

Student Record Review (SRR) Protocol

Restraint & Seclusion Ratio Flag

Compliance Test for Restraint & Seclusion Ratio Flag

Compliance Item & Legal Citation	Compliance Test	Compliance Standard	Other Considerations
<p>2-5-7</p> <p><i>EC 56521.2(a)</i></p>	<p>Do the behavior interventions in the behavioral intervention plan (BIP) cause physical pain, release noxious, toxic, or otherwise unpleasant substances in proximity to the student's face; deny adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; subject the student to verbal abuse, ridicule or humiliation, or excessive emotional trauma; result in restrictive intervention, including prone containment; locked seclusion unless it's in a facility permitted by state law, an intervention that precludes adequate supervision of the individual; or include any intervention that deprives the individual of one or more of his or her senses?</p>	<p>A local educational agency or nonpublic school shall not authorize, order, consent to or pay for the following interventions, or any interventions similar to or like the following: behavior interventions that cause physical pain, release noxious, toxic, or otherwise unpleasant substances in proximity to the student's face; deny adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; subject the student to verbal abuse, ridicule or humiliation, or excessive emotional trauma; result in restrictive intervention, including prone containment; locked seclusion unless it's in a facility permitted by state law, an intervention that precludes adequate supervision of the individual; or include any intervention that deprives the individual of one or more of his or her senses.</p>	<p>Review the student's BIP. Review the LEA's policies and procedures.</p>

<p>2-5-7.1</p> <p><i>EC 56521.1(a)</i></p>	<p>Are emergency interventions only used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior?</p>	<p>Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.</p>	<p>Review the behavioral emergency report(s) (BER(s)) for the student. Review the student's individualized education program (IEP) and BIP, as appropriate. Review the LEA's policies and procedures.</p>
<p>2-5-8</p> <p><i>EC 56521.2(e)</i></p>	<p>The BER shall include the following: the name and age of the individual; the setting and location of the incident; the name of the staff or other persons involved; a description of the incident and the emergency intervention used; whether the individual is currently engaged in any systemic BIP; and the details of any injuries sustained by the individuals or others including staff, as a result of the incident.</p>	<p>To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A BER shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all of the following:</p> <ol style="list-style-type: none"> (1) The name and age of the individual with exceptional needs. (2) The setting and location of the incident. (3) The name of the staff or other persons involved. (4) A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systemic BIP. (5) Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident. 	<p>Review the BER(s) for the student. Review the LEA's policies and procedures.</p>

2-5-8.1 <i>EC 56521.1(f)</i>	Are all BERs immediately forwarded to, and reviewed by, a designated responsible administrator?	All BERs shall immediately be forwarded to, and reviewed by, a designated responsible administrator.	Review the student's BER(s). Review the LEA's policies and procedures.
2-5-9 <i>EC 56521.1(g)</i>	If the student does not have a BIP, does the administrator schedule an IEP team meeting within two days of the behavioral emergency to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim (behavioral) plan?	If the student does not have a BIP the administrator shall schedule an IEP team meeting within two days of the behavioral emergency to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim (behavioral) plan. The IEP team shall document the reason(s) for not conducting the functional behavioral assessment, not developing an interim (behavioral) plan, or both, if that was the determination of the IEP team.	Review the LEA's policies and procedures. Review documentation from IEP meeting. Look for documentation of the meeting notice or calls to schedule the meeting.
2-5-9.1 <i>EC 56521.1(g)</i>	At the meeting to review the emergency report, did the IEP team document the reason(s) for not conducting the functional behavioral assessment, not developing an interim (behavioral) plan, or both, if that was the determination of the IEP team?	If the student does not have a BIP, the administrator shall schedule an IEP team meeting within two days of the behavioral emergency to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim (behavioral) plan. The IEP team shall document the reason(s) for not conducting the functional behavioral assessment, not developing an interim (behavioral) plan, or both, if that was the determination of the IEP team.	Review the LEA's policies and procedures. Review documentation from IEP meeting.
2-5-10 <i>EC 56521.1(b)</i>	Is there evidence the emergency intervention was not used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a target behavior?	Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a target behavior.	Review the student's BER(s), IEP, and BIP, as applicable. Review the LEA's policies and procedures.
2-5-10.1 <i>EC 56521.1(c)</i>	For a student that has had an emergency intervention, was the emergency intervention employed for not longer than necessary to contain	The emergency intervention must not be employed for longer than necessary to contain the behavior.	Review the student's BER(s) and BIP, as applicable. Review the LEA's policies

	the behavior?		and procedures.
2-5-10.2 <i>EC 56521.1(c)</i>	For a situation that requires prolonged use of an emergency intervention, did LEA staff seek assistance of the school site administrator or law enforcement agency, as applicable to the situation?	A situation that requires prolonged use of an emergency intervention requires LEA staff seek assistance of the school site administrator or law enforcement agency, as applicable to the situation.	Review the student's BER(s) and BIP, as applicable. Review the LEA's policies and procedures. Review documentation from IEP meeting.
2-5-10.3 <i>EC 56521.1(d)(3)</i>	Did the emergency intervention include an amount of force that did not exceed that which was reasonable and necessary under the circumstances?	The emergency intervention shall not include an amount of force that exceeds that which is reasonable and necessary under the circumstances.	Review the student's BER(s) and BIP, as applicable. Review the LEA's policies and procedures.
2-5-10.4 <i>EC 56521.1(h)</i>	For the student who has a positive BIP, was a BER written for an incident involving a previously unseen serious behavior problem, or when a previously designed intervention is ineffective, was there a referral to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention?	If a BER is written for the student with exceptional needs who has a positive BIP, an incident involving a previously unseen serious behavior problem, or when a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention.	Review the student's BER(s) and BIP, as applicable. Review the LEA's policies and procedures. Review documentation from IEP meeting.
2-5-10.5 <i>EC 56521.1(e)</i>	Were the parent, guardian, and residential care provider, as appropriate, notified within one school day if an emergency intervention was used or serious property damage occurred, and was a BER immediately completed and maintained in the student's file?	To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A BER shall immediately be completed and maintained in the file of the individual with exceptional needs.	Review the LEA's documentation of notification of the appropriate individual to determine such notification occurred and that it was within the required timeline. Review the student

			file for the BER.
<p>2-5-12</p> <p><i>EC 49005.8(b)</i></p>	<p>If seclusion is used, does the educational provider keep constant, direct, observation of the pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil?</p>	<p>If seclusion is used, the educational provider must keep constant, direct, observation of the pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. The observation required pursuant to this subdivision shall not be through indirect means, including through a security cameral or closed-circuit television.</p>	<p>Review policies and procedures, interview LEA personnel about training on procedures and determine current practices</p>