

RICE LAKE AREA SCHOOL DISTRICT Seclusion and Physical Restraint Data Reporting Form

I. Core Information

Student Name:	Age:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Other	Ethnicity/Race:
Building:	Grade:	Teacher/class:	

Today's Date:	Incident Date:
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Staff member completing form: **Staff Title:**

Staff involved with Seclusion/Physical Restraint

Staff Name	Staff Title	Role in Seclusion/Restraint
		<input type="checkbox"/> Primary/lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer
		<input type="checkbox"/> Primary/lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer
		<input type="checkbox"/> Primary/lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer

II. Seclusion/Physical Restraint

Seclusion: The confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Location	Start Time	End Time

Physical Restraint: The use of physical contact between a school employee or law enforcement officer and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body.

Location	CPI Technique Used	Start Time	End Time

III. Description of Incident

- A. Describe what was going on prior to the occurrence of the specific behavior and/or incident (triggers, antecedents, precipitating factors):

- B. Describe efforts made to de-escalate and alternatives to seclusion/physical restraint that were attempted.

- C. Describe the specific behavior and/or incident that necessitated the use of seclusion/physical restraint.

- D. Describe the student's behavior during the seclusion/physical restraint.

- E. Describe the student's behavior after the seclusion/physical restraint.

- F. Was anyone injured during the incident and/or seclusion/physical restraint? Yes No
If yes, describe:

Note: Any injured staff member should contact the Injury Reporting Hotline posted on the Rice Lake Area School District Human Resources page.

IV. Incident Follow up

- A. Contact the building administrator or designee. Hold a debriefing meeting with all covered individuals involved within 24 hours of the incident.

Date of meeting:

Review the events:

- Preceding:
- During:
- Following the use of seclusion or physical restraint:

What factors may have contributed to the crisis?

What was done well?

What changes should be considered to help prevent future crisis events or to improve a future response?

What alternatives to physical restraint could be used? (de-escalation techniques/other possible interventions)

B. Does the student involved in the incident have an IEP?

Yes

If this is the first incident:

- Ensure the IEP Program Summary includes positive behavioral interventions and supports.
- Review the Functional Behavioral Assessment (FBA) or consider initiating an FBA.
- Review the Behavior Intervention Plan (BIP) or consider developing BIP based on FBA.

If this is the second incident in one school year:

- Hold an IEP meeting within 10 school days of the incident.
- Ensure IEP Program Summary includes positive behavioral interventions and supports.
- Review FBA or consider initiating an FBA.
- Review/update BIP and provide to all relevant stakeholders, or consider developing BIP based on FBA.

No:

If this is the first incident:

- Review the Functional Behavioral Assessment (FBA) or consider initiating an FBA.
- Review the Behavior Intervention Plan (BIP) or consider developing BIP based on FBA.

If this is the second incident in one school year:

- Convene Student Achievement Team (SAT).
- Initiate FBA.
- Develop BIP based on FBA and provide to all relevant stakeholders.
- Consider if student may be a student with a disability.

V. Communication

Required Task	Method of Delivery	Date Completed
As soon as possible or within 24 hours after the seclusion and/or restraint, the principal (or designee) has notified the parent/guardian.		
Within TWO business days after the seclusion and/or restraint, the principal (or designee) has completed this written report and entered into the student information management system a discipline record with the action code of seclusion or physical restraint.		
Within THREE business days after the seclusion and/or restraint, the principal (or designee) provided a copy of this written report to the parent/guardian (electronic delivery, 1st class mail, hand delivered).		
Within FOUR business days after the seclusion and/or restraint, the director of pupil services is provided a copy of this written report.		

Adopted: 06/12/17

Revised: 07/05/17

07/27/2020

10/06/2021