**Incident of Seclusion or Restraint Debrief Meeting**

Wisconsin Statute § 118.305 and [School District] Board of Education Policy [list district Restraint/Seclusion Policy] require that after each incident of restraint or seclusion the Principal or designee must meet with all covered individuals who participated in the incident to discuss the events preceding, during, and following the use of seclusion or restraint, how to prevent the need for seclusion or physical restraint, factors that may have contributed to the escalation of behaviors, alternatives to physical restraint, and other strategies that the Principal or designee determines are appropriate.

**STUDENT INFORMATION**

**Name: Grade:**

**School:** **Student with a disability\*:** Y N

**Number of incidents of restraint or seclusion student has experienced to date this school year:\*\_\_\_\_\_**

**Parent/Guardian Information:**

**INCIDENT INFORMATION**

**RESTRAINT** OR **SECLUSION O**R **RESTRAINT and SECLUSION**

**Date:** **Time:**

**Location:**

**Covered Individuals\*\* who participated in the incident (list all):**

**INFORMATION FROM MEETING(S) WITH COVERED INDIVDUALS\*\*** (complete additional forms if separate meetings are conducted with covered individuals)

**Events preceding the use of restraint/seclusion:**

**Events during the use of restraint/seclusion:**

**Events following the use of restraint/seclusion:**

**Factors contributing to the escalation of behavior(s):**

**Alternatives to using restraint and seclusion:**

**Other interventions or strategies that may prevent the need for seclusion and restraint:**

\* After a student with a disability is restrained or secluded for the **2nd time** within the same school year, the student's IEP team shall convene as soon as practicable after the incident but no later than 10 school days after the incident. The student's IEP team shall review the student's IEP and revise it as deemed necessary to ensure all of the following:

* The IEP includes appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern.
* The interventions, supports, and other strategies included in the IEP related to behavior that resulted in the use of seclusion or restraint on the student are based on a functional behavioral assessment of that behavior.

\*\* “Covered individuals” include District employees, individuals under contract with the District as independent contractors to provide services for the benefit of the district, individuals who are employed by a person under contract with the District to provide services for the benefit of the district, and an individual who is engaged in student teaching under the supervision of a district employee. “Covered individuals” **does not** include law enforcement officers or members of the board of education.