

## **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.
- 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.

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.

#### 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. Isolation procedures for special education and Section 504 students are found in Policy and Procedure 2211, Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973.

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. Preconditions for Use of Most Restrictive Special Education Isolation Procedures:  
Safe Room**

- i. No child shall be subjected to most restrictive isolation procedures leading to use of the safe room without the prior informed consent of the child's parents/guardian. Consent to the use of the district's safe room, or a mutually agreeable alternative thereto, shall be obtained during the IEP process and before the child is accepted into the classroom. The IEP should also be used to establish when and how the parents/guardians are to be advised of instances in which their child required use of the safe room.
- ii. Purpose and procedures for use of the safe room shall be explained to all affected students each year as part of their classroom orientation.
- iii. The safe room shall only be utilized by staff who have been instructed in the procedures of its use.

**C. 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.
- ii. Use of the safe room (as described below) will not exceed thirty minutes per student in one day. In the event the student has not regained control in the thirty minute period, the following will occur:
  1. Contact will be made with the principal (or other administrative staff in the principal's absence) to review options for the next action. Options may include extension of time, and/or reduction of exit criteria. Documentation of the decision will be made re: the decision and reasons thereof.
  2. Parents will be called to remove the student from school for the remainder of the day.
  3. If the parents are unavailable, individuals identified by the parents to receive the student will be called to remove the student from school for the remainder of the day.
  4. If no one is available to receive the student, then the police will be called.

**D. How to Use the Safe Room**

- i. An area should be designated as a safe room within the school setting for students who are acting out, exhibiting primarily assaultive, or significantly disruptive out-of-control behavior. This safe room should be one which is secure for both the child in question and others.

- ii. The area should have adequate lighting and ventilation. It is recommended that the area be soundproof and indestructible, and that provisions be made for student observation, such as a one-way glass panel. The room should be approximately 100 square feet in size, preferably designated to an area within or immediately adjacent to the classroom. The door can only be secured by means of a door holding device physically held in place. On no account is the room to be secured by any other means. A staff member is to be in control of the door at all times during the time a student is so restricted.
- iii. Daily records will be kept on each student who requires use of the safe room. Weekly reports will be sent to the teacher's immediate supervisor. Reporting times to parent will be designated in the IEP.
- iv. When a student requires inordinate use of the safe room during any two-week period, the program administrator, teacher, and representatives from the MDT should consider the need to review the student's program. Options may include:
  - 1. Revised in-class program
  - 2. Reduced school day
  - 3. Home-based instruction
- v. The IEP process must be used to determine recommended changes in the placement.

Cross Reference: [Board Policy 3319](#)

Use of Physical Restraint and  
Isolation with Special Education and  
Section 504 Students

Adopted: December 2, 1985  
Updated: April 2001  
Updated: February 2008  
Updated: January 2012  
Revised: December 2013  
Revised: October 2015

## 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:

<input type="checkbox"/> PE	<input type="checkbox"/> Academic	<input type="checkbox"/> Before school activity
<input type="checkbox"/> Recess	<input type="checkbox"/> Center Activity	<input type="checkbox"/> After school activity
<input type="checkbox"/> Lunch	<input type="checkbox"/> Recreational/Free Choice	<input type="checkbox"/> Other:

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

#### **Prevention/De-escalation Strategies Used:**

<input type="checkbox"/> Redirect	<input type="checkbox"/> Calm down break in classroom
<input type="checkbox"/> Space/Time	<input type="checkbox"/> Calm down break in buddy room or office
<input type="checkbox"/> Give choices	<input type="checkbox"/> Student problem-solving
<input type="checkbox"/> Physical proximity	<input type="checkbox"/> Adult assisted problem-solving
<input type="checkbox"/> Restate/review expectations	<input type="checkbox"/> 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); Parent(s)/Guardian(s)

Adopted: December 2013

Revised: October 2015