Date: 3/26/9
Building Principal: If Illegible, please hove information typed (exactly as written) and signed by the person giving testimony.

Date of restraint: 3/26/19 Time began \$60hcs. Time ended: \$955hcs.
Nature of restraint (describe type of physical restraint used):
Location of restraint
Name(s) of staff member(s) administering restraint: Dece Dickery Joe Hodrigue 2.
Description of activity in which student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraint: Student was engaged immediately preceding the use of restraints with the use of restraints was engaged immediately preceding the use of restraints with the use of restraint
Student's behavior that prompted the restraint: (Please check all categories which apply)
Imminent serious physical harm to themselves Imminent serious physical harm to others Imminent serious physical harm to themselves and others Imminent serious property destruction Imminent serious physical harm to themselves and imminent serious property destruction Imminent serious physical harm to others and imminent serious property destruction Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint; Street baco to get of the Street belong the court of the cou
Verbal redirection     Reduced verbal interaction
Q Calming techniques O Other
Altermatives to restraint that were attempted:  A Removal of other students
Request for assistance
O Other
O Voluntary removal of student to another location
Explain: Ask Mr. Rodriquez to assist with restaunt, held legs.
Observations of student at end of restraint: Strong CALMED, and Applequent
Note any injuries to student and/or staff that may have occurredly.  Small epen scralen lead elbow. To other injuries or  cos pain lead

## INVESTIGATION REPORT (For school use only)



DATE / TIME OF INCIDENT 10-3-19/10:00 AM DATE/TIME INCIDENT REPORT 10-3-14/11:13 AM

#### REPORT OF INCIDENT

SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY

WOULD YOU BE WILLING TO TESTIFY AT A SUPERINTENDENT'S HEARING? YES

INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, WEAPONS USED. ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.

On this Cry Ortober 3. Coly cat location. Writer was called worker the Color of Students. Mr. Whalen. Blong with Mr. Abreuto Color of Students. Mr. Whalen informal writer and Mr. Abreuto Calar the Students. Color of the Students of Students of the Students of Studen

(If necessary, please the reverse side)

Signature:

Date: 10/3/19

Building Principal: If Illegible, please have information typed (exactly as written) and signed by the person giving testimony.

# INVESTIGATION REPORT (For school use only)

\* Cof 2\*

DATE OF BIRTH OF PERSON GIVING TESTIMONY  HOME ADDRESS  STATE JOB RESPONSIBILITY IF NOT A STUDENT  SENERY  WOULD YOU BE WILLING TO TESTIFY AT A SUPERINTENDENT'S HEARING? YES NO  DATE / TIME OF INCIDENT (0.3-19 10 100) AM DATE/TIME INCIDENT REPORT (2.3-19 11) AM  REPORT OF INCIDENT  SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, WEAPONS USED, ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT, READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.  COMPLETED YOUR STATEMENT, READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL  COMPLETED YOUR STATEMENT, WEAPONS USED, ETC. AFTER YOU HAVE COMPLETED YOUR  STATEMENT, READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL  COMPLETED YOUR STATEMENT, WEAPONS USED, ETC. AFTER YOU HAVE COMPLETED YOUR  STATEMENT, READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL  COMPLETED YOUR STATEMENT OF THE CONTINUES OF THE LIBERT OF THE				A STATE OF THE PARTY OF THE PAR	
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Date: M. S. Marie: Date: M. S. Marie: M. Marie: M. S. Marie: M. Mar				Data W2/10	<b>'</b> 4
	Signatura:			Date; MJC)	<b>—</b>

Л.	Date of restraint: 10-3-19 Time began: 12t; 10:10Am Time ended: 15t; 10:70Am  ZND: 10:30Am  ZND: 10:37Am
	Nature of restraint (describe type of physical restraint used): TCT Child Restaurt
]	Location of restraint:
ľ	Name(s) of staff member(s) administering restraint: Jorge Diaz-Lafaver for holyy for
I	Description of activity in which student was engaged immediately preceding the use of restraint: Ste.
<u>_</u>	nder table threw paper ball at statent suspring source "T wish T would die" "AG will kill myself with a knife" schocking himself in "posse" cornor. Singing at
•	will kill myself with a knife! Schocking himself in "poose" corns. Singing at
5	Student's behavior that prompted the restraint: (Please check all categories which apply)
	Limminent serious physical harm to themselves
	Inaminent serious physical harm to others
Į	Aimminent serious physical harm to themselves and others
C	Imminent serious property destruction
	Imminent serious physical harm to themselves and imminent serious property destruction
į.	Imminent serious physical harm to others and imminent serious property destruction
<	Imminent serious physical harm to themselves and others and imminent serious property destruction
7	To horm themselve, throwing destations in aggressive with stuff.  Efforts made to de-escalate the situation:  Eprovided choices  D. Reduced demands Explain:
•	Verbal redirection
	Reduced verbal interaction
	Calming techniques
•	O Other
	Alternatives to restraint that were attempted:  D Removal of other students
	Request for assistance
\	
	O Other
(	
(	O Other
(	O Other O Voluntary removal of student to another location

Date of restraint: 10/24/19 Time began: 12:05 Time ended: 12:06
Nature of restraint (describe type of physical restraint used). Entered the two combatives and used a t PRTuas il applicalit turned, as we turned not to an town to an entered to the turned, as we turned to the second to a town to the arms.
Location of restraint:
Name(s) of staff member(s) administering restraint: Derah Wolfage
Description of activity in which student was engaged immediately preceding the use of restraint:
Student's behavior that prompted the restraint: (Please check all categories which apply)
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint: Fighting with when 54 when t.
Efforts made to de-escalate the situation:  O Provided choices  Reduced demands Explain:  Verbal redirection
O Reduced verbal interaction
O Calming techniques  At Other Classic Start Steep but the advantation was speaking to the as we moving to woods it  Alternatives to restraint that were attempted:
O Removal of other students
O Request for assistance
O Other
O Voluntary removal of student to another location
Explain:
Observations of student at end of restraint: Student was up of auch threatening me. The did
Note any injuries to student and/or staff that may have occurred:
abreguen / severtal an Anchoral.

	Syracuse City School District-Department of Safety and Security Whiston Summary of Staff/Student Restraint Use Procedures	
Date of restrai	int: 6/11/19 Time began: 22-9:15AM Time ended: 12 9:18AM 200. 9:29cm	
,	FRASHOR (describe type of physical restraint used): TCT Chib Restraint	
Location of r	estraint: Principal Nieues Office	
Name(s) of st	aff member(s) administering restraint: Occas Dickson (Sentry)	
THE CON	of activity in which student was engaged immediately preceding the use of restraint: Shopt of the continue Character because couldn't get the continue Character because couldn't get the feel to p.  (Please check all categories which apply)	D
Minminent se Minmi	erious physical harm to themselves arious physical harm to others scrious physical harm to themselves and others scrious property destruction scrious physical harm to themselves and imminent serious property destruction serious physical harm to others and imminent serious property destruction serious physical harm to others and imminent serious property destruction	
	ent behavior(s) that prompted physical restraint: Student was furthire withing the behavior of the prompted physical restraint: Student was furthire furthire.	)
Efforts made	e to do <u>es calate the situation:</u> choices	
	demands <u>Explain:</u>	
Verbal re		
Calming O Other	verbal interaction techniques	
Altermativ O Remova	ves to restraint that were attempted: Il of other students	
Request	t for assistance	
O Other		
O Volunta	ary removal of student to another location	
Explain:	Principal Nieues cossisted with Kestraint stop student and not be seen by rursing stop	
Observa	ations of student at end of restraints over the student at end of rest	cel
Note any	y injuries to student and/or staff that may have occurred 11) Swellers	

## (For school use only)

NAME OF PERSON GIVING TESTIMONY Jorge Dickson (Sentry)		i
DATE OF BIRTH OF PERSON GIVING TESTIMONY_	11.1.1.	
IOME ADDRESS		····
TATE JOB RESPONSIBILITY IF NOT A STUDENTSentry		

#### REPORT OF INCIDENT

SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, WEAPONS USED. ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.

In this churchene 11.2019 at 9:05 am Wester was called to	
com writer noticed	
shownt abouting against the takes, Water	
color) Mr. Ortic what is going on!" Ortic answered that	
he was to stay with his thes because and got ap on	
the Belotrip. Writer tried to whally re-direct	
to enter the Micro. Student reliant, Writer collect Principal	
Nieues for assistance. Nieues arriver and tried to pedinent	
the stylent could. Student continued to refine Niews	
and uniter exampled abovert to principal Nieura Clares	
so he can get in contact with Direct/Ausolian. Upon entry	
to Kleves deline student beach Dunthing the coops	•
and eval . Whiter as well as Wieves montinued to	$\wedge$
with ly re-direct stylent then become comesive	()
to rest writer and blows (Kicking Aurching) Writer	1/
trans thisner into a TCI Chile destraint at 9:5 Am (1st	V
Restraint), with Wiese assisting. Shrish Dear Octelling/	1/
Screening Writer and Nieus Continued to Ing to yichelly	I
redirect wind com of went occur. Sty went continued	ł
te Report Continues on Investigation Report Rage 230	1.
(If necessary, please use the leverse side)	1/
Signature: Date:6/11/19	, , ,
Signature: Date: Of 1714	1, 1
	i
Building Principal: If illegible, please have information typed (exactly as written) and signed by the person giving testimony.	1

## (For school use only)

The same of the sa	
NAME OF PERSON GIVING TESTIMONY <u>Jorge Dickson (Sentry)</u>	-
DATE OF BIRTH OF PERSON GIVING TESTIMONY	
BRIL OF BRITTO	
, , , , , , , , , , , , , , , , , , , ,	
HOME ADDRESS _	
STATE JOB RESPONSIBILITY IF NOT A STUDENT Sentry	_
31A E 100 (E3) (103 (DE) ( 1 10 ( DE) ( DE	•
NO.	
WOULD YOU BE WILLING TO TESTIFY AT A SUPERINTENDENT'S HEARING? YES NO	•
	A 100
DATE / TIME OF INCIDENT 6/1/19-10:3	OM!
DATE \ LIME OF HACIDGIA LETTINGS A 128-0-1- DATE   LIME INCIDENT INT.	

#### REPORT OF INCIDENT

SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, WEAPONS USED. ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.

110000000000000000000000000000000000000
Nieues and writer released than the restraint at 4:18 Am
Wieves not in contact with Mother). After the first restraint
informed mother he would request a night southing to
have him home what work then intomed by Nieus
to real and request a transport for suspersion. Writer Ocales
for a mobile unit transport. at this time
the contract of the contract o
is continuing to kick stuff. Writer theo transitioned into
a TCT Child Restraint at 4:21 Am (200), whiter, as well
as Alieus continued como to tru con virtully re-
direct student and to sit Startent said "tak you
(Havitt), Restaint and at 4:29 Am once Transport print
work was completed. Student was essented to the
mobile, sentry our by writer, Principal Nieves, Mobile Sentry
Hewitte
# Strong was not able to be seen by the
Alusing State due to Statent Deing transforter
*home writer work to russe due to being kickers
(If necessary, please use the reverse side)
Signature: Date: 6/11
Je rotale.

Building Principal: If Illegible, please have information typed (exactly as written) and signed by the person giving testimony.

Date of restraint: 10/25/21 Time began: 2:12 Time ended: 2:16
Nature of restraint (describe type of physical restraint used):
Location of restraint: Classifican
Name(s) of staff member(s) administering restraint:
Description of activity in which student was engaged immediately preceding the use of restraint:
☐ Imminent serious physical harm to themselves ☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others ☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminent serious property destruction ☐ Imminent serious physical harm to others and imminent serious property destruction ☐ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint:
Efforts made to de-escalate the situation:  O Provided choices O Reduced demands Explain:  Verbal redirection O Reduced verbal interaction O Calming techniques O Other
Alternatives to restraint that were attempted:  O Removal of other students
Request for assistance O Other
O Voluntary removal of student to another location
Explain:
Observations of student at end of restraint:
Note any injuries to student and/or staff that may have occurred:
Michael West States
Busted UP.

As I got to the room had scissors in hand and was trying to cut the curtain metal. I asked to hand me the scissors said no and ran to the other side of the classroom and started to stab holes in the cardboard boxes. During this time, I was calling for assistance on many occasions, Minutes later Mr. Blake comes in the room to help me. He was able to get the scissors out of hand. Screams those are mine and began to punch and kick Mr. Blake. So, I put had in the PRT Standing Hold restraint to get out of the room. Once we were out of the room in the hallway was kicking and stomping on my shoes trying to get out of the restraint. Forced himself towards the locker werbal abused me and other staff. Principle Barber arrived to the location to help escort to the VP office. We then transported to Ms. Ellis office. During this transport continued to struggle with staff members. It tried to get away from staff and was combative. In had pulled away from staff and banged head off the wall prompting myself and Mr. Blake to escort the rest of the way to Ms. Ellis office. Continued to resist as we escorted had off to me to hold in that restraint.
workers in the room and his mother was called.

Report made by Sentry Taliah Lyda



# SYRACUSE CITY SCHOOL DISTRICT

Health Services
Jaime Alicea, Superintendent of Schools

STANDARD STUDENT ACCIDENT REPORT FORM	•
•	

[Official Document]

KEEP COPY AT SCHOOL GIVE COPY TO SCHOOL NUMBER SERVE COMME	
3. TIME accident occurred: Hour 3:15 Da.m. X p.m. DATE: 11/07/2019	
4. PLACE of accident: (PLEASE BE AS SPECIFIC AS POSSIBLE AS TO LOCATION OF ACCIDENT).	
LOCATION OF ACCIDENT).	•
5. DESCRIPTION of the accident: How did it hanned? Assess also have a large	
5. <b>DESCRIPTION</b> of the accident: How did it happen? Anyone else involved? (Be specific. Use other side of fi	orm if necessary).
was standing on topsof clesks. For students safety	was temoved
from on top of desk. When removed Student began a Struggle,	with School Sentry
a. Far of body righted Linead Linade Linead Liknee Klother 1844 Showloler	•
7. Describe nature if injury scrape cut burn loss of consciousness Nother Societies (hu	it to move)
8. Teacher or other responsible person in charge when accident occurred:	
Was above present at scene of accident: X Yes No Did the person completing form see acciden	at? Myes DNo
9. WITNESSES? (Please list name(s) and contact information)	Pic 110
Mr. Brooks	
10. IMMEDIATE ACTION(S) TAKEN: (What was actually done, by whom, at what time?)	
First-aid treatment: Describe: COLD PACK & ASSESS MENT	•
By (Name): July Hilmes	Time: 305 pm
Parent notified by: By (Name): Andrew Nolan	Time: 330 000
Sent to school nurse? ( Yes No By (Name):	Time
Nurse's comments: Student of Discomfort ( Shoulder. Student of Discomfor	T When Rom
ATTOMPTED. (L) Shoulder BORS NOT APPEAR TO GE OUT OF ALIEN MOUT. NO Brussing NOTES. BILATERAL Shoulders Appear to be equal in height Nurse's signature:	Bumps, Redness or
Sent home? Yes XINO By (Name):	
Referred to physician? X Yes Andrew Notan	Time:
Physician's name: Father was told If pain continues for next half have take to	Time: 330 pm
Ambulance summoned? Yes X No	
Accompanied by? (Name):	Time:
Sent to hospital: Yes XNo By (Name):	TI
Name of hospital:	Time:
Signature of person completing form: Book al Date:	11/07/2019
Please print name and position: Brandon Amidon School Sentry,	1 001-1
Principal's name Ennier King-Rees Signature MMD SMg Aux	
(Please Print)	

725 Harrison Street, Syracuse, NY 13210 | T (315) 435-4145 | F (315) 435-4859 | HealthServicesCentralOffice@scsd.us | syracusecityschools.com



# SYRACUSE CITY SCHOOL DISTRICT Health Services Jaime Alicea, Superintendent of Schools

### **Physical Restraint Incident Documentation Form**

Time/Duration of Physical Restraint: 03:15 pm 45 Seconds
Circumstances that required physical restraint: Standing on top of desks. When removed began a Struggle with School Sentry.
Staff involved in the physical restraint: Brandon Amiolon  Was the School Sentry or Officer Involved? VES
Description and location of physical restraint:  Was Placed in the primary restraint  technique restraint as trained by the department of public Safety.  Was Standing on top of desks and removed for Safety. Once  Tempered Student Hearn a straight and was then placed in the restraint  in
Observers: Mr. Brooks
How, when, and by whom were the parents/guardian notified? At 03:30pm at School by  Andrew Nolan
Form completed by (name and position): Brandon Amidon School Sentry
Nurse: July Holmo Time: 305 pm  Medical findings (regarding student and staff) Student c/o Discomfort (1) Shoulder, Student  C/o Discomfort (1) Rom Attempted. (4) Shoulder Does Not appear to be cart
Alignment NO Bumps Redword or Brush with Busterel Shoulders Appear

08-119 11:1	7 FROM-	Porter N	Main Office	315	4354897		T-111	P0006/	0006 F-23
ırse's Signatur	e: Jus	HOD	mes in	<u> </u>	•		_ Date:	11/5/19	3
ministrator's		AMA		181	1	•		4/5/	10
ase use this a	re to furthe	er describe	the incident in	cluding the	location	nd physica	_ Date: . I restraint u	tilized.	l F
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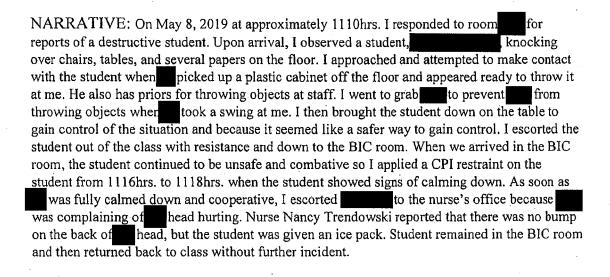
B/M IDEA - YES 504-NO



### **Incident Report Form**

Use this form to report accidents, injuries, medical situations, or student behavior incidents. (Incidents involving a crime or traffic incident should be reported directly to the Campus Public Safety office.) if possible, the report should be completed within 24 hours of the event. Submit completed forms to the President's Office.

INFORMATION ABOUT THE INCIDENT:			
05/08/19 Location of Incident	Time 1110hrs	lice Notified 口 Yes X No	·.
Pescription of Incident (what happened, he	ow it happened, factors leading to the event,	ets l Po es specifica a contilla	٠
(attached additional sheets if necessary) See attached Form	to the event,	etc.) be as specific as possible	
Were there any witnesses to the incident?	Ż(Yes □ No		
If yes, attach separate sheet with names, a Was the individual injured? If so, describe t information known about the resulting inju	ddresses, and phone numbers. See att	ı	
			•
Was medical treatment provided? 又Yes If yes, where was treatment provided:	□ No □ Refused ☑ on site □ Urgent Care □ Emer	rgency Room 🛘 Other	61
REPORTER INFORMATION Individual Submitting Report (print name)			, 0
			11 >
Signature Ah. Di	J. Diamond School	Sentry	My c
	J. Diamond School	Sentry	



# Syracuse City School District Physical Restraint Incident Documentation Form

Time/Duration of Physical Restraint: Start: 1116 hrs. End: 1118 hrs.	
Circumstances that required physical restraint: Student was being Compative of	ind
unsafe.	•
Staff involved in the physical restraint: J. Diamond	
Was the School Sentry or Officer Involved? Yes  Description and location of physical restraint: CPT restraint used in the BIC  Room.	
Observers: P. Gleason, M. Walker	
How, when, and by whom were the parents/guardian notified?	·
Form completed by (name and position): I. Diamond School Sentry.	
Nurse: Many Trendouski R1)  Medical findings (begarding student and staff) Student was alert and Orino bump noted on pack of had perker. Your	
	9.224
rator's signature: Date: Date:	

0.000°	· · · · · · · · · · · · · · · · · · ·		
	INVESTIGATION REPORT (For school use only)		
			•
NAME OF PE	ERSON GIVING TESTIMONY (COCCE DICKSO)		<b>-</b>
DATE OF BIR	TH OF PERSON GIVING TESTIMONY		
· HOME ADDR	RES		
•	RESPONSIBILITY IF NOT A STUDENT Sector		•
• •	U BE WILLING YO TESTIFY AT A SUPERINTENDENT'S HEARING? YE	s X no	
	E OF INCIDENT 3/09/2015 DATE/TIME INCIDENT REPOR		
٠,		Vertical and the second and the seco	
	<u>REPORT OF INCIDENT</u>		
INFORMATI SCENE, CON	E IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR HON THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, L NVERSATION BETWEEN PARTIES, WEAPONS USED. ETC. AFTER YO IT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.	OCATION, PERSON ON THE	:
On to	15 chy March 29 8019 ct 12:55 pm. 1 by Ms. Clark Promise rone associate main office for assistance. Upon a		•

Called by Ms. Clark, transcrance associate to infant

Called by Ms. Clark, transcrance associate to infant

Could a proper to the associate to infant

Cauling arrand on the Plana I spake with

the stident an incapity to the pures of the first

astronger of the character than the pures of the first

Clark to see a screen pure trial to color stived trans

Infant of the character trial to color stived trans

Annual of the character trial to color stived trans

Infant of the character trial to color stived trans

Straped infant of the rough stravel. Both miself

as well as Ms. Clark trial to color stravel. Both miself

trans to hitting staff writer except a trade to the pure transcrance of the other and the pure transcrance.

Then transcrate transcrance transcrance and they then at Ms. Clark

Strated transcrance and in strans are not first strated transcrance.

Charles by known as less and the person giving testimony.

Building Principal: If illegible, please have information typed (exactly as written) and signed by the person giving testimony.

Building Principal: If illegible, please have information typed (exactly as written) and signed by the person giving testimony.

Date of restraint: 3/29/19Time began: 1301hcs Time ended: 1302 hcs
Nature of restraint (describe type of physical restraint used): TCT
Location of restraint: BTC
Name(s) of staff member(s) administering restraint: (bock Dickson (Sentry) Toe Prodrigue
Description of activity in which student was engaged immediately preceding the use of restraint:  Stevent use being considere in halfway Crawling arand, and  Comming in the halfs. Hitting Stuff.
Student's behavior that promptod the restraint: (Please check all categories which apply)
Miniminent serious physical harm to themselves
☐ Imminent serious physical harm to others ☐ Imminent serious physical harm to themselves and others
EXimminent serious property destruction
Manufacture physical harm to themselves and imminent serious property destruction
Thompson serious physical harm to others and imminent serious property destruction
☐ Imminent serious physical harm to themselves and others and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint; Strokent use hitting Strokent uses hitting Strokent uses hitting strokent trying to bite strokent through shows at state, turning over desks
Efforts made to de-escalate the situation:
O Reduced demands Explain:
Verbal redirection
O Reduced verbal interaction
&Calming techniques
O Other
Alternatives to restraint that were attempted:  O Removal of other students
Request for assistance
O Other
O Voluntary removal of student to another location
Explain: the Redriger assisted with restraint Cause Principal  Uses Weses to BIC Room Stadent Caumen  Observations of student at end of restraint:
Note any injuries to student and/or staff that may have occurred?  Swall of this time while the student and the staff that may have occurred?
ero whist nurring cold compress applieds on

flu

Date of restraint: 6/15/18 Time began: 10:59a	Time ended: 11:00am
Nature of restraint (describe type of physical restraint us	sed): CPI Children's
Liventión óf e coledint.	
Name(s) of staff member(s) administering restraint:	Mathew Warren
Description of activity in which student was engaged is Climbing fire doors, taux ting / trying to fi	mmediately preceding the use of posturint.
Student's behavior that prompted the restraint: (Please	se check all categories which apply)
☐ Imminent serious physical harm to themselves☐ Imminent serious physical harm to others☐ Imminent serious physical harm to themselves and others	
☐ Imminent serious property destruction ☐ Imminent serious physical harm to themselves and imminer	nt serious property destruction
<ul> <li>Imminent serious physical harm to others and imminer</li> <li>Imminent serious physical harm to themselves and oth</li> </ul>	ers and imminent serious property destruction
Explain student behavior(s) that prompted physical restraint:	
Efforts made to de-escalate the situation:	
O Reduced demands Explain: O Verbal redirection	RECEIVED
Reduced verbal interaction	106 1 6 70tt
O Calming techniques  Other Called for assistance	DEPARTMENT OF PUBLIS SAFETY
Alternatives to restraint that were attempted: O Removal of other students	
O Request for assistance Other	
O Voluntary removal of student to another location	
Explain: Grave Student aptions student	f 4/43 sunning Pulled Off students right arm
Nurse cleaned & Provided a band-	aid (t
	1,9/10.
	0/



SYRACUSE CITY SCHOOL DISTRICT
Office of Student Support Services

Jalme Alicea, Superintendent of Schools

Physical Restraint Documentation form

Time/Duration of Physical Restraint: 5 M. A.C.
Staff involved in the physical restraint: Mr. 161con 5175 / Mr. Aucry, Mr. Claric
Which restraint was used (Please describe the restraint)
Was the School Sentry or Resource Officer involved? Ves No If yes, name(s):
Description and location of physical restraint: C lc 55V CC \rightarrow
Did anyone observe the restraint? Wes No If yes, name(s): No Offen, Art Brezz
How, when and by whom were the parents notified? $\underline{\rho h c}$ $\ell$
Form completed by: Ken Krennbay Position: Teccl
Nurse: W Time: 11:55
Medical findings (regarding student and staff): Complained of north arm Poun and that is willing student and staff): Complained of north association of the interpolation of the
Marie To a marie and the manufacture of the most of the marie and the ma
MAN I Put of me in this
Signature: 67 ON CONTINUE OF THE TIME
Nurse's Signature:
Administrator's Signature: Listo Lipin



## SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

McCarthy @ Beard

Lisa Upton, Principal

INCIDENT REPORT FORM
NAME OF PERSON GIVING TESTIMONY Ken Kromnbers
OBSERVERS: Mis upton, Ml. Clark, M. Brais
STATE JOB RESPONSIBILITY IF NOT A STUDENT TEACH V
DATE/TIME OF INCIDENT //// 2020 11:300 DATE/TIME INCIDENT REPORT ///// cd c /d : 3000
REPORT OF INCIDENT
SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.
Storted to push/treen Changing nell as
He then pushed to mend T held
Slading up for my safety, stocked to
push me and fight me and
Rell to the floor. Mr. Aury 1
clark came to essist, ne
held for 5 minutes. The Nuse
Come to lock of and Graduetha
Signature: Date: 1/17/204,
Building Principal: If illegible, please have information typed (exactly as written) and signed by the person giving testimony.

220 W. Kennedy St., Syracuse, NY 13205 | T (315) 435-5855 | syracusecityschools.com

and the



# SYRACUSE CITY SCHOOL DISTRICT Office of Student Support Services Jaime Alicea, Superintendent of Schools

Physical Restraint Documentation form

Time/Duration of Physical Restraint:
Time/Duration of Physical Restraint: 5 MINURS
Staff involved in the physical restraint: + Cold well child against
Which restraint was used (Flease describe the restraint)
Was the School Sentry or Resource Officer Involved? Yes No If yes, name(s):
Description and location of physical restraint: Classican 16) CMM
Did anyone observe the restraint? Tres \[ \text{No} \text{If yes, name(s): \\ \text{B. Nutzan.} \\ Did not the second of t
How, when and by whom were the parents notified? Mess Vergava called mom
Form completed by Culdwill Position: Teacher
Nurse: W Time: 1:37
Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour north, Slight reducts  Medical findings (regarding student and staff): States night foreour night f
Medical findings (regarding student and staff): Statts Munt toyearm novid in horizing / biedding, Ice Pacific no brising
(2 m) (2 m)
Signature: WVWQ axam
Nurse's Signature: Laur Wall
0.11
Administrator's Signature:



*ال*د.

# SYRACUSE CITY SCHOOL DISTRICT Jaime Alicea, Superintendent of Schools

McCarthy@Beard

Maria Cimino, Principal

Incident Report Form

NAME OF PERSON GIVING TESTIMONY
OBSERVERS: B. Metzger S Jannaton
STATE JOB RESPONSIBILITY IF NOT A STUDENT RACHEY
DATE / TIME OF INCIDENT 10/8/19  DATE / TIME INCIDENT REPORT 10/8/19
SUMMARIZE IN VOLIB CANALATOR OF THE PORT OF INCIDENT
SUMMARIZE IN YOUR OWN WORDS THE DESTAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ II, SIGN IT AND HAND IT TO THE PRINCIPAL.
During Morning Meeting began
talking about recaine and imported
sexual comments then started talking
grout other students mothers and
threatening to kick students' asses Wiss
conductive exerted to the corner
To keset but continued to exclate.
support was called calmed dow
Dut then became upset again and started
tryping chairs and disks. was removed
and carmed down. At 100 again became
signatures to Class and Camp by Rafe: Veturned
Bullding Principal: If Illegible, please have information typed (exactly as written) and signed by the person giving testimony.
Land Cald will restimon 18/19



SYRACUSE CITY SCHOOL DISTRICT
Office of Student Support Services
Jaime Alicea, Superintendent of Schools

Physical Restraint Documentation Form
Time/Duration of Physical Restraint: 9:05, 9:30, 9:45, 10:σ0  Staff involved in the physical restraint: Juan Verez
Which restraint was used (Please describe the restraint) child Sarety against the wall Restraint
Was the School Sentry or Resource Officer involved? Yes You If yes, name(s):
Description and location of physical restraint: <u>Oluss</u>
Did anyone observe the restraint? I Yes No If yes, name(s): MAHLEW AFieri, Altsa Clark,  Michael Clark Avery Brooks, MARY To  How, when and by whom were the parents notified? Classroom Teacher (Mr. Affieri called mon In  the OFFICE.  Form completed by: Unit Perez Position: T.A.
Nurse: $\underline{W}$ Time: $\underline{10.22}$
Medical findings (regarding student and staff): FULLY (MY) If MOTION IN 150th UPPER 150W LY  EXTRIBUTION IN 150W L
Administrator's Signature: Lisa Ch



### SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

McCarthy@Beard

Maria Cimino, Principal

NAME OF PERSON GIVING TESTIMONY
OBSERVERS: MAHLHEY ALTIEVI, Alysse Chark, Man I, Michael Clark, Avery Brooks.
STATE JOB RESPONSIBILITY IF NOT A STUDENT
DATE / TIME OF INCIDENT 10/18/19 DATE/TIME INCIDENT REPORT 10/18/19 - 10:30 A.M.
105, 9130, 9145, 10100 A.M. REPORT OF INCIDENT
SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.
During ELA-Studens
Classroom Teacher (Mr. AlFieri) to do Classroom work, which
refused to do Classoon work. Refused
to Follow Teacher's directions so took it upon himself
to climb on windows, throw Chairs around the Classroom tritting
STAFF, Spit at StAFF, Kick STAFF, OPENING CLASSroom
Windows, Climbing on Window Seal. was not
being SAFE and not Following Reasonable Request.
Continued to be unsafe so was Rit in a
Child Scienty Restraint (2) role child Restraint) + ill was Calm
nd Spife.
Signature:
Building Principal: If Illegible, please have Information typed (exactly as written) and signed by the person giving testimony.



SYRACUSE CITY SCHOOL DISTRICT
Office of Student Support Services
Jalme Alicea, Superintendent of Schools

Physical Restraint Documentation form

Time / Dunation of Division of
Staff involved in the physical restraint: Ken Klonnbos, Dove Kine
Which restraint was used (Please describe the restraint)
Was the School Sentry or Resource Officer involved? Yes No If yes, name(s):
Description and location of physical restraint: ל וְלָּבְּוֹיִי
Did anyone observe the restraint? Yes No If yes, name(s): Mcketta with
How, when and by whom were the parents notified?
Form completed by: Position:
Nurse: <u>W</u> . Time: <u>10:15</u>
Medical findings (regarding student and staff): SMCII 180 MOULS on born forearms in the shape of fingerprints, Mild 1804 (SS. M)
biedire or physing at this time. Stated that I should not this time.
Signature: Many condition it approximate the story company of the story condition it approximate the story condition is approximate the story condition.
Nurse's Signature: Sille Watter Tick Pack applied man aware.
Administrator's Signature: Lisa Up



# SYRACUSE CITY SCHOOL DISTRICT

Office of Student Support Services

Physical Restraint Documentation form Time/Duration of Physical Restraint: 35 Minuses Staff involved in the physical restraint: L. Cold will U Which restraint was used (Please describe the restraint) Was the School Sentry or Resource Officer involved? Yes X No Description and location of physical restraint: Did anyone observe the restraint? Y Yes No If yes, name(s): B. Metzger How, when and by whom were the parents notified? Position: Teacher Nurse: W Time: 11:25 Medical findings (regarding student and staff): FUII vange of motion in both upper/10we extremities. No buising/bleeding, slight redues on born forearms. As red for ice, ice Packapplia Signature: Nurse's Signature: Administrator's Signature:

## ..... JUJE CITT SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

McCarthy@Beard

Incident Report Form

NAME OF PERSON GIVING TEST MONY	
OBSERVERS: B Mitager Skelly A	Brazel1
STATE JOB RESPONSIBILITY IF NOT A STUDENT TRACK	er 11
DATE / TIME OF INCIDENT   D28 19 DA	ATE/TIME INCIDENT REPORT 15/28/19
REPORT OF INCIDEN	<u>1T</u>

SUMMARIZE IN YOUR OWN WORDS THE DETAILS OF THE INCIDENT OR OFFENSE. INCLUDE ANY INFORMATION THAT YOU THINK IS PERTINENT, SUCH AS, THE TIME OF DAY, LOCATION, PERSON ON THE SCENE, CONVERSATION BETWEEN PARTIES, ETC. AFTER YOU HAVE COMPLETED YOUR STATEMENT; READ IT, SIGN IT AND HAND IT TO THE PRINCIPAL.

became very defiant dur	Q
IFIH and did not finish work	/. ="
Started Goinging weighted ball	کے
around, Welling, then Started through	<u>Q</u>
objects around the room, Miss Caldu	X
exerted to the Calm down corner	
and fried to kespt	<b>&gt;</b> -
verbally aggressive, threatened to	
Mite and Started to Scratch like	<u> </u>
Caldwell. Min Caldwell had to hold	_
while Support was called.	
Signature: Date: 10 28 19	

Building Principal: If Illegible, please have information typed (exactly as written) and signed by the person giving testimony.