

Documentation of School Debriefing Meeting for an Incident of Seclusion or Physical Restraint

INSTRUCTIONS FOR USING THIS FORM (read first): Although some of the content overlaps, this form for documenting a debriefing meeting that is held pursuant to [section 118.305\(4\)\(a\)3](#) of the state statutes is **not** intended to serve as the state-mandated incident report that is prepared by the school and provided to the parent of the affected student.

Complete a separate documentation form for each debriefing meeting that is held in connection with an incident (e.g., in situations where all “covered individuals” who participated in the incident were not able to attend the same meeting). If multiple incidents are addressed at a single debriefing meeting, complete a separate documentation form for each incident.

Once completed, this form will be a personally-identifiable student record. Restrict personally-identifiable student information within this form to one student to the extent possible (i.e., the student who was restrained or secluded).

When holding a debriefing meeting, the school officials present at the meeting are expected to monitor the disclosure of confidential student record information in a manner that is consistent with applicable law and district policies. For example, if any attendee does not have authority to receive the full student record information that will be discussed, then such attendee may be able to attend only a portion of the debriefing meeting.

SCHOOL:	NAME OF SCHOOL PRINCIPAL:	
I. DEBRIEFING MEETING DATE AND ATTENDEES:		
Meeting conducted by: <input type="checkbox"/> Principal or <input type="checkbox"/> Designee		
List of ALL statutory “covered individuals” who participated in the incident [see s. 118.305(1)(c)]:		
<u>Name</u>	<u>Position/Title or Role</u>	<u>Attended this meeting?</u>
		<input type="checkbox"/> Yes or <input type="checkbox"/> No
		<input type="checkbox"/> Yes or <input type="checkbox"/> No
		<input type="checkbox"/> Yes or <input type="checkbox"/> No
		<input type="checkbox"/> Yes or <input type="checkbox"/> No
Other attendees at this debriefing meeting (if any):		
<u>Name</u>	<u>Position/Title or Role</u>	
This debriefing meeting was conducted: <input type="checkbox"/> Before an incident report was completed. <input type="checkbox"/> After an incident report was completed.	In connection with the incident being debriefed: <input type="checkbox"/> A single meeting included all required attendees. <input type="checkbox"/> Two or more debriefing meetings occurred; each meeting is documented separately.	
Additional notes (if any) relating to the information in this section:		

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II. THIS DEBRIEFING MEETING RELATES TO THE FOLLOWING STUDENT AND INCIDENT:		
Name of affected student:	Grade level:	Is this student currently identified as a student with a disability? <input type="checkbox"/> Yes* or <input type="checkbox"/> No <i>* If "yes", notify the director of special education of the incident.</i>
Type of reportable incident (check one or both**): <input type="checkbox"/> Seclusion <input type="checkbox"/> Physical Restraint		Date of Incident:
Time of day that incident occurred:		Location of incident:

Refer to the attached incident report for any remaining items in this section that are left blank. [i.e., complete the items below or, if any items are left blank, check this box and attach an incident report]

How long did the period of seclusion last, or for how long was the physical restraint applied to the student?

General description of the incident:

Describe the behavior/conduct of the student:

Before the incident:

During the incident:

After the incident:

**** CAUTION:** Do not treat an instance of seclusion and an instance of physical restraint as part of the same "incident" unless both interventions were clearly used in response to a single, continuous behavioral event. See [section 118.305\(1\)\(dm\)](#) of the state statutes.

III. ADDITIONAL RECORD INFORMATION:
<p>Has this student been involved in any other known, school-related incidents of seclusion or physical restraint:</p> <ul style="list-style-type: none"> • During this school year? <ul style="list-style-type: none"> <input type="checkbox"/> No. <input type="checkbox"/> Yes. Date(s) of other incident(s): _____ • During the previous school year? <ul style="list-style-type: none"> <input type="checkbox"/> No. <input type="checkbox"/> Yes. Date(s) of other incident(s): _____ <p><i>IMPORTANT: Under state law, the 2nd time that seclusion or physical restraint is used on a child with a disability within the same school year, the child's individualized education program (IEP) team must convene as soon as practicable after the incident but no later than 10 school days after the incident. The child's IEP team shall review the child's IEP and revise it as the IEP team determines necessary to, at a minimum, address the issues identified in section 118.305(5) of the state</i></p>

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*statutes. The required convening of the IEP team described in this note **does not** preclude school officials from convening the IEP team or considering other evaluations or assessments at other times.*

In connection with this debriefing, did participants in this meeting directly review information from any records relating to any other incidents of restraint or seclusion involving this student (e.g., prior incident reports, behavioral assessments, etc.)?

No.

Yes. Briefly identify the records that were reviewed/considered: _____

Additional notes (if any) relating to the information in this section:

IV. MEETING SUMMARY:

During the debriefing meeting, state law requires the school principal/designee and the “covered individuals” who participated in the incident to discuss the events preceding, during, and following the use of seclusion or physical restraint. Check the box below to document that this required discussion occurred.

Yes. The appropriate meeting participants discussed the events that occurred preceding, during, and following the relevant incident.

To the extent not already covered (above) in connection with the description of the incident and the student’s behavior, document additional significant information (if any) about the events that occurred:

Before the use of seclusion or physical restraint:

During the use of seclusion or physical restraint:

After the use of seclusion or physical restraint:

During the debriefing meeting, state law requires the school principal/designee and the “covered individuals” who participated in the incident to discuss the prevention of the need for the use seclusion or physical restraint. Document the extent to which, through the discussion, each of the following items was found to be relevant (or not relevant) to the specific incident:

Did any notable factors contribute to the escalation of behaviors in connection with this incident (e.g., factors that might be monitored, mitigated, or avoided in the future)?

What other potential alternatives to physical restraint or seclusion were identified or discussed (if any) that might be considered in connection with any similar future situation, such as particular de-escalation techniques or other interventions?

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Were any other interventions or strategies identified in the meeting that may prevent the future need for the use of seclusion or physical restraint?

Additional Follow-Up:

Are there any additional actions or tasks that the person conducting the meeting wishes to document following the debriefing? Examples could include:

- Any need to amend an incident report based on information obtained during the meeting.
- Any need to refer certain information or other considerations to the student's IEP team or to the district's director of special education.
- Any other need to follow up with a school employee, parent, or other person as a result of the information discussed in the debrief.

Additional follow-up items (if any):

- 1.
- 2.

Additional notes (if any) relating to the information in this section:

V. IDENTIFY THE SCHOOL OFFICIAL WHO COMPLETED THIS FORM:

Name:

Position:

Date:

Additional notes (if any) relating to the information in this section:

Date Revised:

12/16/2024