

# School Board Briefing/Proposed Action Report



**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** February 26, 2016  
**FROM:** Dr. Larry Nyland, Superintendent  
**LEAD STAFF:** Pegi McEvoy, Assistant Superintendent of Operations; pmcevoy@seattleschools.org; Wyeth Jessee, Executive Director of Special Education, rwjessee@seattleschools.org; Andrea Schiers, Assistant General Counsel, alschiers@seattleschools.org; Michaela Clancy, Director of Special Education, cmclancy@seattleschools.org; Pat Sander, Executive Director of Coordinated School Health, psander@seattleschools.org; Erinn Bennett, Director of Policy, Board Relations and Special Projects, epbennett@seattleschools.org

## I. TITLE

Amending Policy No. 3246, Use of Reasonable Force, and Repealing Policy 3247, Use of Isolation and Restraint of Students with IEPs and Section 504 Plans

**For Introduction:** March 2, 2016  
**For Action:** March 16, 2016

## II. WHY BOARD ACTION IS NECESSARY

The School Board is the governing body with the authority to adopt, amend, and repeal policies for the District. Board action is therefore required.

## III. FISCAL IMPACT/REVENUE SOURCE

The fiscal impact is unknown at this time, but would include time and training of staff to complete the reports needed to meet the Office of Superintendent of Public Instruction (OSPI) requirements, to update Individualized Education Programs (IEPs) and 504 plans, and to train staff in restraint and/or de-escalation techniques. In addition, technology solutions need to be developed that would facilitate a centralized tracking system for all staff in capturing data around the use of physical interventions, and for meeting the reporting requirements of OSPI. Special Education leadership confirmed from the Department of Technology (DoTs) that the expected costs should only be in the 2015-16 school year and believe they are funded. DoTS does not anticipate additional costs for next year, unless there is a bigger systemic problem with PowerSchool.

The revenue source for this motion is the General Fund.

Expenditure:     One-time     Annual     Other Source

## IV. POLICY IMPLICATION

If approved, this motion would repeal Policy No. 3247, Use of Isolation and Restraint of Students with IEPs and Section 504 Plans, and amend Policy No. 3246, Use of Reasonable Force. The amended Policy No. 3246 has an updated title and content and covers the use of restraint, isolation and other uses of physical interventions, in order to align it with state law. An

amended Superintendent Procedure 3246SP has been developed to accompany amended Policy No. 3246.

#### **V. RECOMMENDED MOTION**

I move that the School Board amend Policy No. 3246, as attached to the Board Action Report, and repeal Policy No. 3247.

#### **VI. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the November 9, 2015, December 14, 2015, January 11, 2016 and February 8, 2016 Curriculum & Instruction Policy Committee meetings. On February 8, 2016, the Committee reviewed the motion and recommended the item move forward to the full Board for consideration.

#### **VII. BACKGROUND INFORMATION**

In July 2014, Policy No. 3246 was updated and Policy No. 3247 was adopted to comply with new legislation and upon review of model policies from the Washington State School Directors Association (WSSDA).

During the 2015 legislative session, the legislature passed a law changing how restraint and isolation may be used in schools, extending the rules on restraint and isolation to all students, and creating a new reporting requirement to OSPI. The proposed revisions to Policy No. 3246 would align it with state law. Given that restraint and isolation rules now apply to all students, WSSDA recommended that Policy No. 3247 be repealed, as the necessary language would be contained within Policy No. 3246. The corresponding amended Superintendent Procedure 3246SP is attached for the Board's reference.

Because these policies and procedures impact a multitude of areas, a multi-departmental team was formed to develop/revise them. The team included representatives from the following departments: Special Education, Legal, Operations, Safety & Security, Coordinated School Health, Policy, and Student Civil Rights.

This motion was originally introduced to the Board on November 18, 2015. However, the Board approved removing it from the agenda on December 2, 2015, based on a motion from Director Geary. Since then, the district working group has amended the policy and developed the accompanying amended procedure. During this process, the working group has come to the C&I Policy committee to provide updates.

#### **VIII. STATEMENT OF ISSUE**

Whether to amend Policy No. 3246 and repeal Policy No. 3247.

## **IX. ALTERNATIVES**

1. Do not amend Policy No. 3246 and repeal Policy No. 3247. This is not recommended as current Policy Nos. 3246 and 3247 are not in compliance with new state laws and reporting requirements.

## **X. RESEARCH AND DATA SOURCES / BENCHMARKS**

WSSDA Model Policy and Procedure 3246 – *Policy News*, July 2015  
Substitute House Bill (SHB) 1240

## **XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

District staff are reaching out to stakeholder groups for their input, including principals, a special education parental advisory group, and the Seattle Council PTSA. Upon approval of this motion, Policy No. 3247 will be repealed and an amended Policy No. 3246 will go into immediate effect and be posted online.

## **XII. ATTACHMENTS**

- Amended Policy No. 3246 (for approval)
- Policy No. 3247 (to be repealed)
- Superintendent Procedure 3246SP (for reference)



RESTRAINT,  
ISOLATION, AND  
OTHER USES OF  
PHYSICAL  
INTERVENTION

Policy No. 3246

[DATE]

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It is the policy of the Seattle School Board that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, shall remain free from unreasonable restraint, restraint devices, isolation and other uses of physical intervention. Under no circumstances will these techniques be used as a form of discipline or punishment.

The least amount of restraint, isolation, and other uses of physical intervention needed, as defined in the accompanying procedure, may be used when necessary to prevent or minimize imminent bodily injury to self, others, or to protect property, if de-escalation interventions have failed or are inappropriate.

Use of restraint, isolation, and other forms of physical intervention may be used on any student when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm,” as defined by RCW 70.96B.010 and explained in the accompanying procedure. Serious harm includes physical harm to self, another, or property.

Staff will closely monitor the use of restraint, isolation, and other forms of physical intervention to prevent harm to the student and will use the minimum amount of such actions to protect the safety of students, staff and property. The restraint, isolation, and other forms of physical intervention will be discontinued when the likelihood of serious harm has dissipated.

This policy is intended to address students enrolled in the district and not intended to prevent or limit the use of restraint, isolation, or other physical intervention as necessary with adults or other youth from outside the school, as allowed by law.

The Superintendent will annually report to the Board on the use of restraint, isolation, and other uses of physical intervention. The Superintendent or his/her designee is granted the authority to develop procedures to implement this policy.

Adopted: December 2011

Revised: [DATE]; July 2014

Cross Reference: Policy Nos. 2161; 2162; 3244

Related Superintendent Procedure: 3246SP

Previous Policies: Policy No. 3247

Legal References: RCW 9A.16.020 Use of Force — When lawful; RCW 9A.16.100 Use of Force on Children — Policy — Actions presumed unreasonable; RCW 28A.150.300 Corporal Punishment Prohibited; RCW 28A.155.210 Use of restraint or isolation — Requirements for procedures to notify parent or guardian; RCW 28A.600.485 Restraint of students with individualized education

 SEATTLE PUBLIC SCHOOLS	RESTRAINT, ISOLATION, AND OTHER USES OF PHYSICAL INTERVENTION	Policy No. 3246  [DATE]  Page 2 of 2
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programs or plans developed under section 504 of the rehabilitation act of 1973 – Procedures – Definitions; RCW 70.96B.010 Definitions; WAC 392-400-235 Discipline – Conditions and limitations; WAC 392-172A Rules for the Provision of Special Education  
Management Resources: *Policy News*, October 2015; December 2008

DRAFT

	<p>USE OF ISOLATION AND RESTRAINT OF STUDENTS WITH IEPs AND SECTION 504 PLANS</p>	<p>Policy No. 3247  July 2, 2014  Page 1 of 1</p>
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It is the policy of the Seattle School Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the District, including those with an Individualized Education Program (IEP), an Aversive Intervention Plan (AIP), or a plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan) shall remain free from the unreasonable use of force.

Isolation and restraint of these students will generally be avoided and will not be used as a form of discipline or punishment. However, the District recognizes that isolation and restraint are necessary at times to preserve the safety of students and school staff. The District therefore authorizes these actions only under limited circumstances. This policy and its accompanying Superintendent Procedure set forth the definitions and authorized limited use of isolation, restraint, and restraint devices as well as incident review procedures and requirements for reporting and parent/guardian notification.

The District will provide parents or guardians of students with an IEP or Section 504 plan a written or electronic copy of the District's use of isolation and restraint Policy and Superintendent Procedure when the student's IEP or Section 504 plan is created, and will include parent/guardian notification procedures in the student's IEP.

Adopted: July 2014

Revised:

Cross Reference: Policy No. 3246; 3246SP

Related Superintendent Procedure: 3247SP

Previous Policies:

Legal References: RCW 28A.600.486 District policy on the use of isolation and restraint-Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973; RCW 28A.150.300 Corporal Punishment Prohibited; RCW 9A.16.020 Use of Force — When lawful; RCW 9A.16.100 Use of Force on Children — Policy — Actions presumed unreasonable; WAC 392-400-235 Discipline — Conditions and limitations; WAC 392-172A-03120–WAC 392-172A-03135 Aversive Interventions  
Management Resources: *Policy News*, December 2008

## Restraint, Isolation, and Other Uses of Physical Intervention



Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Larry Nyland, Superintendent

### A. Introduction

School safety is built on consistent and effective classroom leadership and is supported by a school climate that promotes dignity for everyone. The foundation of school and student safety is one of prevention, establishing a positive school and classroom climate that includes shared and taught behavioral expectations as well as a common language for talking about expected behavior, and is communicated to students, families, teachers, administrators, volunteers and other staff.

Physical intervention, isolation, restraint, and/or restraint devices should only be used when reasonably necessary to control any student's spontaneous behavior that poses an imminent likelihood of serious harm. These techniques should only be used as a last resort, and only when the specific danger that behavior/condition poses to self and/or others outweigh the risks of the hold or restraint. Staff should use the least restrictive approach appropriate for the situation and constantly assess for the earliest safe opportunity to disengage.

This Superintendent Procedure sets forth the definitions, circumstances, and conditions when the use of restraint, restraint devices, isolation and other uses of physical intervention are authorized. It also establishes the procedures for review of incidents, parent/guardian notification, and annual reporting.

### B. Definitions

**De-escalation:** The use of proactive strategies, including verbal, non-verbal, and para-verbal communication, to defuse a student who is: in the process of losing self-control; non-compliant; demonstrating unacceptable behavior; dangerous; disruptive; or otherwise impeding 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.

**Likelihood of serious harm:** (1) A substantial risk that: (a) 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; (b) 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 (c) 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; or (2) The

person has threatened the physical safety of another and has a history of one or more violent acts.

**Physical Intervention:** A response (including restraint, restraint devices, and other behavior interventions) to a student posing a threat of harm that is proportionate to the assessed risk of harm to the student or others.

**Isolation (also known as “seclusion”):** Restricting the 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 participate in activities safely.

**Physical Restraint:** Physical intervention, including force, used to control a student by restricting free movement or reducing the ability of a student to move torso, arms, legs or head freely. The physical intervention must be consistently effective in achieving the aim of temporarily restricting the student’s movement, thereby protecting her/him and others from harm.

**Property:** High-value real or personal property (e.g., computers, plumbing system, building structure and fixtures, and windows).

**Restraint Device (also known as mechanical restraints):** A device used to assist in controlling a student including, but not limited to, soft ties, ankle restraints, leather cuffs, and other hospital-type restraints. This section shall not be construed as encouraging the use of these devices. A restraint device does not include a seat harness used to transport a student safely or other safety devices, including safety belts for wheelchairs, changing tables, booster seats, and other ambulatory or therapeutic devices when used for the purpose intended for the safety of a student.

**Positive Behavioral Interventions and Supports:** Positive behavioral interventions and supports are strategies and instruction that can be implemented in a systematic 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.

**Behavioral Intervention Plan:** A behavioral intervention plan (BIP) is a plan incorporated into a student's IEP if determined necessary by the IEP team for the

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student to receive a free, appropriate public education (FAPE). The IEP team must also develop and implement a BIP if it determines that the student's conduct is a manifestation of the student's disability, unless a BIP is already in place. The behavioral intervention plan, at a minimum, describes:

- (1) The pattern of behavior(s) that impedes the student's learning or the learning of others;
- (2) The instructional 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:
  - (a) Reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the desired prosocial behaviors;
  - (b) Ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities;
- (4) The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.

**Emergency Response Protocol:** If the parent and the school district determine that a student requires advanced educational planning, the parent and the district may develop Emergency Response Protocols (ERP) to be used in the case of emergencies that pose an imminent likelihood of serious harm, as defined within this procedure.

(1) Emergency response protocols, if developed, must be incorporated into a student's IEP and reviewed annually. Emergency response protocols shall not be used as a substitute for the systematic use of a behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. Emergency Response Protocols document the advanced educational planning required in order to provide a free, appropriate public education (FAPE) and the consent of the parent in advance of the adoption of the Emergency Response Protocols. Emergency Response Protocols are subject to the conditions and limitations as follows:

- (a) The student's parent provides consent, as defined in WAC 392-172A-01040, in advance, to the emergency response protocols to be adopted;
- (b) The Emergency Response Protocols specify:
  - (i) The emergency conditions under which isolation, restraint, or restraint devices, if any, may be used;
  - (ii) The type of isolation, restraint, and/or restraint device, if any, that may be used;
  - (iii) The staff members or contracted positions permitted to use isolation, restraint, or restraint devices with the student, updated annually, and identify any required training associated with the use of isolation, restraint, or restraint device for each staff member or contracted position;
  - (iv) Any other special precautions that must be taken.
- (c) Any use of isolation and/or restraint must be discontinued as soon as the likelihood of serious harm has dissipated.

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- (d) Any staff member or other adults using isolation and/or restraint must be trained and certified by a qualified provider in the use of isolation, or restraint.
- (2) Documentation and reporting requirements for any use of isolation, restraint, or restraint device is required, regardless of whether the use of isolation, restraint, or restraint device is included in the student's emergency response protocols.

### **C. Use of Restraint, Isolation and Other Uses of Physical Intervention:**

Physical intervention, isolation, and restraint are only permitted when reasonably necessary to control any student's spontaneous behavior that poses an imminent likelihood of serious harm. These techniques should only be used as a last resort, and only when the specific danger that behavior/condition poses to self and/or others outweigh the risks of the hold or restraint. Staff should use the least restrictive approach appropriate for the situation and constantly assess for the earliest safe opportunity to disengage. The use of physical intervention, isolation and restraint is limited to the following conditions:

1. De-escalation or other positive interventions have failed or are inappropriate due to imminent danger.
2. The student's behavior demonstrates imminent danger and likelihood of serious harm as defined above.
3. The student is believed to possess a known or reasonably-suspected weapon or other dangerous object on or within his/her control.
4. Consistent with the provisions found in chapter 392-172A WAC, the use of physical intervention, restraint or isolation may be used as part of emergency response protocols that are incorporated into an Individualized Education Program (IEP) or a Section 504 Plan of a student with a disability, provided that:
  - a. the protocols are not used as a substitute for the systematic behavioral intervention plan;
  - b. the student's parent/guardian agrees to the use of the emergency protocols in writing;
  - c. the protocols specify the conditions when isolation or restraint will be used, the type of isolation and restraint to be used, and any special precautions;
  - d. the staff or contractors permitted to use the isolation or restraint are trained and certified by a qualified provider in the use of the isolation and restraints specified; and
  - e. use of physical intervention, isolation and restraints must be discontinued as soon as the likelihood of serious harm has dissipated.

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## **D. Limitations**

1. Physical intervention, restraint, and isolation will not be used as a form of discipline or punishment.
2. Physical intervention, restraints, and isolation may be used only after de-escalation interventions fail or are determined to be inappropriate, and must be used only by personnel trained and authorized to use these tools unless trained personnel are not immediately available due to the unforeseeable nature of the emergency. Staff should use the least restrictive approach appropriate for the situation and constantly assess for the earliest, safe opportunity to disengage.
3. Physical intervention, restraint, and isolation should not be used as an intervention if the school staff initiating them knows that the student has a health condition or physical problem, and that the condition or problem would be exacerbated by the use of such techniques.
4. Physical intervention, restraint, and isolation 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 isolation and restraint 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.
5. No restraint shall be administered in such a way that the student is prevented from breathing or speaking.
6. No restraint that holds a student against a wall or floor is permitted.
7. Physical intervention, restraint, and isolation will be discontinued when the student no longer poses a threat or the likelihood of imminent serious harm to himself/herself, others, or property has dissipated.
8. Isolation enclosures must be ventilated, lit, temperature controlled, and visually monitored by staff, and a responsible staff person must remain in visual and auditory range of the student at all times.

## **E. Monitoring**

During the administration of physical interventions, isolations or restraints, a staff member shall continuously monitor the physical status of the student, including monitoring for signs of physical distress (e.g., skin color and respiration). The monitoring must be conducted by direct observation of the student. When possible, the administration of physical intervention, isolation or restraints shall be witnessed by at least one adult who does not participate in imposing the physical intervention, isolation or restraint. This guideline does not preclude staff from using physical intervention,

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isolation or restraints to protect students, other persons, or themselves from imminent bodily injury or likelihood of serious harm if an adult witness is not available.

## **F. Staff Training Requirements**

Seattle Public Schools' intervention strategies, including training in these areas, aim to reduce or eliminate the use of out of classroom and out of school consequences for behavior. All staff will be provided with the district's established policy and procedure regarding the use of restraint, isolation or physical intervention.

The district offers monthly training for those required or reasonably anticipated to use isolation and/or restraint. Please refer to the Employee Self Service (ESS) professional development website for schedule and registration.

1. Appropriate staff will be trained in de-escalation strategies, the use of isolation and restraints, and in physical intervention. The appropriate personnel are those staff members who are required to, or can be reasonably anticipated to, use isolation or restraints, or those who are most likely to be called to address disruptive or dangerous student behavior. Training should include: instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior, and safe and appropriate use of isolation and restraints.
2. Only staff trained and authorized to use isolation, restraint, and/or restraint devices will administer them to students, or otherwise be available in the case of an emergency when trained personnel are not immediately available due to the unforeseen nature of the emergency.

## **G. Reporting Requirements**

The following reporting requirements will apply when the use of physical intervention, restraint or isolation occurs or a restraint device is used with a student.

1. **Incident report:** Any school employee, school emphasis team officer or school security specialist who uses physical intervention, isolation or restraints, as defined in this procedure, on a student during school-sponsored instruction or activities, will verbally inform the building administrator or a designee as soon as possible and within two (2) school business days submit a written report of the incident to the Coordinated School Health designee so that the information is collected in the department's database. If the building administrator or designee believes the staff member has failed to report an incident, s/he will notify the appropriate Human Resources manager.

The written report will contain, at a minimum:

- a. The date, time and location of the incident;

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- b. The name and job title of the individual who administered the restraint or isolation;
- c. A description of the activity and de-escalation strategies employed prior to the restraint or isolation response;
- d. The type of restraint or isolation used on the student, and the duration;
- e. Whether the student or staff was physically injured during the restraint or isolation incident;
- f. Any medical care provided to the student or staff; and
- g. Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

## **2. Parent/Guardian Notification**

The building administrator or designee will:

- a. Make a reasonable effort to verbally inform the student's parent or guardian of the incident within twenty four hours of the incident. Efforts will be made to inform parents/guardians by the end of the school business day; and
- b. Send written incident report as soon as practical but postmarked no later than five school business days after the incident. If the school customarily provides the parent or guardian with school-related information in a language other than English, the incident report will be provided to the parent in that language.

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

## **3. Processing the incident**

Following the release of a student from the use of physical intervention, restraint or isolation, the building administrator or designee will:

- a. Review the incident with the student and the student's parent or guardian (although not necessarily at the same time) to address the behavior that precipitated the use of physical intervention, restraint or isolation and the appropriateness of the response;
- b. Review the incident with the staff person(s) who administered the physical intervention, 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; school staff will agree and share with

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one another strategies for proactively addressing challenging behavior within the classroom that will be attempted prior to removing the student from the learning environment and preventative strategies to address the escalation in behavior that resulted in the isolation or restraint in the future. School staff will receive ongoing training in a variety of methods and tools for proactively addressing challenging behavior.

- c. If a Positive Behavior Intervention Plan (PBIP) does not exist, one must be created for any student involved in these instances. Behavior plans in existence must be reviewed for appropriateness for the student's behavior in each instance and implemented or revisited when appropriate. For students with a Behavior Intervention Plan (BIP) as part of their IEP or 504 accommodations, the appropriate team must review the pattern of behavior to determine whether the current plan should be modified. A pattern of similar challenging behavior by a student should result in completion of a functional behavioral assessment and the development of a BIP to support the student's behavior. Emergency Response Protocols can also be considered by the IEP team for students with an IEP for the purpose of advanced educational planning to address patterns of challenging behaviors. ERPs require informed parental consent.
- d. If the building administrator or designee believes that proper procedures were not followed, s/he will notify the appropriate Human Resources manager and the regional special education supervisor; and
- e. Consider whether any follow up is appropriate for the student or any student who witnessed the incident

## **H. 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. For each school, the summaries will include:

1. the number of individual incidents of restraint and isolation;
2. the number of students involved in the incidents;
3. the number of injuries to students and staff; and
4. the types of restraint or isolation used.

## **I. Annual Report**

The building administrator or a designee will maintain a log of all instances of use of physical interventions as defined by this procedure, which will be sent to the Coordinated School Health designee. The Superintendent will provide an annual report to the Board regarding the district's use of physical interventions by school or program, including the OSPI report on restraint and isolation.

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## **J. Complaint Process**

1. Parents or guardians of students eligible for special education or services under Section 504 should refer to the Notice of Procedural Safeguards for students with IEPs and Superintendent Procedure 2162SP regarding Education of Students with Disabilities under Section 504.
2. All other students or his/her parent or guardian who have concerns regarding a specific incident involving physical intervention, isolation or restraints may seek to resolve the concern by using the following process:
  - a. Contact the building administrator, who will communicate with the complainant in order to try to resolve the issue. If the complaint concerns the building administrator, contact the appropriate Executive Director of Schools.
  - b. If the building administrator cannot resolve the issue, the appropriate Executive Director of Schools should be contacted. The Executive Director will communicate with the building administrator and complainant in order to try to resolve the issue. The Executive Director's decision on the matter will be final.

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