



# Involuntary Examination, Restraint and Seclusion (IERS) Reporting School-Level User Guide 2023-2024

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# Introduction

## **Restraint Reporting**

- The reporting of incidents of restraint for all students, both with and without disabilities, is captured solely through the Involuntary Examination, Restraint and Seclusion (IERS) web application.
- Section (s.) 1003.573(7), Florida Statutes (F.S.), Seclusion and restraint of students with disabilities in public schools, requires each school to prepare an incident report within 24 hours after a student is released from restraint.
- The Florida Department of Education (FDOE) is responsible for establishing standards for documenting, reporting, and monitoring incident reports related to the use of restraint.
- Each school district must develop policies and procedures that govern the reporting of restraint incidents.
- Any revisions made to a school district's policies and procedures must be filed with the Bureau of Exceptional Education and Student Services (BEES) within 90 days.

## **Seclusion Reporting**

- Section 1003.573(2), F.S., states that “each school district shall prohibit school personnel from using seclusion.”
- The U.S. Department of Education, Office for Civil Rights, requires that any incidents of seclusion of both students with and without disabilities be reported for the Civil Rights Data Collection (CRDC).
- The reporting of incidents of seclusion for all students, both with and without disabilities, is captured solely through the Involuntary Examination, Restraint and Seclusion (IERS) web application.

## **Involuntary Examination Reporting**

- All public schools, including charter schools, are to make a reasonable attempt to notify the parent of a minor student before that student is removed from school, school transportation or a school-sponsored activity for an involuntary mental health examination.
- The principal or the principal's designee must use all available methods to contact the student's parent, guardian or known emergency contact, including phone calls, text messages, email, voicemail and other available methods of communication provided by the parent and document the number of attempts made to contact the student's parent, guardian or other known emergency contact and the outcome of each attempt.
- Each district school board shall adopt a policy to require the district superintendent to annually report to FDOE the number of involuntary examinations, as defined in s. 394.55, F. S. which are initiated at a school, on school transportation or at a school-sponsored activity and the number of children for whom an examination was initiated.

# Important Application Timelines

## **Restraint Reporting Timelines**

- Pursuant to s. 1003.573(7), F.S., a school shall prepare an incident report within 24 hours after a student is released from restraint. If the student's release occurs on a day before the school closes for the weekend, a holiday, or another reason, the incident report must be completed by the end of the school day on the day the school reopens.
- A school shall notify the parent or guardian of a student each time manual or physical restraint is used. Such notification must be in writing and provided before the end of the school day on which the restraint occurs.
- A school shall also provide the parent or guardian with the completed incident report in writing by mail within 3 days after a student was restrained.

## **Involuntary Examination Reporting Timelines**

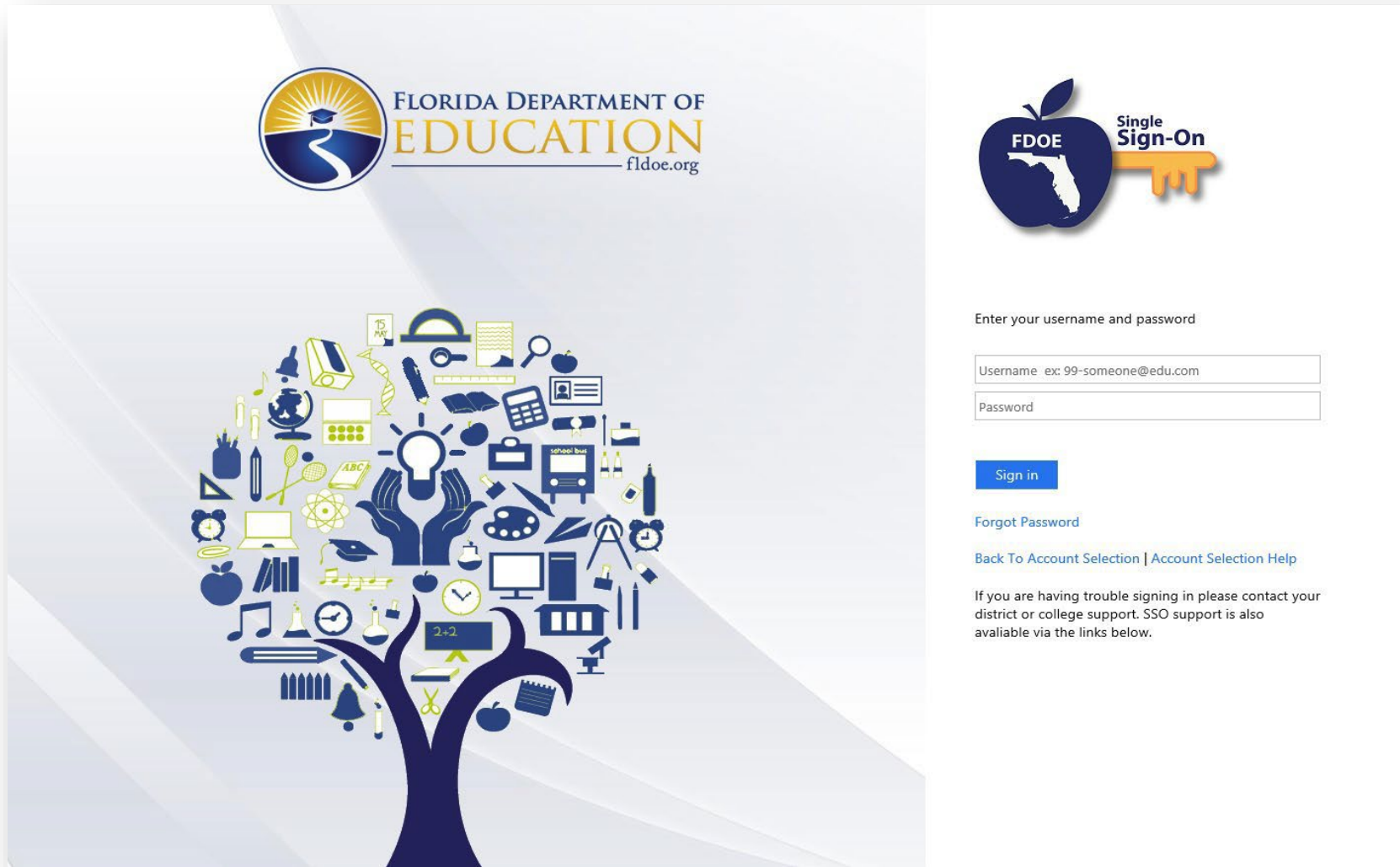
- It is recommended that an Involuntary Examination incident is entered into the IERS portal within 48 hours. This ensures the accuracy of the information and timely follow-up for the student who has experienced a crisis event.
- If the incident is not finalized within 30 days the record will be locked and the incident will need to be re-entered into the IERS portal.

## **IERS Application Business Rules**

- School-level users can delete or edit Final Draft restraint reports within 30 days.
- District-level users can delete RESTRAINT reports created in the past 30 days.
- District-level users can see what RESTRAINT and INVOLUNTARY EXAMINATIONS have been deleted.
- Only ADMIN level users can unlock or delete INVOLUNTARY EXAMINATIONS.

# Getting Started: Login

- 1) Login at <https://portal.fdoesso.org/PORTAL/Sign-On/SSO-Home.aspx>.



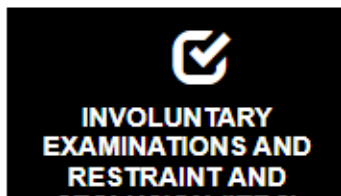
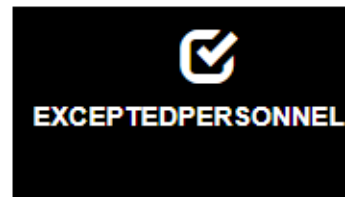
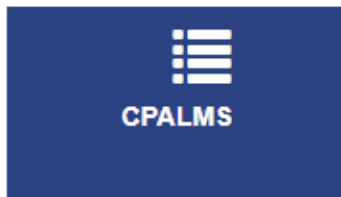
- 2) Enter the DOE-assigned User ID and user-created password (if it's the user's first time logging in, please use the temporary password that was provided by the district).
- 3) Click the [Sign in](#) button.

- 4) The user will then be taken to the **Main Applications Menu**. Click on the text: [Involuntary Examinations and Restraint and Seclusion \(IERS\)](#).

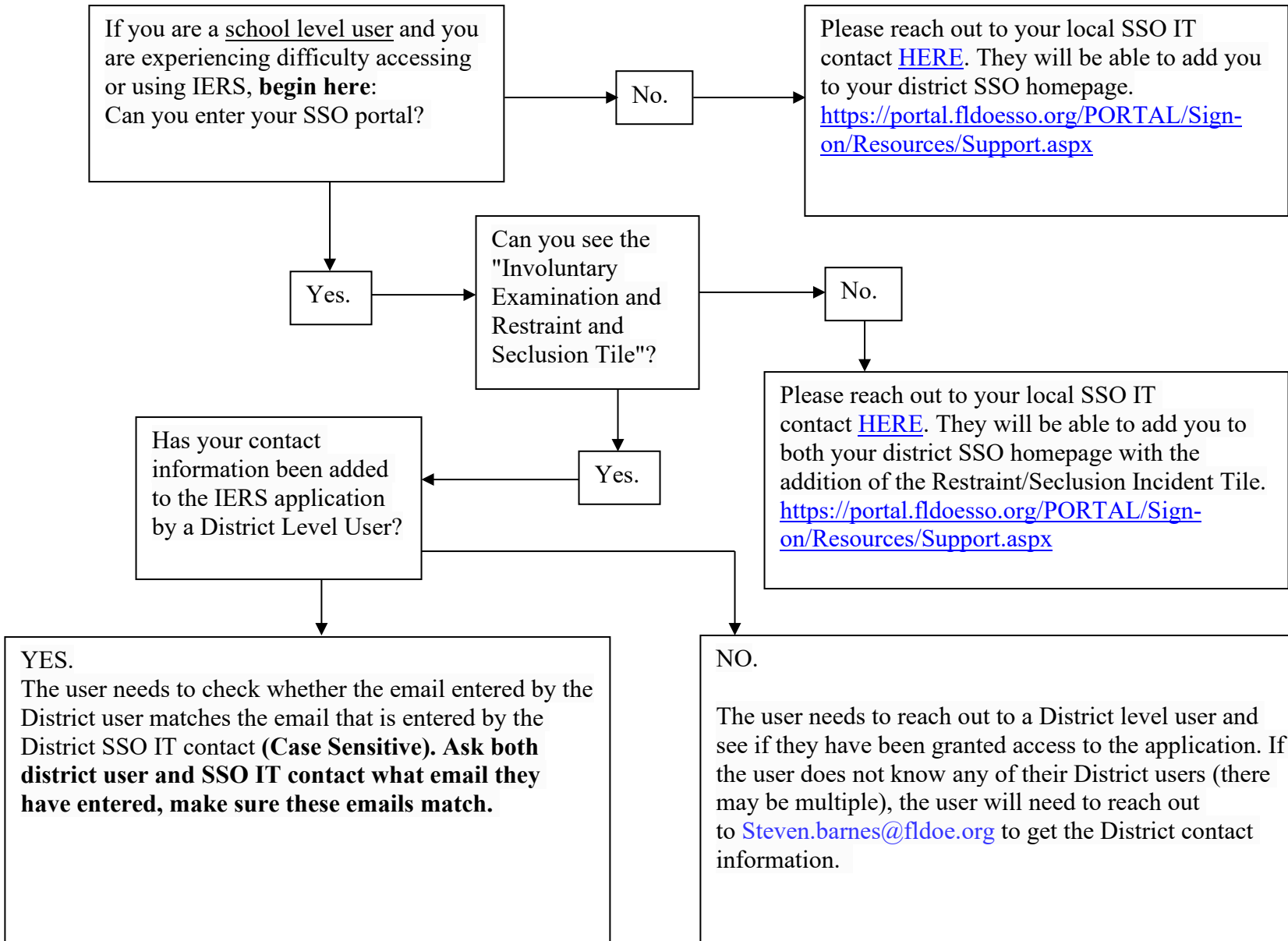
## Welcome

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The resources below are available for your use based on your role and permissions. To access the resource, click the tile below:



# School-Level User Access Guide



### Main Menu

Welcome CoralSprings Tester of CORAL SPRINGS ELEMENTARY SCHOOL

### Main Menu

[Report Involuntary Examination Incident](#)  
[View/Edit Involuntary Examination Incident Reporting](#)

[Report Restraint Incident](#)  
[View/Edit Restraint Incidents](#)

[Report Seclusion Incident](#)  
[View/Edit Seclusion Incidents](#)

Templates: **Completing one of the following incident form templates does NOT fulfill the reporting requirement. Incident reporting must still be completed online.**  
[Involuntary Examination Incident Form Template](#)  
[Restraint Incident Form Template](#)  
[Seclusion Incident Form Template](#)

[District Level Users Manual](#)  
[School Level Users Manual Updated April 2022](#)

If you have questions contact your district liaison.

- After logging in to the application, the main menu for school-level users appears. From the main menu, a school-level user can choose to report an Involuntary Examination (IE), restraint, or seclusion incident and view or edit previously saved reports. Additionally, templates of each form are available to view and print.
- **Please note, completing the paper template does not satisfy the reporting requirement, as it must be completed online.**
- District-level and school-level user manuals are available for reference.



# School-Level Restraint Reporting

## Involuntary Examinations and Restraint and Seclusion (IERS)

Main Menu

Welcome CoralSprings Tester of CORAL SPRINGS ELEMENTARY SCHOOL

### Main Menu

[Report Involuntary Examination Incident](#)  
[View/Edit Involuntary Examination Incident Reporting](#)

[Report Restraint Incident](#)  
[View/Edit Restraint Incidents](#)

[Report Seclusion Incident](#)  
[View/Edit Seclusion Incidents](#)

Templates: **Completing one of the following incident form templates does NOT fulfill the reporting requirement. Incident reporting must still be completed online.**

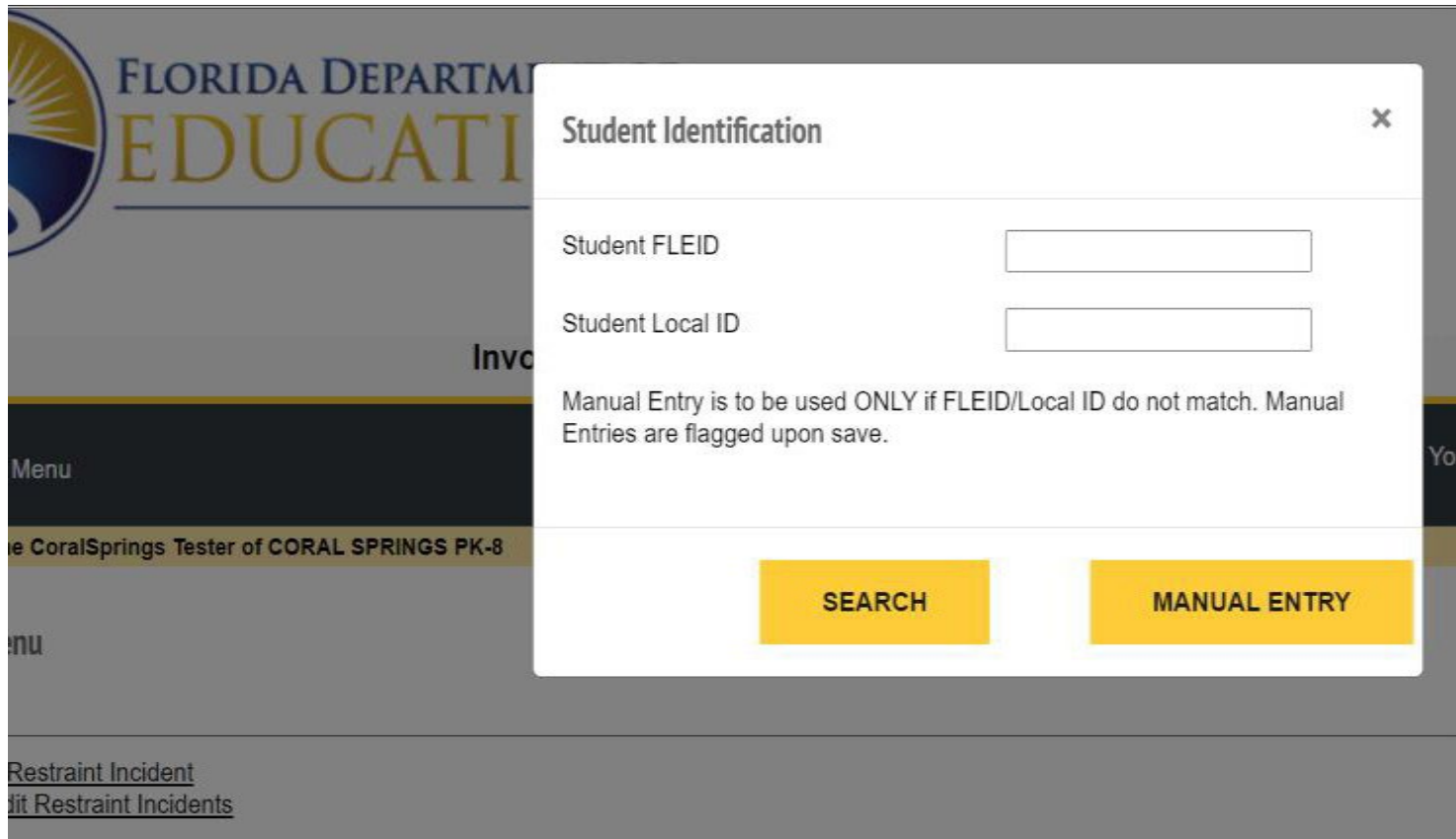
[Involuntary Examination Incident Form Template](#)  
[Restraint Incident Form Template](#)  
[Seclusion Incident Form Template](#)

[District Level Users Manual](#)  
[School Level Users Manual Updated April 2022](#)

If you have questions contact your district liaison.



- To report a restraint incident, click on the link that says, “Report Restraint Incident”, as shown by the red arrow in the picture.



- After selecting “Report Restraint Incident”, a student identification pop-up window will appear.

**NOTE: Either enter the Student FLEID or the Student Local ID number and choose "search". Do not put in both numbers.**

- After entering the Student FLEID or Student Local ID number, a pop-up window will appear titled "Confirm Student Information".
- The student’s name and date of birth will appear for verification. Select “Continue to Incident Form” if the correct information populates. If the correct information does not populate, select “Back to Search”.
- Manual entry is to be used if after the school-level user enters the Student FLEID or Student Local ID number the student demographics do not prepopulate or are incorrect.

\* indicates a required field

Student Demographics

\*School Year: 2022-2023

Incident ID: [ ]

\*Student First Name: [ ]

\*Student Last Name: [ ]

Student Middle Name/Initial: [ ]

Student FLEID: [ ]

Student Local ID: [ ]

\*Date of birth: [ ]

\*Gender:  Male  Female

\*Race: --select--

English Language Learner (ELL)


\*Ethnicity: --select--

\*Grade: --Select--

--select--  
 American Indian/Alaskan Native  
 Asian  
 Black/African American  
 Native Hawaiian/Other Pacific Islander  
 Two or More Races  
 White

--select--  
 Hispanic/Latino origin  
 not Hispanic/Latino origin

--Select--  
 Pre K  
 K  
 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10  
 11  
 12



- The “Restraint Incident Report” screen will open. The incident report is all on one page, the user will have to scroll down to view the different sections of the incident report. For this user’s manual, each section is broken down over the following pages.
- The first section is the student demographic information. This section includes the student’s name, grade, date of birth, race, and gender. There is also a box to check if the student is identified as an English Language Learner (ELL). The student demographic information will prepopulate if manual entry was not selected on the previous screen. Please check for accuracy.
- If there is inaccurate information, **resort to manual entry.**

Disability Status

\*Primary Exceptionality

--select--

Multiple Exceptionalities  
 Section 504 with or without a 504 Plan

Autism spectrum disorder  
 Deaf or Hard-of-Hearing  
 Developmentally delayed  
 Dual sensory Impairment  
 Emotional/behavioral disability  
 N/A  
 Hospital/homebound  
 Intellectual disability  
 Language Impairment  
 Orthopedic Impairment  
 Other Health Impairment  
 Section 504 Only  
 Specific learning disability  
 Speech Impairment  
 Traumatic brain injury  
 Gifted  
 Visual Impairment

occurred

Describe:

- The next section includes a drop-down menu for selecting the student's primary exceptionality.
- In addition to IDEA exceptionalities, there is an option to choose Section 504, Gifted, and N/A.
- The N/A option should be selected for restraint incidents involving students without disabilities.
- On the right side, are boxes the user can click if the student has multiple exceptionalities or qualifies under Section 504, with or without a 504 plan.

Incident Information

\*Location at which restraint occurred

--select-- --select--

If other or off campus, please describe

General Education Classroom

ESE Classroom

Bus/Bus zone

Cafeteria

Hallway/Breezeway

Playground

Off Campus (describe)

Other (describe)

\*Date of Incident

\*Start Time, restraint (HH:MM AM/PM)

Hour : Minute ○ AM ○ PM

\*End Time, restraint (HH:MM AM/PM)

Hour : Minute ○ AM ○ PM

- The next section of the report pertains to the restraint incident itself. There is a drop-down menu with options to select the location where the restraint occurred. If the location is not listed, select "Other" or "Off Campus". Below the drop-down menu is a box to add a description for "other" or "off campus" if those options were selected.
- There is also a box for selecting the date and time the restraint started and stopped. This will appear in a drop-down format. After selecting the incident date, select the applicable time and indicate AM or PM.

Parent Notification

\* Date of Parent Notification:

\* Parent Notification Method (check all that apply)

Phone

Email

Mail

In person

Report Prepared Date

Final Report Sent Date

- The section above involves the parental notification requirements of the restraint report. The first box is for the date the parent or guardian was notified. The date should be the first time the school-level user notified the parent or guardian of the restraint incident.
- The second box has options for selecting how the parent or guardian was notified. Select all options that were used.
- The final two boxes involve the date the incident report was prepared, and the date the final report was sent to the parent or guardian. The date entered for the prepared date should be the date the report was prepared in the IERS application. The date entered for the final report sent date should be the date the report was sent or given to the parent or guardian.

**Note: the restraint report must be prepared within 24 hours after a student is released from restraint. The final report must be provided to the parent or guardian in writing within 3 days after a student was restrained.**

\*Is the student served in a residential setting?

Yes  No

\*Crisis Management Training Strategy Used (specific to this incident)

-- select --  
-- select --  
ASPEN  
CPI/NCI (Crisis Prevention Institute/Nonviolent Crisis Intervention)  
HWC (Handle With Care)  
PCM (Professional Crisis Management)  
QBS (Safety Care)  
SCM (Safe Crisis Management)  
T.E.A.M. (Techniques for Effective Aggression Management)  
TEACH (Techniques for Adolescent and Child Handling)  
The Mandt System  
Ukeru  
VITAL (Violence Intervention Techniques and Language)  
Emergency Situation

Date Crisis Intervention Plan last Reviewed

Changes Recommended?

No  Yes

Has the student exceeded two incidents a semester?

No  Yes

- The next sections involve more specific information regarding the restraint incident. First is a yes/no choice to indicate if the student is served in a residential setting.
- Next is a drop-down menu to select the crisis management training strategy used (CPI, PCM, TEACH, etc.). If “Emergency Situation” is selected, add a description of the emergency below the drop-down menu in the box provided.
- On the right-hand side, there is a box for selecting the date the student’s crisis intervention plan (CIP) was last reviewed. Enter the date the Crisis Intervention Plan was last reviewed. Below that is a yes/no option if changes are recommended to be made to the CIP. If the team recommends changes, indicate "Yes" here.
- There is a yes/no option for identifying if the student has exceeded two (2) restraint incidents in a semester. If so, indicate "Yes" here. Per s. 1003.573(6), F.S., a crisis intervention plan (CIP) must be developed the second time a student is restrained in the same semester.



**\*Type of most restrictive restraint used**

-- select --  
 -- select --  
 Seated  
 Standing  
 Prone (lying face down)  
 Supine (lying face up)  
 Immobilization while in transport  
 Mechanical

**\*Person using or assisting in restraint**

First Name	Last Name	Position	Date of Last PBIS Training* delete
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="checkbox"/>

\*Section 1003.573(7)(b)6., (F.S.)

**Non-student witnesses:**

First Name	Last Name	Position	delete
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

- The next box is the type of restraint used. The user will see a drop-down menu for choosing the most restrictive restraint used during the incident. If “Mechanical” is selected, describe the type of mechanical restraint used in the box provided below the drop-down menu. This box can be used for any restraint type to describe the specific type of restraint more clearly should the school-level user choose to do so.
- The next area involves a list of the people using or assisting in the restraint. Their first and last name, position, and date of their last Positive Behavior Intervention and Supports (PBIS) training should be entered. Per s. 1003.573(5), F. S., each district must identify who is authorized to use PBIS and provide training annually for them.
- The next section is to list any non-student witnesses to the restraint. First and last names, as well as their position, can be identified in the report. Do not provide student names.

\*Indicate what was happening before the restraint occurred (check all that apply).

The student was:

Given a direction                       Faced with unexpected change

Interacting with peers                       Transitioning to another activity

Presented work                       Seeking attention

Given/serving a consequence  Other

\*Describe:

---

\*Indicate the behavioral strategies used to prevent/deescalate the behavior (check all that apply).

Offered choices/preferred activity/breaks  Visually prompted/redirected

Praised/encouraged                       Blocked behavior

Verbally prompted/redirected                       Provided reinforcers

Environment changed                       Other

\*Describe:

- The section above pertains to what was occurring before the restraint took place and what prevention/de-escalation strategies were utilized by the staff. Select one or more antecedents by checking the box or boxes that apply **and** further describe what happened prior to the restraint in the box provided. The user must select at least one antecedent.

**Note: Section content must not be copied/pasted into each of the subsequent fields. Each field must have unique information when filling out IE/Restraint Report.**

- Select one or more behavioral strategies used to prevent/de-escalate the behavior by checking the box or boxes that apply and further describe the context of the behavioral strategies used in the box provided. Be sure to select at least one behavioral strategy.

\*Indicate the behavior that warranted the use of restraint.

-- select --

\*Describe:

-- select --

- Verbal threat/aggression
- Self injurious behavior
- Physical aggression
- Unsafe behavior (e.g., climbing furniture)
- Running away
- Property destruction
- Other

\*Indicate who was at risk of immediate physical harm (check all that apply).

The student

Other students

Adults

- The school-level user will then be asked to select the behavior that warranted the use of restraint from the drop-down menu. Select one of the behaviors the student was displaying that warranted the restraint **and** further describe the behavior in the box provided.
- At the bottom are boxes that need to be checked to identify who was at risk of immediate physical harm. More than one box can be checked, as applicable. Be sure to select at least one box.

**Note: Restraint should only be utilized when all positive behavior interventions and supports are exhausted and there is an imminent risk of serious injury. Restraint may be used only to protect the safety of students and/or school personnel and must be discontinued as soon as the threat posed has dissipated.**

\*How was it determined that there was imminent risk of serious injury or death to the student or others?

\*Describe:

\*Indicate what occurred with the student immediately after termination of the restraint (check all that apply)

- Debriefing/problem solving  Removal by parent  
 Environment change  Behavior escalated  
 Return to activity/situation  Removal by law enforcement

\*Describe:

- The first question above asks the school-level user to describe how it was determined that there was an imminent risk of serious injury or death to students or others. The reporter must detail what was likely to occur to students/staff if the restraint was not implemented.
- The second question includes boxes to select what occurred following the termination of the restraint. Select one or more events that occurred following the release of the restraint **and** further describe what transpired after the release of the restraint. Be sure to select at least one box.

\*Did the student have any injuries, visible marks, or medical emergencies that occurred during the use of restraint? \_\_\_\_\_

No  
 Yes


\*If yes, describe:

---

\*Did anyone else (other students or adults) have any injuries, visible marks, or medical emergencies that occurred during the use of restraint? \_\_\_\_\_

No  
 Yes

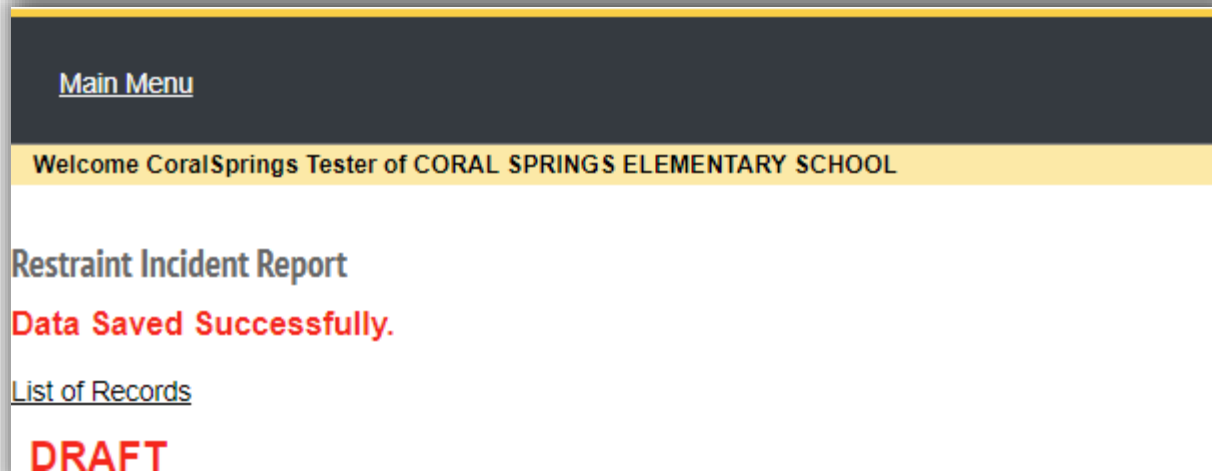
\*If yes, describe:



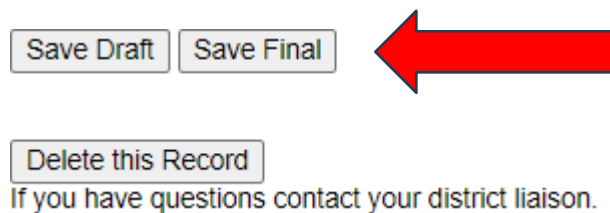
If you have questions contact your district liaison.

- The final two sections on the restrain incident report pertain to injuries and care to students/staff following termination of the restraint. The upper section asks the school-level user about injuries, marks, or emergencies to the student. There is a yes/no choice followed by a write-in box to describe any injuries or care received.
- The lower section asks about injuries, marks, or emergencies to anyone else involved in the restraint incident. There is a yes/no choice followed by a write-in box to describe any injuries or care received.

At the end of the restraint incident reporting form, there is a button to click to save the report as a draft. The red arrow identifies where this button is on the screen. Select "Save Draft". At a minimum, all items with an asterisk must be completed to save a draft.



- After clicking the “Save Draft” button, school-level users will be able to review the report in its entirety. The form will state “Data Saved Successfully” and have the word “DRAFT” located towards the top of the report in bright red. Proofread and ensure there are no errors. School-level users can make any edits needed within 30 days of the initial report.



- The user can then save in draft form again if they are not ready to submit the incident report by again clicking on the “Save Draft” button located at the bottom of the report. Once the report is completed and the user is ready to submit the incident report, they will need to click on the “Save Final” button. The red arrow shows where this button is located on the screen. Drafts should be finalized within 3 days to meet the notification requirements of s. 1003.573(7), F. S.
- School-level users are also able to delete the incident report within 30 days of the initial report if it was created in error or contains incorrect information that cannot be edited (such as the school in which the restraint incident occurred). To do so, users will click on “Delete this Record” located at the bottom of the screen.

# School-Level Involuntary Examination (IE) Reporting

**Involuntary Examinations and Restraint and Seclusion (IERS)**

Main Menu

Welcome CoralSprings Tester of CORAL SPRINGS ELEMENTARY SCHOOL

Main Menu

[Report Involuntary Examination Incident](#)  
[View/Edit Involuntary Examination Incident Reporting](#)

[Report Restraint Incident](#)  
[View/Edit Restraint Incidents](#)

[Report Seclusion Incident](#)  
[View/Edit Seclusion Incidents](#)

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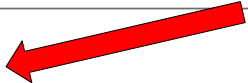
Templates: **Completing one of the following incident form templates does NOT fulfill the reporting requirement. Incident reporting must still be completed online.**  
[Involuntary Examination Incident Form Template](#)  
[Restraint Incident Form Template](#)  
[Seclusion Incident Form Template](#)

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[District Level Users Manual](#)  
[School Level Users Manual Updated April 2022](#)

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If you have questions contact your district liaison.



- To report an Involuntary Examination incident, click on the link that says, “Report Involuntary Examination Incident”, as shown by the red arrow in the picture.

FLORIDA DEPARTMENT OF  
EDUCATION

Student Identification

Student FLEID

Student Local ID

Manual Entry is to be used ONLY if FLEID/Local ID do not match. Manual Entries are flagged upon save.

SEARCH MANUAL ENTRY

- After selecting “Report Involuntary Examination Incident”, a student identification pop-up window will appear.

**NOTE: Either enter the Student FLEID or the Student Local ID number and choose "search". Do not put in both numbers.**

- After entering the Student FLEID or Student Local ID number, a pop-up window will appear titled "Confirm Student Information".
- The student’s name and date of birth will appear for verification. Select “Continue to Incident Form” if the correct information populates. If the correct information does not populate, select “Back to Search”.

Manual entry is to be used if after the school-level user enters the Student FLEID or Student Local ID number the student demographics do not prepopulate or are incorrect.



\* indicates a required field

Student Demographics

\*School Year: 2022-2023

Incident ID: [ ]

\*Student First Name: [ ]

\*Student Last Name: [ ]

Student Middle Name/Initial: [ ]

Student FLEID: [ ]

Student Local ID: [ ]

\*Date of birth: [ ]

\*Gender:  Male  Female

\*Race: --select--

- American Indian/Alaskan Native
- Asian
- Black/African American
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White


English Language Learner (ELL)

\*Ethnicity: --select--

- Hispanic/Latino origin
- not Hispanic/Latino origin

\*Grade: --Select--

- Pre K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12



- The “Involuntary Examination Incident Report” screen will open. The incident report is all on one page and the user will have to scroll down to view the different sections of the incident report. For this user’s manual, each section is broken down over the following pages.
- The section above pertains to student demographic information. This section includes the student’s name, grade, date of birth, race, and gender. There is also a box to check if the student is identified as an English Language Learner (ELL).
- The student demographic information will prepopulate if manual entry was not selected on the previous screen. Please check for accuracy. If there is inaccurate information, **resort to manual entry**.

Disability Status

\*Primary Exceptionality

--select--

Multiple Exceptionalities

In

--select--  
 Autism spectrum disorder  
 Deaf or Hard-of-Hearing  
 Developmentally delayed  
 Dual sensory Impairment  
 Emotional/behavioral disability  
 N/A  
 Hospital/homebound  
 Intellectual disability  
 Language Impairment  
 Orthopedic Impairment  
 Other Health Impairment  
 Section 504 Only  
 Specific learning disability  
 Speech Impairment  
 Traumatic brain injury  
 Gifted  
 Visual Impairment

- The section above contains a drop-down menu for selecting the student's primary exceptionality. In addition to IDEA exceptionalities, there is an option to choose Section 504, Gifted, and N/A.
- On the right side, are boxes the user can click if the student has multiple exceptionalities.
- **The N/A option should be selected for Involuntary Examination incidents involving students without disabilities.**

Incident Information

\*Location of the incident

--select--

--select--

At the school (on school grounds)

On school transportation (bus or bus zone)

At a school sponsored activity (can include off-campus)

\*Date of Incident

- The section above pertains to the Involuntary Examination incident itself. There is a drop-down menu with options to select the location where the incident occurred. Options include at the school (on school grounds), on school transportation (bus or bus zone) and at a school sponsored activity (can include off-campus).
- There is also a box for selecting the date of the incident. This will appear as a calendar when clicking on the box.

## Parent Notification

\* Date of Parent Notification:

Check if the 24 hour delay was used in this incident

Rationale for the Delay:

Delay necessary to avoid jeopardizing the health and safety of the student.  
Delay deemed to be in the student's best interest.

\* Date of Submitted Report of the Central Abuse Hotline:

\*Time of Submitted Report of the Central Abuse Hotline (HH:MM AM/PM)

Hour  : Minute   AM  PM

\*As per s. 39.201, F.S., if rationale for the delay in notification was that it was in the "best interest" of the student, a report to the central abuse hotline must be made upon knowledge or suspicion of abuse, abandonment or neglect.

- The section above involves the parental notification requirements of the Involuntary Examination report. The first box is for the date the parent or guardian was notified. The date should be the first time the school-level user notified the parent or guardian of the incident.
- There is a box below the date of notification to check if the 24-hour delay was used in this incident. Rationale for using the 24-hour delay includes situations where the delay was necessary to avoid jeopardizing the health and safety of the student, or when the delay is deemed to be in the student's best interest.

Per s. 39.201, F.S., if the rationale for the delay in notification was that it was in the best interest of the student, a report to the central abuse hotline must be made upon knowledge or suspicion of abuse, abandonment, or neglect.

- Below the parent notification area, there is a date box to identify the date a report was submitted to the central abuse hotline. On the right side of this section is a box to denote the time of the report by selecting the hour and minute the report was submitted. The user will then identify the time as AM or PM by selecting one of the two options.

\* Attempts to reach parent or guardian:

* Date	*Time (HH:MM AM/PM)	*Method	*Contact	*Outcome
<input type="text"/>	Hour <input type="text"/> : Minute <input type="text"/> <input type="radio"/> AM <input type="radio"/> PM	-Select- Select- Phone Text Email Mail In person	-Select- Parent Guardian Authorized Emergency Contact*	-Select- No answer Left message Successful
<input type="text"/>	Hour <input type="text"/> : Minute <input type="text"/> <input type="radio"/> AM <input type="radio"/> PM	-select-	-select-	-select-
<input type="text"/>	Hour <input type="text"/> : Minute <input type="text"/> <input type="radio"/> AM <input type="radio"/> PM	-select-	-select-	-select-
<input type="text"/>	Hour <input type="text"/> : Minute <input type="text"/> <input type="radio"/> AM <input type="radio"/> PM	-select-	-select-	-select-
<input type="text"/>	Hour <input type="text"/> : Minute <input type="text"/> <input type="radio"/> AM <input type="radio"/> PM	-select-	-select-	-select-

\*Known Emergency Contact that has authorization to receive notification of an involuntary examination.

- The section included above continues the parental notification requirements of the Involuntary Examination report. This section records each of the contact attempts to reach the parent or guardian. There are enough sections to document 5 attempts on the report.
- For each contact attempt, the user will first select the date and time of the contact attempt. Clicking in the date box will open a calendar to identify the date of the contact attempt. Next to the date box is a box to denote the time of the contact attempt by selecting the hour and minute. The user will then identify the time as AM or PM by selecting one of the two options.
- The user will then select the method of the contact attempt from the drop-down menu. Options for contacts methods include phone, text, email, mail and in person.
- The next box in the section allows users to identify who was contacted by selecting an option from the drop-down menu. Options for contact person includes parent, guardian and authorized emergency contact. The authorized emergency contact should be a known emergency contact that has authorization to receive notification of an Involuntary Examination.
- Finally, the user will select the outcome of the contact from the drop-down menu. Options for outcomes include no answer, left message, and successful. Users should continue to document contact attempts until the outcome is successful.

Verbal De-Escalation

\*Name and title of trained school personnel who attempted evidence-based verbal de-escalation strategies before initiating the Involuntary Examination process: \_\_\_\_\_

\_\_\_\_\_

\*Role of trained school personnel who attempted evidence-based verbal de-escalation strategies before initiating the Involuntary Examination process: \_\_\_\_\_

-- select --

-- select --

School-based Mental Health Services Provider – Section 1011.62, F.S.; Rule 6A-4.0010(1)b, F.A.C.; Chapters 490 and 491, F.S.

Community-based Behavioral Health Provider – Section 1011.62, F.S; Chapters 490 and 491, F.S.

School Resource Officer (completed mental health crisis intervention training) – (completed mental health crisis intervention training) Section 1006.12, F.S.

School Safety Officer (completed mental health crisis intervention training) – (completed mental health crisis intervention training) Section 1006.12, F.S.

- The next section of the Involuntary Examination incident report involves verbal de-escalation. The first box identifies school personnel who attempted evidence-based verbal de-escalation strategies before initiating the Involuntary Examination process. The first and last name, along with the title of the trained school personnel must be included in this section.
- Below the name and title box is a drop-down menu for selecting the role of the trained school personnel who attempted evidence-based verbal de-escalation strategies before initiating the Involuntary Examination process. One of the four options must be selected.

Initiation of Involuntary Examination Process

\*Name of the qualified professional (s.394.463[2], F.S.) who initiated the Involuntary Examination process: \_\_\_\_\_

\*Role of the qualified professional who initiated the Involuntary Examination process: \_\_\_\_\_

-- select --


-- select --

School-based Law Enforcement Officer (after a reasonable attempt has been made to contact a mental health professional capable of initiating an Involuntary Examination)

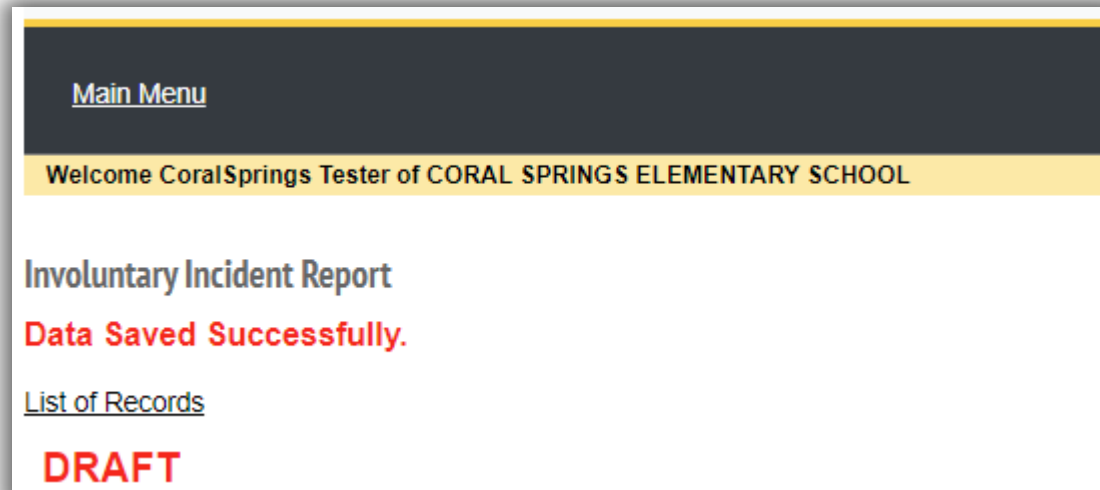
Community-based Law Enforcement Officer (after a reasonable attempt has been made to contact a mental health professional capable of initiating an Involuntary Examination)

Qualified school-based mental health professional authorized to initiate an Involuntary Examination

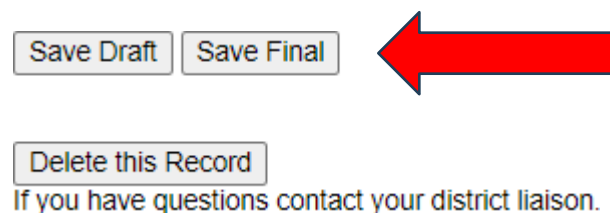
Qualified community-based mental health professional authorized to initiate an Involuntary Examination

Save Draft 

- The final section of the Involuntary Examination incident report involves the initiation of the Involuntary Examination process. The first box identifies the qualified professional who initiated the Involuntary Examination Process. The first and last name of the qualified professional must be included in this section.
- Below the name box is a drop-down menu for selecting the role of the qualified professional who initiated the Involuntary Examination Process. One of the four options must be selected.
- At the end of the Involuntary Examination incident reporting form, there is a button to click to save the report as a draft. The red arrow identifies where this button is on the screen. Select "Save Draft". At a minimum, all items with an asterisk must be completed to save a draft.



- After clicking the “Save Draft” button, school-level users will be able to review the report in its entirety. The form will state “Data Saved Successfully” and have the word “DRAFT” located towards the top of the report in bright red. Proofread and ensure there are no errors. School-level users can make any edits needed within 30 days of the initial report.



- The user can then save in draft form again if they are not ready to submit the incident report by again clicking on the “Save Draft” button located at the bottom of the report. Once the report is completed and the user is ready to submit the incident report, they will need to click on the “Save Final” button. The red arrow shows where this button is located on the screen.
- School-level users are also able to delete the incident report within 30 days of the initial report if it was created in error or contains incorrect information that cannot be edited (such as the school in which the Involuntary Examination incident occurred). To do so, users will click on “Delete this Record” located at the bottom of the screen.



# IERS Clarifications

- The reporting of restraint and seclusion for all students, both with and without disabilities, is captured solely through the IERS web application. For more information, please see the memorandum at <https://info.fldoe.org/docushare/dsweb/Get/Document-9697/dps-2022-167.pdf>.
- Section 1003.573, F.S., does not exclude any specific personnel from restraint reporting requirements.
- Restraints initiated by school resource officers, school safety officers, school guardians, or school security guards, as defined in s. 1006.12, F.S., must be reported in the IERS reporting system. This includes when on school property, school transportation, or at a school event.
- Reporting of a mechanical restraint initiated by a school resource officer (SRO) or other law enforcement officer (LEO) stops when the SRO or other LEO releases the student from the restraint **or** when the SRO or other LEO places the student under arrest.
- Reporting of mechanical restraint as part of transportation for an Involuntary Examination (IE) currently requires two separate reports to be made in IERS:
  - One incident report should be entered for the Involuntary Examination (IE)
  - One incident report should be entered for the mechanical restraint during transportation (if required)
  - **Note:** LEAs should collaborate with local law enforcement agencies to clarify policies and procedures regarding restraint during transportation for an Involuntary Examination and reflect those policies in the restraint incident report.
- Beginning with the 2023-2024 school year, the Student Information System (SIS) Discipline/Resultant Action Code data element will no longer include codes for L-Seclusion, M-Mechanical Restraint, or R-Physical Restraint. Per s. 1003.573(3)(c), F.S., physical restraint may be used only to protect the safety of students, school personnel, or others and may not be used for student discipline or to correct student non-compliance. For more information, please see the memorandum at <https://info.fldoe.org/docushare/dsweb/Get/Document-9697/dps-2022-167.pdf>.

# IERS Email Notifications

- In the new Involuntary Examination, Restraint and Seclusion (IERS) auto-generated email notifications, incidents of IE and Restraint/Seclusion are separated, and the titles of the emails have been corrected to match.
- There are a total of 6 notifications related to restraint and seclusion incidents.
- There are a total of 4 notifications related to IE incidents.
- Many of the questions requiring a response from the restraint notifications have been removed from the email to reduce duplicating questions that were already answered in the restraint report.
- There is an addition to the notifications stating that a BEESS staff member may be in contact with the district following a review of the restraint incident report and they WILL be in contact following a seclusion incident.

## Restraint Notifications

1. **Draft Status:** This notification is triggered when a restraint incident is left in draft status for over 48 hours. The notification contains the date the incident report was saved as a draft and the name of the school in which the incident occurred. This notification serves as a reminder to the school-level user to return to the IERS application and finalize the draft. Per s. 1003.573(7), F.A.C., a school must provide the parent/guardian with the completed incident report in writing by mail within 3 school days after a student was restrained.
2. **Duration Over 60 Minutes:** This notification is triggered when a restraint incident that lasted longer than 60 minutes from start time to stop time is reported. The notification contains the date the incident report was saved as final and the name of the school in which the incident occurred. This notification serves as a prompt for a district-level user to review the incident and follow up with the staff involved. Additionally, this notifies districts that BEESS will also be reviewing the report and may be in contact should they have any questions or concerns about the incident.
3. **Multiple Incidents - 30 Days:** This notification is triggered when multiple restraint incidents involving the same student within a 30-day period have been reported. The notification contains the dates of the restraints and the name of the school in which the incidents occurred. This notification serves as a prompt for a district-level user to review the incident, along with the student's records, and to follow up with the staff involved. The notification also asks districts to confirm that the requirements of s. 1003.573(6), F.A.C., involving crisis intervention plans (CIPs) were met. Additionally, this notifies districts that BEESS will also be reviewing the reports and may be in contact should they have any questions or concerns about the incidents and/or the student's CIP.
4. **Multiple Incidents - 45 Days:** This notification is triggered when multiple restraint incidents involving the same student within a 45-day period have been reported. The notification contains the dates of the restraints and the name of the school in which the incidents occurred. This notification serves as a prompt for a district-level user to review the incident, along with the student's records, and follow up with the staff involved. The notification also asks districts to confirm that the

requirements of s. 1003.573(6), F.A.C., involving crisis intervention plans (CIPs) were met. Additionally, this notifies districts that BEESS will also be reviewing the reports and may be in contact should they have any questions or concerns about the incidents and/or the student's CIP.

5. **Mechanical Restraint:** This notification is triggered when a mechanical restraint incident is reported. The notification contains the date of the restraint and the name of the school in which the incident occurred. This notification serves as a prompt for a district-level user to review the incident report and confirm compliance with s. 1003.573(3)(a), F.A.C., involving the use of mechanical restraint. Additionally, this notifies districts that BEESS will also be reviewing the report and may be in contact should they have any questions or concerns about the incident.
6. **Seclusion:** This notification is triggered when a seclusion incident is reported. The notification contains the date of the seclusion and the name of the school in which the incident occurred. It also references the prohibition of seclusion per s. 1003.573(2), F.A.C. This notification serves as a prompt for a district-level user to review the incident report and follow up with the staff involved. Additionally, this notifies districts that BEESS will also be reviewing the report and **WILL** be in contact to discuss the incident as well as the next steps and any corrective actions needed.

### **Involuntary Examination Notifications**

1. **Draft Status:** This notification is triggered when an IE incident report is left in draft status for over 48 hours. The notification contains the date the incident report was saved as a draft and the name of the school in which the incident occurred. This serves as a reminder to the school-level user to return to the IERS application and finalize the draft.
2. **Multiple Incidents - 30 Days:** This notification is triggered when multiple IE incidents involving the same student within a 30-day period are reported. The notification contains the dates of the IEs and the name of the school in which the incidents occurred. This notification serves as a prompt for a district-level user to review the incident, along with the student's records, and follow up with the staff involved. The notification also asks districts to respond to several questions regarding referral for mental health services, development of a safety plan and parent involvement in the development of the safety plan.
3. **Multiple Incidents - 45 Days:** This notification is triggered when multiple IE incidents involving the same student within a 45-day period are reported. The notification contains the dates of the IEs and the name of the school in which the incidents occurred. This notification serves as a prompt for a district-level user to review the incident, along with the student's records, and follow up with the staff involved. The notification also asks districts to respond to several questions regarding referral for mental health services, development of a safety plan and parent involvement in the development of the safety plan.
4. **Final Status:** This notification is triggered when an IE incident report is saved as final. The notification contains the date the incident report was saved as final and the name of the school in which the incident occurred. This notification serves as a prompt to both district-level staff and FDOE staff that an IE has occurred in the district.

# Important Web Links

- **Student and Staff Database Manuals:** <http://fldoe.org/accountability/data-sys/database-manuals-updates/>
- **Bureau of Exceptional Education and Student Services:** <http://fldoe.org/academics/exceptional-student-edu/>
- **Program Accountability/Assessments and Data Systems (PAADS):** <http://fldoe.org/academics/exceptional-student-edu/data/>
- **Student Support Services:** <https://www.fldoe.org/schools/k-12-public-schools/sss/>
- **FDOE Single Sign-On Portal:** <https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/>
- **Know Your Schools Portal:** <https://edudata.fldoe.org/>
- **Know Your Data Portal:** <https://edudata.fldoe.org/AdvancedReports.html>
- **PK-12 Public School Data Publications & Reports:** <http://fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/index.stml>
- **Know Your Schools Portal:** <https://edudata.fldoe.org/>
- **Office of Safe Schools:** <http://fldoe.org/safe-schools/>