



Title: Procedure - Restraint, and Isolation ~~and Other Uses of Reasonable Force~~

Code: 3246P

Section: WSSDA Model Policies

Section: 3000 - Students

~~This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.150.300, RCW 28A.155.210, and for students with an IEP, consistent with the regulations of Chapter 392-172A WAC. This procedure applies to incidents of restraint or isolation that occur while a student is participating in school-sponsored instruction or activities.~~

Commented [A1]: This language was removed from the procedure, as it is not necessary.

I. Definitions:

Behavioral intervention plan: A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1)The pattern of behavior that impedes the student's learning or the learning of others; 2)The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3)The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors; and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities); and d)The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.

Commented [A2]: All definitions not included in RCW 28A.600.485 have been removed, and only those used in the statute have been retained.

- **Chemical spray restraint:** ~~Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement. A drug or chemical administered by a staff member to a student to control the student's behavior or restrict the student's freedom of movement that is not (i) prescribed by a licensed health professional acting within the scope of the practice of that health profession for the standard treatment of a student's medical or psychiatric condition; (ii) administered by a licensed health professional acting within the scope of the practice of that health profession or administered by a designated staff member delegated and trained by the licensed health professional under RCW 28A.210.260; or (iii) administered in accordance with the student's medical or psychiatric treatment plan.~~
- **De-escalation:** ~~The use of positive behavioral interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.~~
- **Imminent:** ~~The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.~~
- **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 the 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. Further, isolation doesn't include a nonpermanent, removable material or barrier within an instructional setting for the purpose of temporarily separating a student from the rest of the instruction setting for a short period to address privacy concerns among students when a student engages in actions such as disrobement~~

or similar behavior that raises significant privacy concerns and substantially impacts the ability to maintain a safe environment for learning for all students. The temporary material or barrier must still allow the student to be monitored by instructional or support staff in the classroom. Any incidents involving this type of separation of a student using a temporary material or barrier as described above trigger the post-incident requirements described later in this procedure.

- **Likelihood of serious harm:** A substantial risk ~~that physical harm will be inflicted by a student (i) that harm will be inflicted by a student;~~
- upon his or her own person, as evidenced by threats or attempts to commit suicide, or inflict physical harm on oneself, ~~or (ii) that harm will be inflicted by a student;~~
- 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;
- upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
- after the student 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 free movement of a student.
- **Mechanical restraint:** A staff member's use of a device to restrict a student's freedom of movement. It does not include a device used by a staff member or a student (i) as prescribed by a licensed health professional acting within the scope of the practice of that health profession; (ii) as documented in a student's individualized education program (IEP) or a student's Section 504 plan; or (iii) for a specific therapeutic, orthopedic, or medical purpose, when used for its designed purpose. Further, a mechanical restraint does not include the use of vehicle restraints when used as intended during the transport of a student in a vehicle.
- **Physical escort:** The temporary touching or holding of a student's hand, wrist, arm, shoulder, or back by a staff member for the purpose of directing the student to a safe or otherwise appropriate location.
- **Physical prompt:** A teaching technique used by a staff member that involves voluntary physical contact with a student for the purpose of enabling the student to learn or model the physical movement necessary for the development of a desired competency.
- **Physical restraint:** Physical contact by one or more staff members that immobilizes or reduces the ability of a student to move the student's arms, legs, torso, or head freely. It does not include chemical restraint, mechanical restraint, physical escort, or physical prompt. **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- **Provider of public educational services:** Any entity that directly operates, or provides educational services under contract to, an elementary or secondary school program that receives public funds from the office of the superintendent of public instruction. It includes a school district, a public school as defined in RCW 28A.150.010, an educational service district, an institutional education provider as defined in RCW 28A.190.005, a public agency or private entity providing educational services under contract with any other provider of public educational services, an authorized entity as defined in RCW 28A.300.690, any provider of services in accordance with special education laws, the state school for the blind, and the center for deaf and hard of hearing youth established under RCW 72.40.010.
- **Restraint:** This includes chemical restraint, mechanical restraint, and physical restraint—Physical intervention or force used to control a student, including the use of a restraint device. 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.
- **Staff member:** An employee or contractor of a school district or other provider of public educational services. It does not include licensed or certified health professionals of inpatient health care facilities.
- **Students:** Children and youth served by the district or other provider of public educational services. It does not include children served in early childhood education and assistance programs established under chapter 43.216 RCW or federal head start programs. **Restraint device:** A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not

Commented [A3]: New definitions of RCW 28A.600.485.

mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.

- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

II. General Use of ~~r~~Restraint ~~or~~, ~~i~~Isolation, or other forms of reasonable force:

General Conditions

~~Restraint or~~, isolation of a student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm to the student or to another person, such as another student or staff member.

~~Staff members are prohibited from using the following restraints on any student: chemical restraints; mechanical restraints; or physical restraint or physical escort that is life-threatening, restricts breathing, or restricts blood flow to the brain, including prone, supine, and wall restraints. Further, the district will refrain from using any of the practices prohibited by WAC 392-172A-02076 or presumed unreasonable by RCW 9A.16.100(2)., or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an "imminent likelihood of such serious harm" occurring, as defined above.~~

~~Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.~~

~~Restraint or isolation must be administered in a way that prevents or minimizes physical harm to the student. If, at any time during the use of restraint or isolation, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, staff must take immediate steps to seek medical assistance.~~

~~Restraint or isolation must be closely monitored to prevent harm to the student and must be discontinued as soon as the likelihood of serious harm has dissipated. Monitoring must be conducted by continuous visual monitoring of the student and must include regularly evaluating the student for signs of physical distress. Restraint devices may be used as needed to obtain possession of a known or reasonably suspected weapon or other dangerous object on a person or within the control of a person.~~

Isolation

~~The district may not design, construct, remodel, reconfigure, repurpose, or otherwise establish any new room or other enclosed area for the primary purpose of student isolation, irrespective of how the space is labeled. However, this doesn't prevent the district from creating the following types of space:~~

- A quiet space for voluntary use by a student for self-calming.
- A safe place to be used during a temporary removal of a student from their regular instructional area to an unlocked area for the purpose of carrying out an appropriate positive behavior intervention plan.
- A temporary safe space to be used during removal of a student from their regular instructional area when there is an imminent likelihood of serious harm to the student or to another person and the general conditions described above are met. Use of this type of space is considered isolation and triggers the post-incident requirements described below.

Commented [A4]: See RCW 28A.600.485(3)(b).

Commented [A5]: See RCW 28A.600.485(3)(c).

Commented [A6]: Although this regulation applies only to students eligible for special education, it seems appropriate to prohibit such practices for all students.

Commented [A7]: This language is an adaptation from previous procedure and provides guidance regarding monitoring. However this language is not legally required as it is not directly tied to statutory requirements.

Commented [A8]: See RCW 28A.600.485(3)(b).

Commented [A9]: This language is an adaptation from the existing procedure and provides additional guidance regarding monitoring. However, it is not legally required.

Commented [A10]: See RCW 28A.600.485(8)(a)-(b).

IEPs and Section 504 Plans

An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must include procedures for notification of a parent or guardian regarding the use of restraint or isolation under RCW 28A.600.485. The IEP or Section 504 plan must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. An IEP or Section 504 plan must not include the use of restraint or isolation as a planned behavior intervention. The only time restraint may be included in an IEP or Section 504 plan is if the student's individual needs require more specific advanced educational planning, the student's parent or guardian requests inclusion of the restraint, a licensed health care provider documents in writing that the intervention is medically necessary, and the parent or guardian provides informed, voluntary written consent. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Commented [A11]: See RCW 28A.600.485(3)(a)(i).

Parents or guardians of children with IEPs or Section 504 plans will be provided with a copy of Policy 3246 and this procedure at the time the programs or plans are created.

Commented [A12]: See RCW 28A.600.486.

IEPs will include the procedures for notifying a parent or guardian regarding the use or restraint or isolation. Additionally, if a student is placed in an authorized entity under RCW 28A.155.060, the student's IEP will specify any additional procedures required to ensure the authorized entity fully complies with RCW 28A.600.485.

Commented [A13]: See RCW 28A.155.210 and WAC 392-172A-03090(1)(m).

Commented [A14]: See RCW 28A.155.210.

- If a student is receiving special education services through placement in an authorized entity under RCW 28A.155.060, the student's IEP must also specify any additional procedures required to ensure the authorized entity fully complies with state law governing the use of restraint and isolation.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive, or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting _____ or _____ restraining _____ a _____ child:

- throwing, kicking, burning, or cutting a child;
- striking a child with a closed fist;
- shaking a child under age three;
- interfering with a child's breathing;
- threatening a child with a deadly weapon; or
- doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances. *Special Education Students*

A staff member who uses isolation on a student eligible for special education services must comply with the following conditions in addition to the general conditions described above:

Commented [A15]: See WAC 392-172A-02110.

~~Conditions specific to use of isolation or restraint with students eligible for special education (consistent with WAC 392-172A-02110):~~

The isolation enclosure will be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.

- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
- Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
- ~~Any The staff member or other adults using isolation, restraint, or a restraint device~~ must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) ~~and trained by the district in isolation requirements and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.~~

~~A staff member who uses restraint on a student eligible for special education services must comply with the general conditions described above and must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and restraints.~~

School Resource Officers

~~Nothing in this procedure prohibits a school resource officer, as defined in RCW 28A.320.124, from carrying out the lawful duties of a commissioned law enforcement officer. Nonetheless, incidents of restraint or isolation involving a school resource officer trigger the post-incident requirements described below.~~

~~Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):~~

~~The following practices are prohibited with students eligible for special education services:~~

- ~~• District personnel are prohibited from using aversive interventions with a student;~~
- ~~• District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;~~
- ~~• No student may be stimulated by contact with electric current, including, but not limited to, tasers;~~
- ~~• A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;~~
- ~~• A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);~~
- ~~• A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;~~
- ~~• A student must not be denied or subjected to an unreasonable delay in the provision of medication;~~
- ~~• A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;~~
- ~~• A student must not be forced to listen to noise or sound that the student finds painful;~~
- ~~• A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;~~
- ~~• A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;~~
- ~~• A student's head must not be partially or wholly submerged in water or any other liquid.~~

Commented [A16]: See RCW 28A.600.485(1).

Commented [A17]: This language is addressed under the general conditions through reference to WAC 392-172A-02076.

- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;
- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

Degree of force:

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- Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.
- Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

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Monitoring:

An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress.

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III. Post-incident Requirements notification and review with parent/guardian:

Post-incident Report

~~Any staff member school employee, school resource officer or school security officer who uses restraint or, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the superintendent's office district office. The written report will contain, at a minimum, the following information:~~

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- ~~The date and time of the incident;~~
- ~~The name and job title of the staff member who administered the restraint or, isolation, or other form of reasonable physical force;~~
- ~~A description of the activity that led to the restraint or, isolation, or other form of reasonable physical force;~~
- ~~The type of restraint or, isolation, or other forms of reasonable physical force used on the student, including and the duration;~~
- ~~Whether the student or staff members were as physically injured during the incident involving restraint or, isolation, or other forms of reasonable physical force;~~
- ~~Any medical care provided to the student or staff; and~~
- ~~Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.~~

Post-incident Notice

Within twenty-four (24) hours following the use of restraint or, isolation, or other forms of reasonable physical force with a student, the principal, ~~other building administrator,~~ or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident ~~and. The principal or designee must also~~ send written notification as soon as practical, but postmarked no later than five (5) business days after ~~the~~ restraint or, isolation ~~occurred, or other forms of reasonable physical force has been used with a student.~~ If

Commented [A18]: This language is covered elsewhere in the procedure and was therefore removed.

Commented [A19]: This language is covered elsewhere in the procedure and was therefore removed.

Commented [A20]: See RCW 28A.600.485(5).

Commented [A21]: See RCW 28A.600.485(6).

the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.

Post-incident Review

The principal, other building administrator, or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the restraint or isolation ~~use of the technique~~ and the appropriateness of the response.

The principal, other building administrator, or designee will review the incident with the staff member person(s) who administered the restraint or isolation, ~~or other forms of reasonable physical force~~ to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

~~IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.~~

Incident report:

~~Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a 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 will contain, at a minimum:~~

- ~~• The date and time of the incident;~~
- ~~• The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;~~
- ~~• A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;~~
- ~~• The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;~~
- ~~• Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;~~
- ~~• Any medical care provided to the student or staff; and~~

~~Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.~~

Resolution of concerns about the use of force incident:

~~A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by using the district's complaint process which is set forth in Policy 4220, Complaints Concerning Staff or Programs.~~

Providing parents/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy:

~~The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.~~

Staff training requirements:

IV. Training

~~All~~ All staff will receive ~~training regarding~~ will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior

Commented [A22]: See RCW 28A.600.485(4).

Commented [A23]: This language is not required by law and is unnecessary.

Commented [A24]: This language is unnecessary.

Commented [A25]: This language is covered elsewhere in the procedure and was therefore removed.

Commented [A26]: This provision is not in the law but has been included because it makes sense to provide training. However, it is not required.

and safe and appropriate use of ~~restraint and isolation force, isolation and restraint~~. Annually, administrators will provide all staff with ~~Policy 3246 and this procedure~~ the district established policy and procedure regarding the use of reasonable force.

~~All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.~~

~~Only staff trained by a qualified provider and authorized to use restraint or isolation isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use restraint or isolation isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.~~

~~V. Report to Submission of incident reports to the Office of Superintendent of Public Instruction:~~

~~Beginning January 1, 2016 and annually by January 1 thereafter,~~ the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

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 ;~~ and

the types of restraint or isolation used.

~~Annual Report:~~

~~The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force.~~

Last Revised: **~~July 31, 2024~~ June __, 2026**

Classification: **Critical**

Prior Revised Dates: **12.08; 12.11; 07.13; 09.13; 12.13; 07.15; 03/01/2016; 12/16/2021;**

07/24/2023; 07/31/2024

Management Resources:

- [2023 - July Issue](#)
- [2021 - December Issue](#)
- [2016 - March Policy Issue](#)
- [2015 - July Policy Alert](#)
- [2013 - December Issue](#)
- [2013 - September Issue](#)
- [2013 - July Issue](#)

Commented [A27]: See RCW 28A.600.485(7)(a).

Commented [A28]: This language is not legally required.