**Student:** Student **D.O.B.** DOB **Date:** Date

**School:** School **Grade:** Grade

**EIP recommendation:**  Section 380.1307 of Michigan’s Revised School Code states that school personnel should develop an Emergency Intervention Plan (EIP)…*“if a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint”*. The purpose of an EIP is to “protect the health, safety, and dignity of the pupil”.

**Development and Initial Implementation of the EIP:** Reference CCRESA’s accompanying EIP Development Guidance document to address the essential procedural elements of a legally compliant EIP. Descriptions provided below should be explained to the extent needed by the parent for understanding.

**EIP Development Team:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent or Guardian

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Individual knowledgeable about the legally permissible use of emergency seclusion and emergency physical restraint

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of seclusion and restraint

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This EIP addresses:** [ ]  Emergency Seclusion [ ]  Emergency Physical Restraint

**Briefly describe the pattern of behavior that poses a substantial and imminent risk to safety:**

Click or tap here to enter text.

**Detailed description of the positive behavioral intervention and support strategies that will be utilized to reduce the risk of the pupil's behavior creating an emergency situation:**

Click or tap here to enter text.

**Detailed description of emergency intervention procedure:**

Click or tap here to enter text.

**Detailed description of the legal limits on the use of emergency seclusion and emergency physical restraint:**

**Provide examples of legally permissible use:**

Click or tap here to enter text.

**Provide examples of prohibited use:**

 Click or tap here to enter text.

**Medical or health contraindications for the use of emergency seclusion or emergency physical restraint:**

Click or tap here to enter text.

**Results of Peer Review:**

Click or tap here to enter text.

**Description of possible discomforts or risks when implementing this EIP:**

Click or tap here to enter text.

**Prior Responsibility to the Student**

Prior to implementation of the EIP, a pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency seclusion or emergency physical restraint might be used.

 **Accomplished on this date:** Date **By this staff person:** Staff name

**…………………………………………………………………………………………………………………………..**

**Additional Required Information to Provide Parents/Student when Implementing an EIP**

**Information provided on this date:** Date

**Requirements and Limits**

**Immediate reporting**:

* School personnel document in writing each use of seclusion and restraint, including multiple uses within a given day, and report this to the parents in writing or orally immediately.
* Personnel then report in writing to the parent or guardian within the earlier of 1 school day or 7 calendar days.

**Requirement to document and debrief**:

After any use of seclusion or restraint, school personnel must make reasonable efforts to debrief and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions. The debriefing and consultation shall be done in accordance with Michigan Department of Education (MDE) guidelines and documented on forms developed by the MDE.

**Prohibited practices:**

All of the following practices are prohibited for school personnel in the public schools in Michigan under all circumstances, including emergency situations:

* Corporal punishment, as defined in section 1312.
* The deprivation of basic needs.
* Child abuse.
* Seclusion, other than emergency seclusion.
* The intentional application of any noxious substance or stimulus that results in physical pain or extreme discomfort. A noxious substance or stimulus is prohibited whether it is generally acknowledged or is specific to the pupil.
* Mechanical restraint.
* Chemical restraint.
* Any restraint that negatively impacts breathing
* Prone restraint
* Physical restraint, other than emergency physical restraint
* Any other type of restraint (when not done on an emergency basis).

**Definitions**

**Emergency Situation** – means a situation in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention.

**Emergency Seclusion** – means a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others.

**Emergency Physical Restraint** – means a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others.

**Mechanical Restraint** – means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.

**Key Identified Personnel** – means those individuals who have received mandatory training that includes:

* Proactive practices and strategies that ensure the dignity of pupils.
* De-escalation techniques.
* Techniques to identify pupil behaviors that may trigger emergency situations.
* Related safety considerations, including information regarding the increased risk of injury to pupils and school personnel when seclusion or restraint is used.
* Instruction in the use of emergency seclusion and emergency physical restraint.
* Identification of events and environmental factors that may trigger emergency situations.
* Instruction on the state policy on the use of seclusion and restraint.
* Description and identification of dangerous behaviors.
* Methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted.
* Types of seclusion.
* Types of restraint.
* The risk of using seclusion or restraint in consideration of a pupil's known and unknown physical or mental health conditions or psychological limitations.
* The effects of seclusion and restraint on all pupils.
* How to monitor for and identify the physical signs of distress and the implications for pupils generally and for pupils with particular physical or mental health conditions or psychological limitations.
* How to obtain appropriate medical assistance.
* Cardiopulmonary resuscitation and first aid.
* The following are recommended, but not required according to MDE implementation guidance.
	+ Conflict resolution.
	+ Mediation.
	+ Social skills training.
	+ Positive behavioral intervention and support strategies.