

# Clarenceville School District

of Oakland and Wayne Counties

20210 Middlebelt Road  
 Livonia, MI 48152-2099  
 248.919.0400  
 248.919.0403  
 www.clarenceville.k12.mi.us

## Emergency Intervention Plan (EIP)

**Student Name:**

**Building:**

**Date:**

PARTICIPANTS		
Name	Method of Participation	Role (a person may fill more than one role)
		Parent/Guardian (required)
		Parent/Guardian
		Teacher (required)
		Person knowledgeable of PBIS (required)
		Person knowledgeable about permissible use of emergency seclusion/restraint (required)
		Other:
		Other:
		Other:

In accordance with state policy, this Emergency Intervention Plan is being developed as a result of the demonstration of 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. This emergency intervention plan is being developed by school personnel in partnership with the student’s parent or guardian for the purpose of protecting the health, safety and dignity of the student, and is based on compliance with *The Revised School Code (Excerpt) Act 451 of 1976* and the state department’s *Policy for the Emergency Use of Seclusion and Restraint*, both of which include key definitions outlined below.

**Emergency Situation** is defined as “a situation in which a student’s behavior poses imminent risk to the safety of the individual student or the safety of others. An emergency situation requires an immediate intervention.”

**Emergency Seclusion** is defined as “a last resort emergency safety intervention involving seclusion (i.e., “the confinement of a student in a room or other space from which the student is physically prevented from leaving”) necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to retain self-control while maintaining the safety of the pupil and others.”

**Emergency Restraint** is defined as “a last resort emergency safety intervention involving physical restraint (i.e., “an action that prevents or significantly restricts a student’s movement”) 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.”

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## Emergency Intervention Plan (EIP)

### Possible risks or discomforts:

- Risk of injury to student, peers, or staff
- Can results in physical exhaustion
- Interference with instructional activities
- Hindering skill acquisition
- Can be traumatic experience for students and staff
- Can cause emotional distress
- Can interfere with relationships

PROHIBITED PRACTICES		
Emergency Seclusion	Emergency Restraint	Emergency Seclusion and Restraint
<ul style="list-style-type: none"> <li>● Seclusion of preschool children</li> <li>● Seclusion of students who are suicidal</li> <li>● Seclusion of students with severely self-injurious behavior (SIB)</li> </ul>	<ul style="list-style-type: none"> <li>● Mechanical Restraint</li> <li>● Chemical Restraint</li> <li>● Restraint that negatively impacts breathing, including any positions that make it difficult for the student to breathe</li> <li>● Prone restraint (face down)</li> <li>● Physical restraint in a non-emergency</li> <li>● Any other type of restraint that is not expressly allowed.</li> </ul>	<ul style="list-style-type: none"> <li>● As a substitute for less restrictive alternatives, adequate staffing or training in PBIS</li> <li>● As a substitute for an education program</li> <li>● Deprivation of basic needs</li> <li>● As a form of discipline or punishment</li> <li>● For the convenience of school personnel</li> <li>● Anything constituting child abuse</li> <li>● Intentional application of any noxious substance or stimuli that results in physical pain or extreme discomfort</li> <li>● When contraindicated based on documented disability, health care needs or medical or psychiatric condition</li> </ul>

**What positive behavioral interventions and support strategies are being implemented** (consider including universal, targeted, and/or intensive supports)?

**Does the student have a known medical condition?**  Yes  No

If yes, please provide a brief summary:

Special Education Administrators of Oakland County (SEAOC)

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- What, if any, medical contraindications exist that must be considered as part of this plan (obtain from medical provider with parental consent)?
- If input from a medical provider was not obtained, provide rationale (e.g., parent did not consent to release of information):

**Detailed description of emergency intervention procedures** (specific operational definitions of behavior requiring emergency seclusion and/or emergency restraint and procedures that will be used):

Behavior(s)	Procedures

Examples of behaviors that do not necessitate the emergency use of seclusion and restraint (not exhaustive list):

- Property destruction (unintended to harm themselves or others)
- Refusing to physically transition to another location/activity
- Refusing to follow directives

**Questions and answers posed by the parent or other team member(s):**

Question(s)	Response(s)

**Parent notification:**

<b>By Whom:</b>	<b>Method:</b>	<b>Date:</b>
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**Reviewed with student:**

<b>By Whom:</b>	<b>Date of Review:</b>
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**Peer Reviewed:**

<b>By Whom:</b>	<b>Date of Review:</b>
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## Emergency Intervention Plan (EIP)

**Checklist:**     Quality development                       Peer Review

All of the following provisions should be included when developing and implementing an Emergency Intervention Plan (EIP) per the *Revised School Code 380.1307e* and *MDE Policy for the Emergency Use of Seclusion and Restraint*.

- Describe in detail the emergency intervention procedures
- Describe in detail the legal limits on the use of emergency seclusion and emergency physical restraint, including examples of legally permissible and prohibited use
- Make inquiry to the student's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency seclusion or emergency physical restraint
- Conduct a peer review by knowledgeable school personnel
- Provide the parent or guardian with all of the following, in writing and orally:
  - A detailed explanation of the positive behavioral intervention and support strategies that will be utilized to reduce the risk of future behavior which could result in an emergency situation
  - An explanation of what constitutes an emergency situation as defined in section 1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition
  - A detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion and emergency physical restraint
  - A detailed explanation of the legal limits on the use of emergency seclusion and emergency physical restraint, including examples of legally permissible and prohibited use
  - A description of possible discomforts or risks
  - Answers to any questions
- Student has been informed of the conditions under which emergency seclusion or emergency physical restraint will be used, in a manner with which they understand
- A copy of the EIP was distributed to each team member and Key Identified Personnel
- Additional training provided to staff, if needed, to support the EIP