

STUDENTS

Use of Physical Restraint and Isolation with Students

- A. Applicability: This procedure applies to all students when such students are participating in school-sponsored instruction or activities, including those who have an individualized education program (IEP) or Section 504 plan
- B. Definitions: The following definitions shall apply to Policy 3319 and this procedure.
- Isolation: Restricting a student alone within a room or any other form of enclosure from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
 - Restraint: Physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
 - Restraint device: The only restraint device approved for use by school district educational personnel is a seat safety harness used to transport a student. Law enforcement personnel may use more restrictive mechanical restraint devices in the regular course of their assigned duties.
 - Imminent: The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
 - Likelihood of serious harm:
 - (a) A substantial risk that:
 - (i) Physical harm will be inflicted by a person upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - (ii) Physical harm will be inflicted by a person upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm; or
 - (iii) Physical harm will be inflicted by a person upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others.
 - (b) The person has threatened the physical safety of another and has a history of one or more violent acts.
 - Physical force: The use of bodily force or physical restriction that substantially immobilizes or reduces the freedom of movement of a student.

C. Use of Restraint or Isolation

Restraint or isolation may be used:

1. When reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm until such time as the likelihood of serious harm has dissipated.
2. When the restraint or isolation is carefully monitored to prevent harm to the student.
3. When the least amount of restraint or isolation appropriate to protect the safety of students and staff under the circumstances is applied.
4. Only by those employees trained and certified by a qualified provider in the use of isolation, restraint, and/or restraint devices, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

Restraint or isolation will not be used:

1. As a form of discipline or punishment; or
2. When the student is no longer at risk of causing imminent bodily injury to themselves or others.
3. If the employee knows that the student has a health condition that would be exacerbated by the use of such technique; or
4. If the restraint interferes with the student's breathing.

Follow Up After the Use of Physical Restraint or Isolation

1. **Notify:** The principal or principal's designee must make a reasonable effort to verbally inform the student's parent/ guardian within 24 hours of the incident and send written notification as soon as practical, but postmarked no later than five (5) business days after the restraint or isolation occurred. If the school or district customarily provides the parent/guardian with school-related information in a language other than English, the written report must be provided to the parent/guardian in that language.
2. **Review:** Following the release of a student from the use of restraint or isolation, the principal or principal's designee must review the incident. This review must include (a) reviewing the incident with the student and the parent/ guardian to address the behavior that precipitated the restraint or isolation and the appropriateness of the response, and (b) reviewing the incident with the staff member who administered the restraint or isolation to discuss whether proper procedures were followed and what training or support the staff member needs to help the student avoid similar incidents.
3. **Report:** Any school employee, school resource officer, or school security officer who uses isolation or restraint on a student during school-sponsored instruction or activities must inform the building principal or designee as soon as possible, and within two (2) business days submit a written report of the incident to the district office. The written report must include:
 - a. Date and time of the incident;
 - b. The name and job title of the individual who administered the restraint or isolation;
 - c. A description of the activity that led to the restraint or isolation;

- d. The type of restraint or isolation used on the student, including the duration; and
 - e. Any physical injury to the student or staff member during the restraint or isolation and any medical care provided.
 - f. Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.
4. Beginning January 1, 2016, and by January 1st annually, the district will summarize the written reports received under this procedure and submit summaries to the office of the superintendent of public instruction, including the number of individual incidents of restraint and isolation, the number of students involved in the incidents, the number of injuries to students and staff, and the types of restraint or isolation used.
 5. Resolution of Concerns about the Use of Force Incident
A student or his/her parent/guardian who has concerns regarding a specific incident involving restraint, isolation or other forms of reasonable force may seek to resolve the concern by using the district's complaint process which is set forth in [Policy](#) and [Procedure](#) 4312, Complaints to Board Members Concerning Staff.

D. Special Education and Section 504 Students

1. A copy of the district policy and procedure on the use of isolation and restraint must be presented to the parent or guardian at the time the IEP or plan is created. The IEP or Section 504 plan must include within the IEP or plan procedures for notification of the parent/guardian regarding the use of restraint or isolation.
2. Consistent with provisions found in [WAC 392-172A](#), nothing in this procedure precludes the use of restraint or isolation as part of a behavior intervention plan in an IEP or a Section 504 plan, provided the student requires more specific advanced educational planning and the parent/guardian agrees to the use of these techniques in writing.
3. If the parent/guardian and district determine that a student requires advance educational planning, they may develop emergency response protocols in accordance with [WAC 392-172A-02015](#) to be used in the case of emergencies that pose an imminent likelihood of serious harm and incorporate them into a student's IEP.
4. Special Education Isolation Procedures

Isolation refers generally to a set of procedures employed to remove an individual from (or to remove from the individual) sources of reinforcement (reward) that are presumed to be fostering or maintaining aggressive, dangerous, destructive or significantly disruptive behaviors. Timeout procedures range from simply requiring a student for a brief period of time to observe rather than participate in an activity, to isolation which means removing the student to a separate safe room until he or she ceases the behavior which resulted in the timeout.

A. Provisions

- i. The recommendations set forth herein, and internal district procedures adopted pursuant hereto, are intended solely for the general guidelines of district personnel. They are not intended to, do not, and may not be relied upon to create a right or benefit, substantive or procedural, enforceable at law by a party to litigation with the district's board of directors, or district personnel.

- ii. These recommendations in no way detract from any district employee's lawful use of force, as defined in [RCW 9A.16.020](#).
 - iii. These recommendations are solely intended to provide general guidance for district employees concerning the use of the special education safe room isolation procedures (as defined above).
 - iv. Exceptional circumstances may justify a deviation from these guidelines. Whenever possible, supervisory approval shall be sought and obtained before any employee acts contrary to these guidelines. If there is insufficient time to seek and obtain such supervisory authorization, an employee may depart from these guidelines if he or she concludes that it is appropriate to do so. Any exceptional action shall be reported to the administration as soon as is reasonably possible.
- B. When to Use Most Restrictive Isolation Procedures
- i. The most restrictive isolation procedures are to be used as a last resort in addressing disruptive and dangerous behavior by severely disabled students.
 - 1. The district should develop guidelines which set forth a continuum of various isolation responses, which involve varying degrees of restrictions upon the child.
 - 2. The choice of appropriate isolation responses along the continuum is made with informed discretion.

Cross Reference:	Board Policy 3319	Use of Physical Restraint and Isolation with Students
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Adopted:	<u>December 2, 1985</u>
Updated:	<u>April 2001</u>
Updated:	<u>February 2008</u>
Updated:	<u>January 2012</u>
Revised:	<u>December 2013</u>
Revised:	<u>October 2015</u>
Revised:	<u>July 2016</u>

PHYSICAL RESTRAINT AND ISOLATION INCIDENT REPORT

THIS SECTION TO BE COMPLETED BY THE TEACHER

School: _____ Student: _____ Student ID#: _____

Birth Date: _____ Grade: _____

Date: _____ Start time: _____ End time: _____

☐ Student with IEP ☐ Student with 504 ☐ Physical Restraint ☐ Isolation

Staff involved and job title(s): _____

 Physical Injuries to Student or Staff: ☐ No ☐ Yes (Description and if medical was provided)

Antecedents (What led to the use of restraint or isolation): _____

 Location: ☐ Classroom ☐ Hallway ☐ Cafeteria ☐ Outside Grounds ☐ Bus ☐ Other

Activity:

	PE
	Recess
	Lunch

	Academic
	Center Activity
	Recreational/Free Choice

	Before school activity
	After school activity
	Other:

Incident Description (including the type of restraint and duration): _____

Prevention/De-escalation Strategies Used:

	Redirect
	Space/Time
	Give choices
	Physical proximity
	Restate/review expectations

	Calm down break in classroom
	Calm down break in buddy room or office
	Student problem-solving
	Adult assisted problem-solving
	Other:

Recommendations for changing the nature or amount of resources available to the student and staff member to avoid similar incidents: _____

THIS SECTION TO BE COMPLETED BY THE ADMINISTRATOR

Administrator Documentation

☐ Student/Teacher conference ☐ Processing form ☐ Returned to class/activity
☐ Parent called ☐ Sent home ☐ Police called ☐ Positive behavior instruction
☐ Referred to administrator (*Verbally notify parents within 24 hours and provide written notification post-marked within five (5) days; Special Services or 504 Team copy within two (2) days (if applicable).*)

☐ Administrator review with teacher Date: _____ Time: _____

☐ Administrator review with parent Date: _____ Time: _____

☐ Written report sent to parent Date: _____ Time: _____

☐ Written report sent to Special Services Date: _____ Time: _____

Staff signature: _____ Title: _____ Date: _____

Principal signature: _____ Date: _____

Copy to: Building Administration; Associate/Assistant Superintendent; 504 Team (if applicable); Special Services (if applicable)

 Adopted: December 2013

 Revised: October 2015

 Updated: December 2015