

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

k12.wa.us

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(X) Action Required
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() Informational

BULLETIN NO. 087-21 STUDENT ENGAGEMENT AND SUPPORT

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District Special Education Directors
CEDARS Administrators

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Restraint and Isolation Data Gathering 2020–21

CONTACT: Lee Collyer, Director, School Health and Student Safety
360-725-6053, lee.collyer@k12.wa.us

PURPOSE/BACKGROUND

The Office of Superintendent of Public Instruction (OSPI) is providing information relative to data reporting for restraint or isolation of students ([Substitute House Bill 1240 \(2015\)](#)).

SHB 1240 (2015) amended **RCW 28A.600.485** and expanded the prohibition of restraint and isolation to **all students**. It allows restraint or isolation of **any** student only when “reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm, as defined in RCW 70.96B.010.” The provisions of the bill apply only to incidents of restraint or isolation which occur while a student is participating in school-sponsored instruction or activities. It should be noted that this is not limited to Special Ed data collection, and data reporting is required by both [RCW 28A.600.485](#) and [WAC 392-172A-02110](#).

Improper use of restraint and/or isolation may result in unintended discrimination against students, including students with disabilities. OSPI is charged with using these data and other relevant information to provide technical assistance supporting training, practices, and other efforts used by schools and districts to reduce the use of restraint and isolation.

RCW 28A.600.485 requires any school employee, resource officer, or school security officer who uses restraint or isolation on a student during school-sponsored instruction or activities to

inform the building administrator or building administrator's designee as soon as possible, and within two business days submit a written report of the incident to the district office. The written report must include, at a minimum, the following information:

1. The date and time of the incident.
2. The name and job title of the individual who administered the restraint and/or isolation.
3. A description of the activity that led to the restraint and/or isolation.
4. The type of restraint and/or isolation used on the student, including the duration.
5. Whether the student or staff was physically injured during the restraint and/or isolation incident and any medical care provided.
6. Any recommendations for changing the nature or the amount of resources available to the student and staff members in order to avoid similar incidents.

By January 1 annually, each school district shall summarize the written reports of restraint and isolation of any student and submit the summaries to OSPI. For this collection, the district shall report the following data for each school:

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

DEFINITIONS

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.

Isolation – 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 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 mean a seat harness used to safely transport students. This section shall not be construed as encouraging the use of these devices.

REPORTING REQUIREMENT

RCW 28A.600.485 includes a reporting requirement for the 2020–21 school year. All 20–21 restraint and isolation incident data should be input into CEDARS, form package S through the

district student information system. Within ninety days of receipt, OSPI is required to publish the summary data on its website. For this collection, the district shall report the following data for each **school**¹:

1. **The number of individual incidents of restraint and isolation:** This number will reflect the total number of **incidents** resulting in restraint and those resulting in requiring isolation of any student. This is an aggregation of the written reports described above.
2. **Unduplicated student counts:** The unduplicated number of any and all students who were restrained or isolated.
3. **The number of injuries to students and staff:** The number of staff with an injury(s) which resulted from the restraint and/or isolation itself. The number of students with an injury(s) which resulted from the restraint and/or isolation itself. These numbers will not include other injuries which may have resulted from the incident.
4. **The types of restraint or isolation used:** The collection tool includes a drop down menu with possible methods of restraint and a text box to identify types or locations of isolation. Please check or identify all that apply.
5. **The indication of no incidents:** If there were no incidents in any schools requiring the use of restraint or isolation of any student, **please send an email confirming there were zero incidents** in your district to: diane.stead@k12.wa.us

DATA AVAILABLE TO THE PUBLIC

School districts have until March 1, 2022 to verify their data in the ESD Tableau application, after which it will be published on the OSPI website by the established deadline. The Tableau application can be found under My Applications in the EDS at [My Applications](#). To access and review Restraint and Isolation data in Tableau, you will need to have the "Tableau SecureDataPortal-StudentDetail Interactor" role assigned. District Data Security Managers will be able to assign the Tableau SecureDataPortal-StudentDetail Interactor role. District personnel must first contact their District Data Security Manager to be given access to the reporting system. If you do not have a username and password, your District Data Security Manager can establish an account for you. A list of Data Security Managers for each district is available at [Security Managers List](#).

Please update your contact information found under **Edit my personal information**. This will enable us to communicate with you more effectively as our distribution lists are generated through this feature.

¹ School is defined for the purpose of this reporting as any location where students attend school for all or part of their school day. This definition includes preschool/early childhood programs, secondary transition programs, non-public agencies (NPAs) or other entities with whom a district contracts with to provide students services, and any other programs operated by the school district.

OSPI publishes restraint and isolation data on the OSPI website. Data will be made available on the OSPI K–12 Data and Reports and the School Safety Center Restraint and Isolation Data Reporting page at [OSPI K-12 Data Reporting Page](#).

INFORMATION AND ASSISTANCE

For questions regarding the content of this memorandum, please contact Lee Collyer, Program Supervisor-Special Education Outcomes/Restraint and Isolation at 360-725-6053 or lee.collyer@k12.wa.us. The agency TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins and Memoranda](#) page of the OSPI website.

Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent

Martin Mueller
Assistant Superintendent
Student Engagement and Support

Lee Collyer
Director
School Health and Student Safety

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