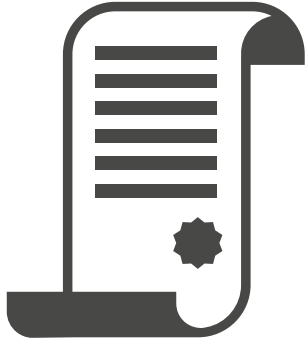


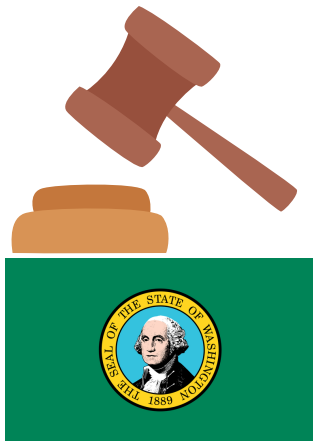
An Easy Read Guide to SHB 1479 - Isolation & Restraint



Let's talk about SHB 1479



SHB 1479 is a bill in the Washington State Legislature.



If SHB 1479 passes, it would change Washington law



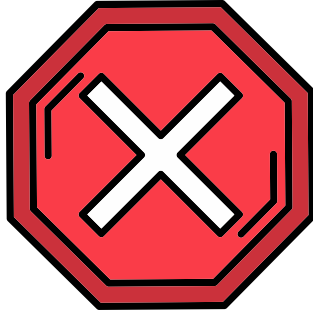
SHB 1479 wants to protect students and school staff from isolation and restraint.



That is because research shows that isolation and restraint hurt people.



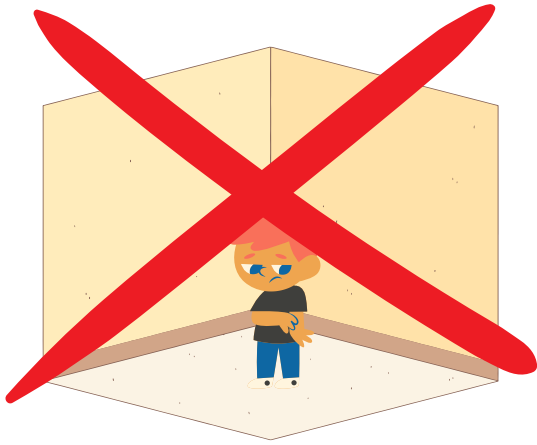
SHB 1479 would do five important things.



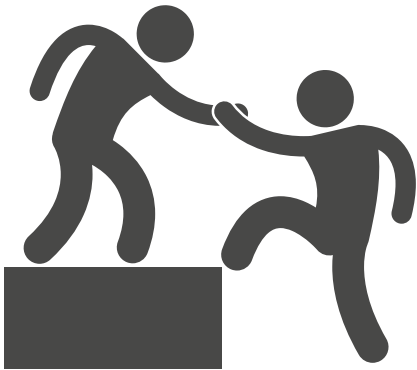
1. End isolation, chemical restraint, and mechanical restraint by school staff.



2. Define what these things are.

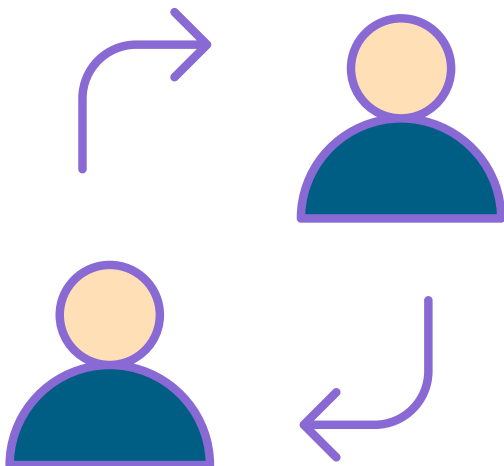


3. Get rid of isolation rooms in schools.



4. Require training and support for school staff.

This is called professional development



5. Change how schools report and follow up after incidents.

A bill in process



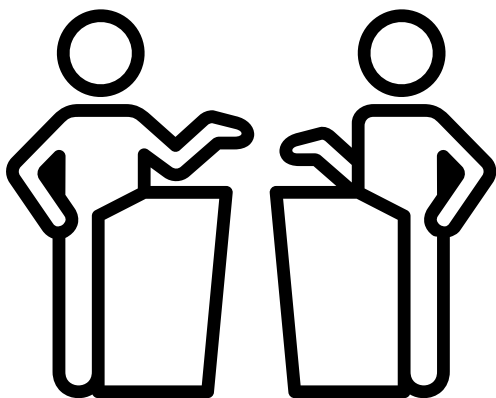
SHB 1479 is a substitute bill.

A substitute bill replaces an earlier version of the bill.



HB 1479 was the first bill.

Legislators changed it after hearing what people liked and did not like about it.



SHB 1479 will now be discussed and it might also change.



**This is normal.
A lot of bills get
changed because
of feedback.**

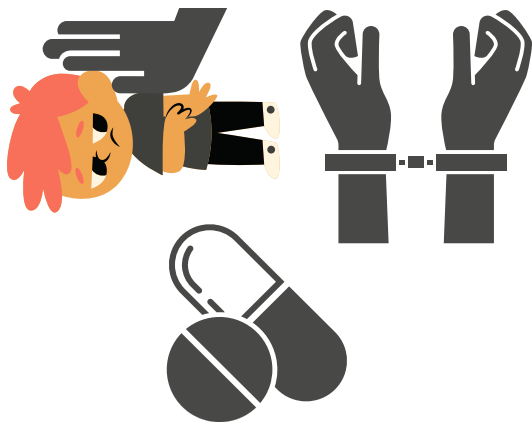


**This easy to read
guide is about
the version that
passed out of the
House Education
Committee on
February 17, 2023.**

About Restraint



SHB 1479 wants to change state law about restraint and isolation.



Restraint means a person using their body, a device, or a chemical or drug to control a student.



Restraint is NOT the same thing as physical escort.

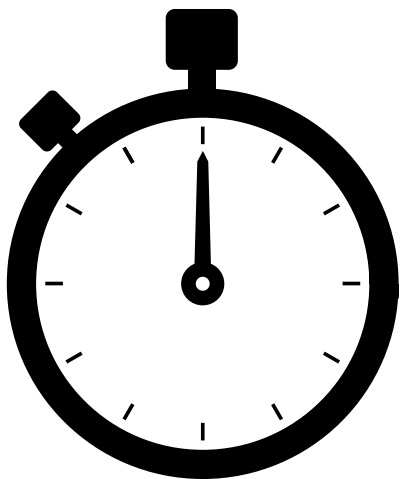
Physical escort is a light touch to help a student walk to a safe place.



Physical escort
is done for a
short time.



You can only do
restraint when there
is imminent
likelihood of serious
harm.



Imminent means
something is likely
to happen right
now.



Likelihood of serious harm means a person is going to get very hurt.



A way to tell that someone is going to get very hurt is if they are already hurting themselves a lot, or say they will hurt themselves a lot.



It can also be if they are hurting themselves so bad they could die, or say they will hurt themselves so bad they could die.

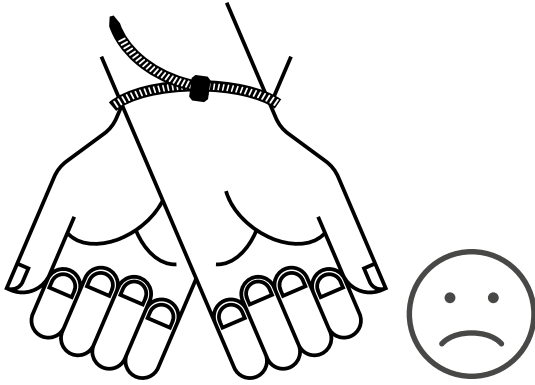


Another example of likelihood of serious harm is if a student is already hurting someone else.



Or, it looks like a student is about to hurt someone else.

For likelihood of serious harm, someone must have a real reason to think they are going to get very hurt.



Mechanical restraint means using a tool to prevent students from moving when they want.



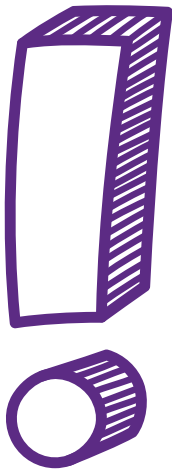
It does not mean using a medical device or safety belt to support a student's body or safely move them.



A medical device could be used as a restraint if it is used to keep them from moving against their will.



Chemical restraint means using drugs to control student behavior.



Giving medications to students is not always chemical restraint.



Some students take medication during the school day.



They may need
medicine for things
like seizures.



Or earaches.



Or to help keep
blood sugar levels
stable.



They may need
someone to give
them their
medication.



That is okay.



This bill wants to
keep kids safe.
Medications are
part of safety.



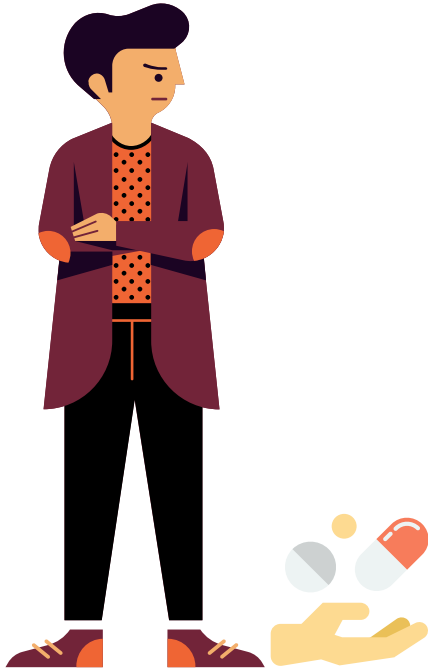
Medications can be used to restrain when they are used to control students.



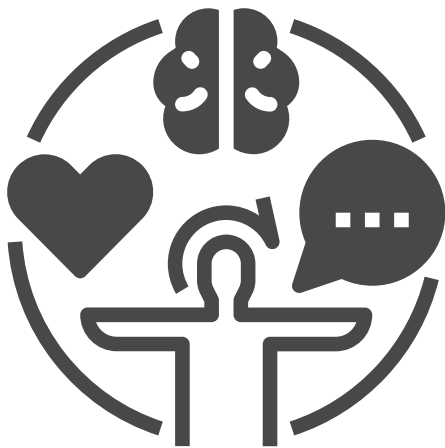
Chemical restraint happens 3 ways:



1. It is being used in a way the doctor did not OK to control or limit a student.



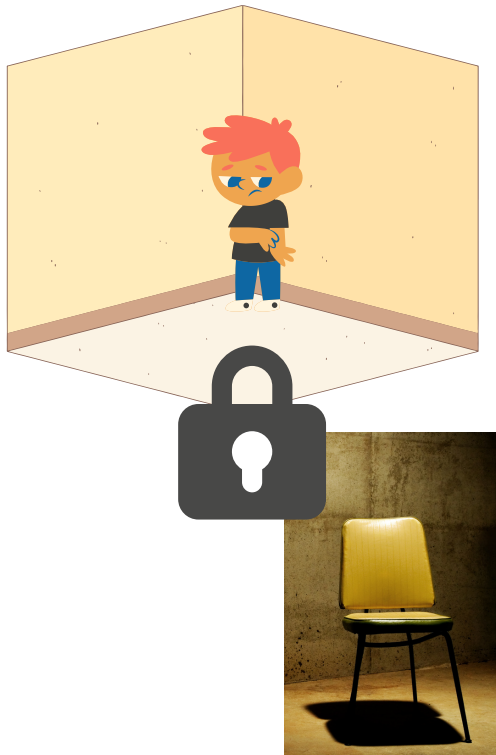
2. It is not given by a health professional while doing their job.



3. It is not given according to a student's medical or treatment plan.

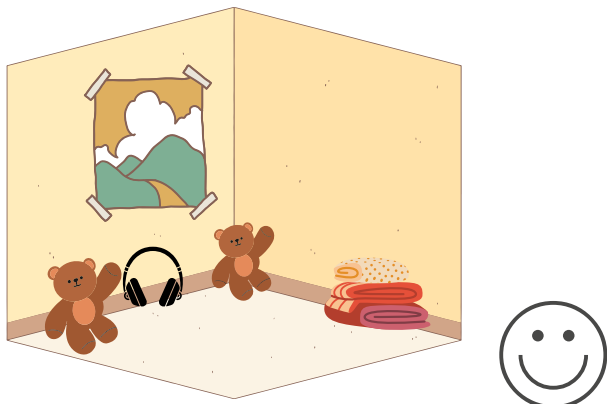
Giving medication MORE than a plan requires is chemical restraint.

About Isolation



Isolation means:

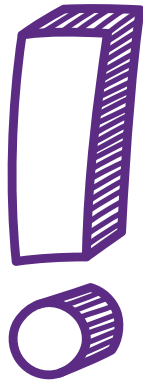
1. Forcing a student into a room by themselves.
2. Making them go when they don't want to be there.
3. Preventing them from leaving.



A student choosing to go somewhere to feel safer or to calm down is NOT isolation.



Going somewhere to calm down has to be what the person chooses.



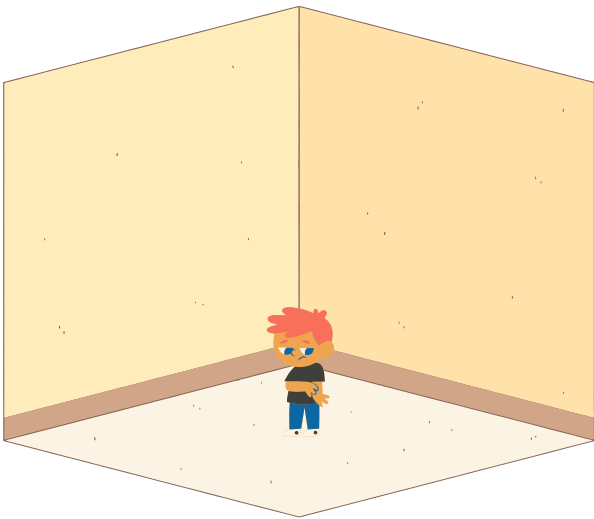
If a student does not want to go there, that is not a calm down room.



That is because a calm down room is a choice.



An educator does not need to force a student into a small room for it to be isolation.



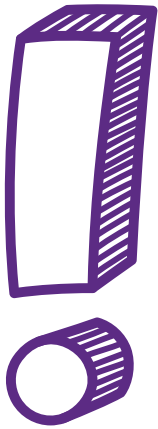
Making a student stay alone in a big room is still isolation.



Isolation happens when a student is not free to leave.



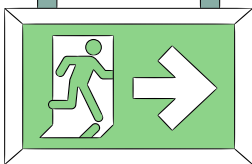
A student being left alone in a room with a closed door might not be isolation.

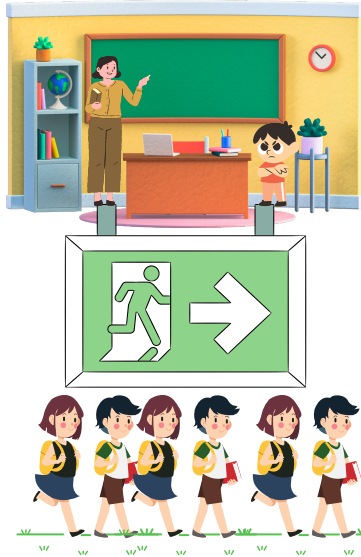


It is not isolation if a student chooses to be there and understands they can leave.



A room clear is also not isolation.





Room clear is where all the other students are taken out.

A teacher or aide stays with the child left in the room.

They help that child calm down.



A time out is also not isolation. Time outs separate a student from the rest of class.

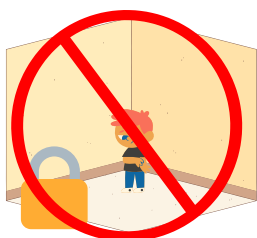
But a student in time out is not forced into a room alone.

What would SHB 1479 end?



SHB 1479 prohibits three things.

Prohibit means to not allow someone to do something.



1. Isolation



2. Chemical restraint

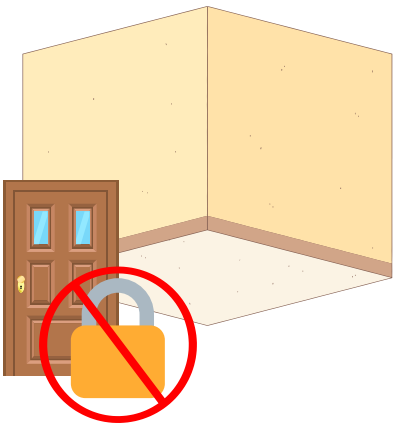


3. Mechanical restraint

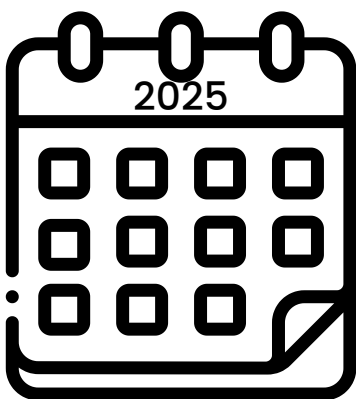
For the next two school years:



Isolation could ONLY happen if there was imminent likelihood of serious harm.



Any room used to separate a child must be unlocked.



After August 1, 2025, all isolation would be prohibited.

No isolation rooms would be allowed.

What would SHB 1479 add?

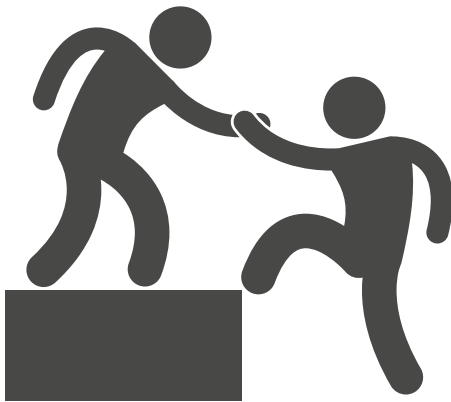


Schools must have plans to train and support staff.

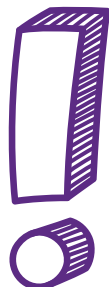


Staff must:
1. Understand what isolation and restraint are.

-AND-



2. Learn about supports that work to keep everyone safe.



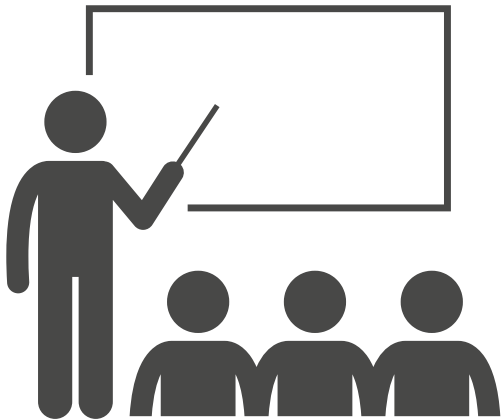
Supports must not hurt or cause trauma.



Educators working with preschoolers to grade 5 must be trained first.



That is because isolation and restraint happens MOST to young kids.



SHB 1479 makes sure school boards have training, too.



School boards must learn these three things:



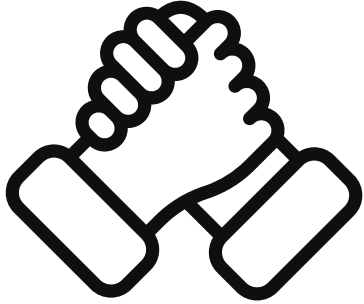
1. Learn the laws on restraint and isolation.



2. Learn how isolation and restraint hurt students and staff.



3. Learn how to make sure schools use safe supports.



Students must also get support.



After an incident, students must be able to meet with someone to help them recover.



For example: a counselor, nurse, psychologist, or a social worker.

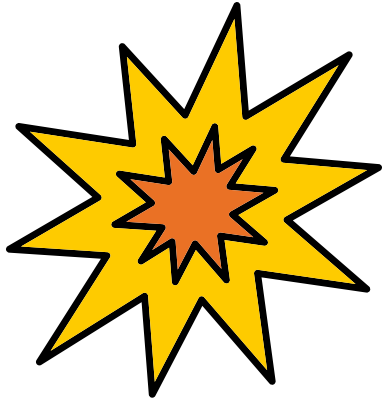


**Students need time
to understand what
happened.**



**Students need
support to heal from
what happened.**

What Can Educators Do?



Educators can make plans to help students who have meltdowns or “explosive behaviors.”

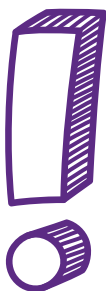


These plans help students de-escalate.

They also can help students communicate and solve problems.

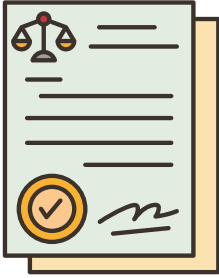


Sometimes these are called Behavior Intervention Plans.

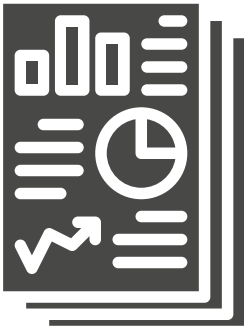


They do NOT tell staff to isolate and restrain students.

New Reporting Requirements



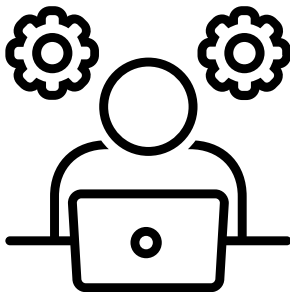
Schools already had to report incidents because of a law passed 8 years ago.



SHB 1479 would change what schools and staff must report.



They must say what happened before the restraint and/or isolation.



They also have to say what could have gone differently.

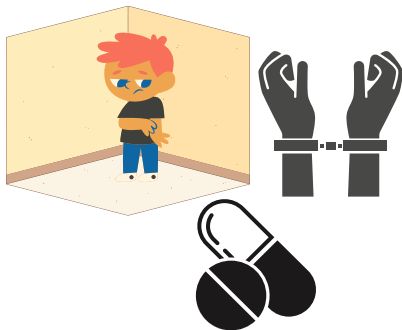
Incident reports would include:



The date, time and location of the incident.



The name and job title of staff who restrained or isolated the student.



The kind of restraint or isolation used.



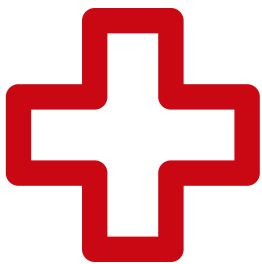
What happened before, during, and after the incident and what else was tried.



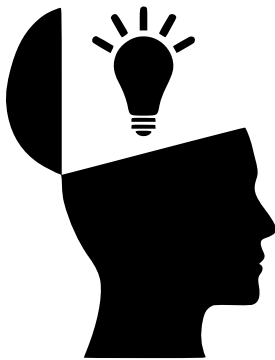
Whether anyone was hurt during the incident.



Whether anyone experienced trauma.



Whether medical care was needed, or if staff asked to take time off.



Ideas for what staff could do differently to make sure isolation or restraint doesn't happen again.

What would schools need to tell families?



Staff must tell the principal immediately after an incident.

The principal has 24 hours to tell the family, and 3 business days to send parents a written report.



Schools **MUST** tell parents - even if the parents don't use English. Schools must respect language access needs.



Who else must the school tell?

If prohibited isolation or restraint happens, the school principal must tell:



The school district superintendent within 1 business day.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

The state superintendent within 3 business days.



Contractors must notify school districts within 3 business days. Contractors are also called non-public agencies.

What would districts report?



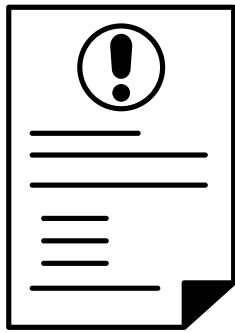
At least once a year, school districts must file a list of all incidents.



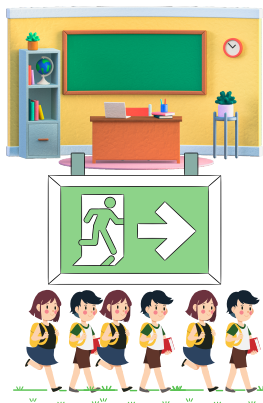
They need to share if they see patterns. Such as, are older or younger students being restrained?



Are students who are homeless isolated more?
Or students with disabilities?

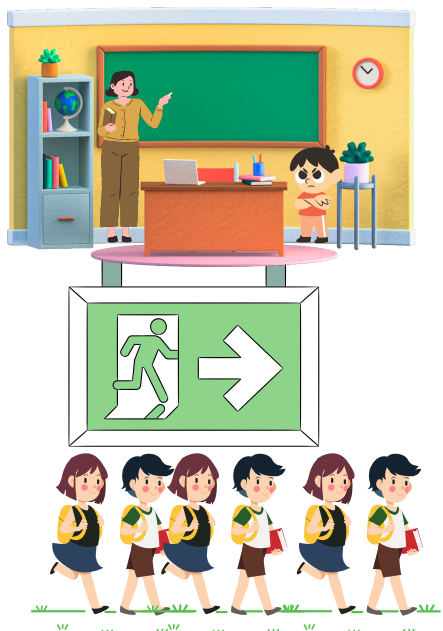


Schools must report isolation, restraint, and room clears.



A room clear is not isolation.

A room clear is where all but one student is taken out of a classroom.



A teacher or paraeducator stays with the child who is left in the room.

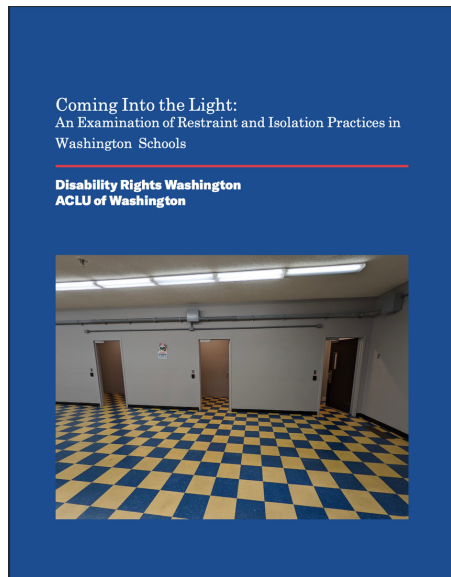
They help that child calm down.



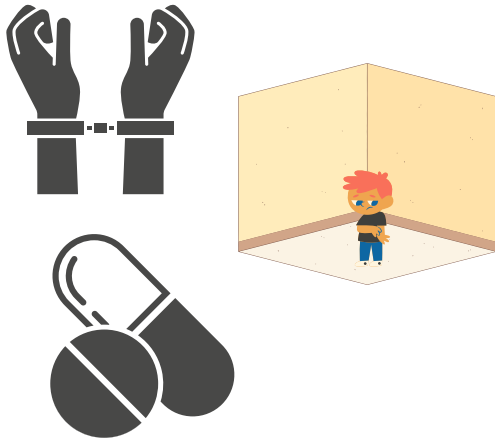
Tracking details help schools see where support is needed.



It also helps schools and the state see if a type of student is restrained or put into isolation more.



This is called **disproportionality**. A report by Disability Rights Washington and ACLU of Washington showed that there is **disproportionality**.



They found
schools isolate and
restrain these
students more
than other
students:



Elementary
school students



Students with
disabilities



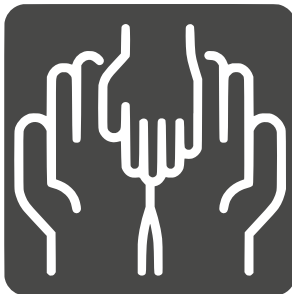
Students of
color



Male students



**Students whose
parents don't
make a lot of
money**



**Students
in foster care**



**Students
experiencing
homelessness**

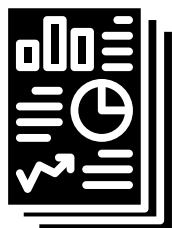
Does SHB 1479 Apply to NPAs?



Yes. The bill applies to anyone providing public education services.



Sometimes schools contract others to provide special education or other public services.



These are called non-public agencies (NPAs).

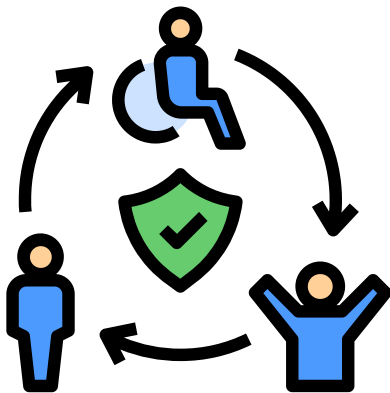


They would have to follow the new law.

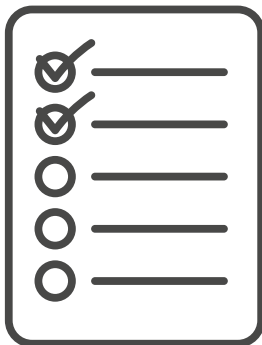
SHB 1479 Requires Incident Reviews to Fix Things



The principal must review with families what happened and what could be done differently.



The school team must be given time to reflect, process, and recover.



The team must make sure rules were followed and identify what support staff needs.

SHB 1479 Requires Monitoring and Support



SHB 1479 wants schools to be safe for students and staff.

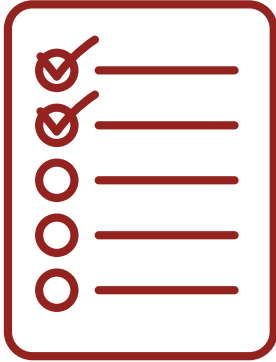
It requires the state to:



1. Monitor reports
2. Make sure schools have training plans
3. Offer guidance and assistance.



The state would also publish reports so we can see who is most affected.



School districts decide what they must do to end isolation and restraint.



But the state will track how they are doing.



If schools are not meeting their goals, the state will put them on a plan of improvement.



This means the school district will get help to improve its practices.



People assigned to help will visit the schools so they can see what is happening.



Visits will happen each year until goals are met.

Training to stop incidents



Schools must stop using isolation, mechanical restraint, and chemical restraint.



The bill says schools must make an annual training plan.

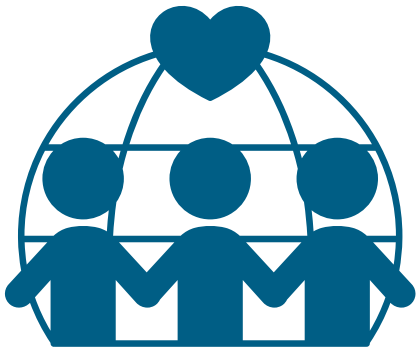


The training must help fix problems that led to students being isolated or restrained.



Training needs to cover what individual staff members need.

**Such as,
de-escalation
training.**



Training also needs to cover what schools need.

**Such as, how to be
accessible.**



Training must include alternatives to restraint and isolation that researchers know work.



The state will give school districts a list of support to choose from.



Options must have evidence showing they work.

This is called evidence-based.



Options need to help students recover from being hurt.

This is called trauma-informed.

What the State Must Do

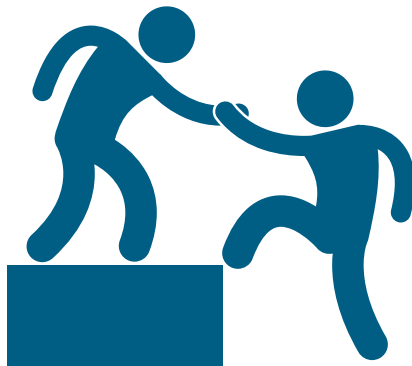


Washington Office of Superintendent of
PUBLIC INSTRUCTION

The Office of the
Superintendent of
Public Instruction must:

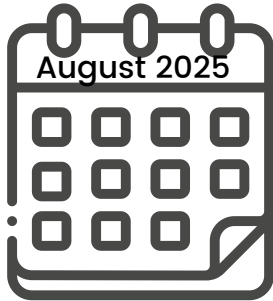


- Review training plans and goals
- Review and publish isolation and restraint data

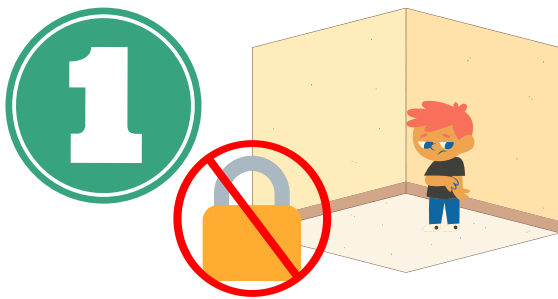


- Offer technical assistance
- If needed, put schools on an improvement plan
- Report to the legislature annually

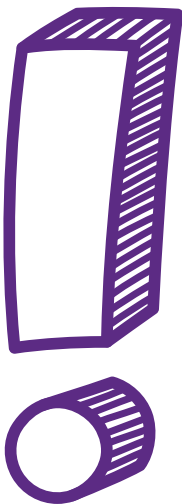
When Would Isolation End?



SHB 1479 would end isolation in 2 steps.



Step 1. Until August 1, 2025, students can be separated in an UNLOCKED room.



Schools can only do this if:

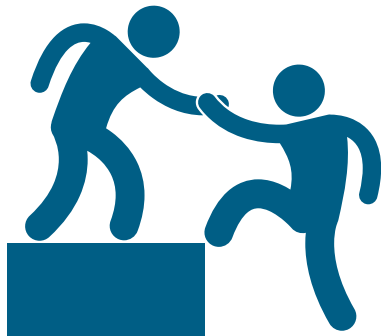
1 - There is imminent likelihood of serious harm.

- AND -

2 - A less restrictive alternative could not work.



Until August 1, 2025,
middle and high
schools **ONLY** can
ask for a waiver to
lock isolation rooms .



To get a waiver
schools **MUST** train
staff so they can
stop using isolation.

2



Step 2. After August
1, 2025, no isolation
is allowed.

Isolation rooms
must be removed
or used for
something else.

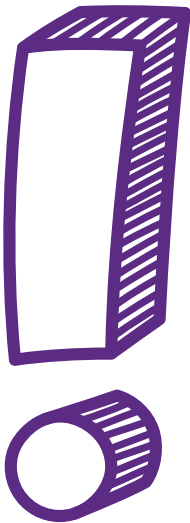


Social Stories: Real World Scenarios About Restraint and Isolation

Social Story: Sara



The definition of chemical restraint may be confusing.



Here is an example of giving a student medication that is NOT chemical restraint.



This is a story about Sara.



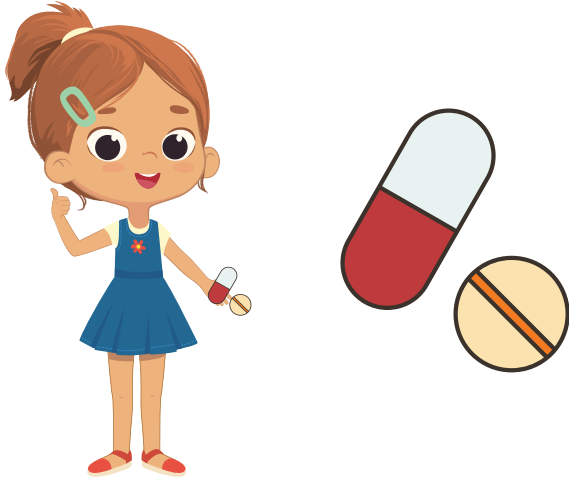
Sara is a young girl
with disabilities.



One of her disabilities
gives her trouble with
impulse control.



Sara's psychiatrist
prescribed her a
medication that can
help with that.



Sara takes the medication twice a day or a small amount if she needs extra help.



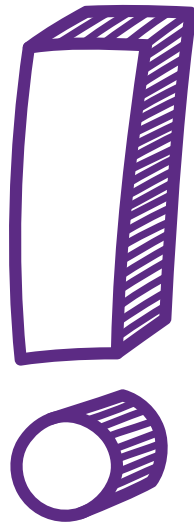
Sara likes her medication and wants access to it at school.



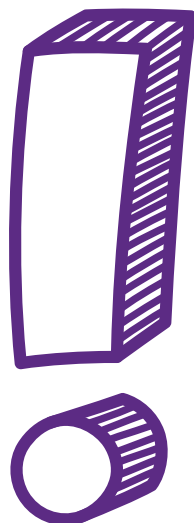
Sara's special education teacher keeps a supply of her medication for when Sara asks for it.



Sara asks her teacher for her medication when she wants it.



Sara's teacher does not force Sara to take the medication when he wants her to.



Now, here is a story about what chemical restraint looks like.

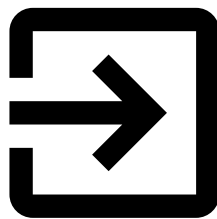
Social Story: Sally



Sally is a young girl with disabilities.



She also has trouble with impulse control.



Sally was suspended from school for acting out in class.



Sally's
psychiatrist
prescribes her
a medication
to make her
feel too tired
to act out.



Sally likes the
medication
because it can
help her feel
calmer.



Sally's special
education teacher
keeps a supply of her
medication.



She can give it to Sally when Sally wants to take it.



One day, Sally was feeling very upset.



Sally tried to run away from her special education classroom.



Sally's teacher yelled at her.



She said Sally needed to take her medication.



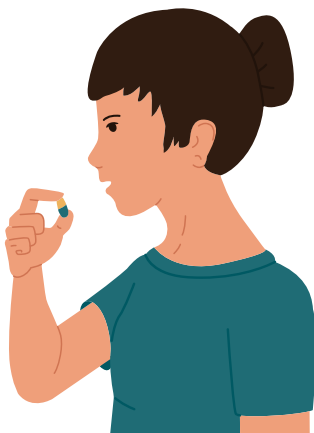
Sally said she did not want to take it.



Sally's teacher said she would call Sally's dads to take her home if Sally did not take the medication.



Sally did not want to go home or get suspended.



Sally took the medication because her teacher threatened her to take it.



Beginning the next day, Sally's teacher demanded Sally take her medication every day.



Sally's teacher did not want another incident.



Sally felt too tired to learn or socialize. Sally's teacher was happy because Sally wasn't showing how upset she was.



**This is chemical
restraint. SHB 1479
makes this illegal.**

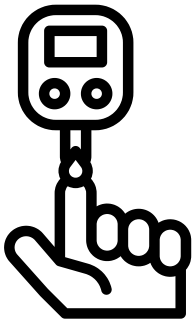
Social Story: Mary



This is a story
about Mary.



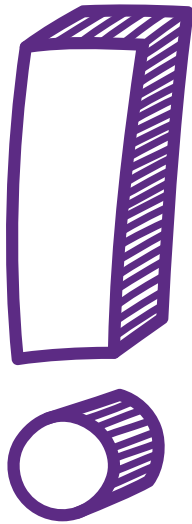
Mary has
complex health
needs.



One of her
disabilities is
type 1 diabetes.



Mary needs
to take some
medications
at school.



Some of her
medications
are as
needed.



One day, Mary felt
very tired and had
trouble seeing.



Mary's teacher asked her if she was okay.



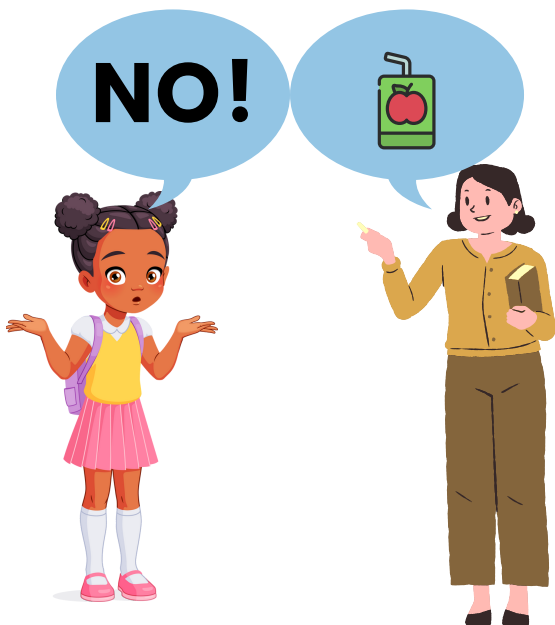
Mary had trouble answering.



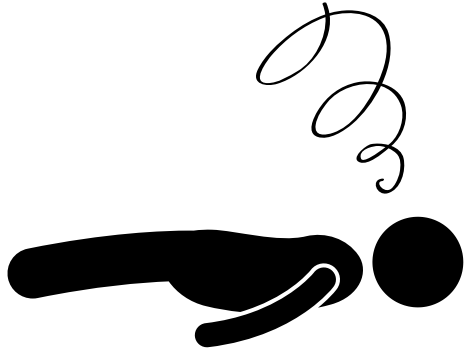
Mary's blood sugar was very low.



That can be very dangerous.



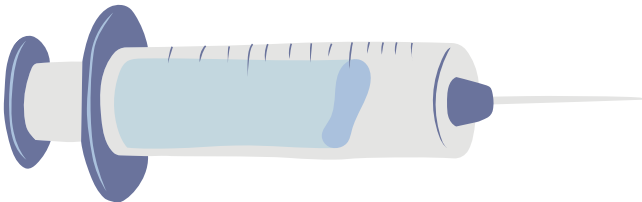
Mary's teacher told her to drink some apple juice, but Mary refused.



About ten minutes later, Mary passed out from low blood sugar.



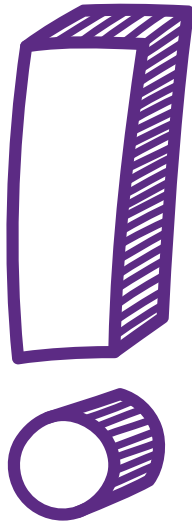
This is very dangerous.



Mary's teacher acted quickly and injected her with glucagon.



Mary's teacher
did something
good.



This was not
chemical restraint
even though
Mary did not
want to raise her
blood sugar with
apple juice.

This is a story about Jonah



Jonah is eight years old.



He has trouble expressing himself sometimes.



Sometimes he has trouble with his work.



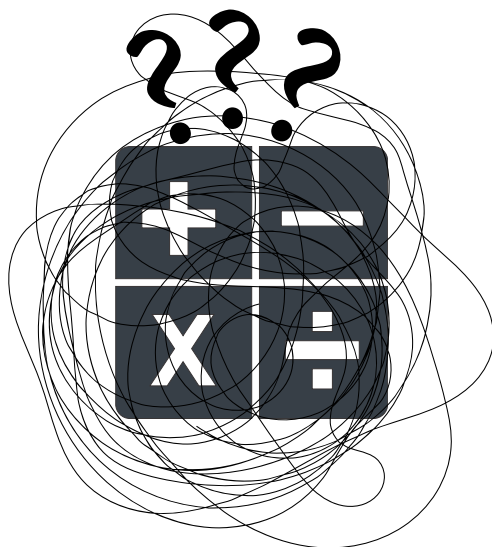
Sometimes he doodles in class.



Jonah feels upset and angry when people yell at him.



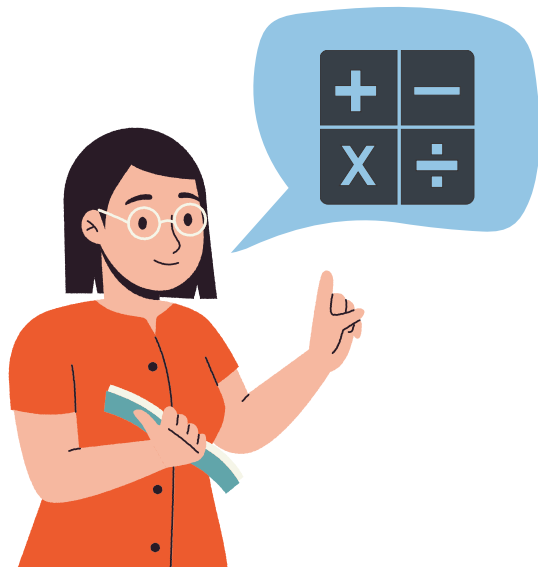
Jonah shares a paraeducator with a few other students in his class.



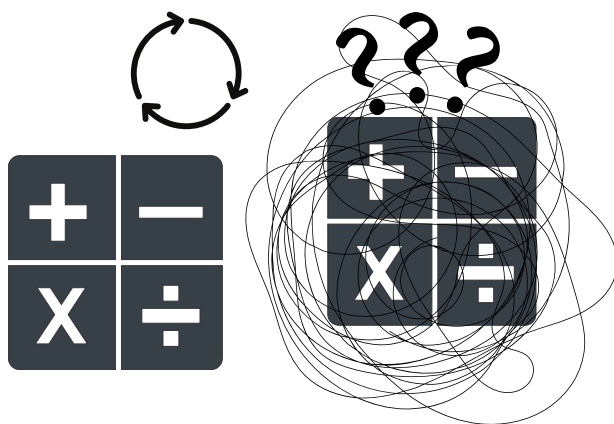
While in class, Jonah had trouble with his math assignment.



Jonah tried to explain his frustration to his paraeducator, but his paraeducator did not understand.



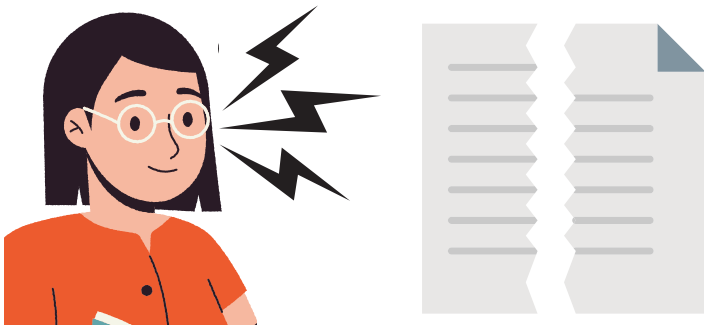
His paraeducator told him that he needed to do his work.



Jonah kept trying but he had too much trouble.



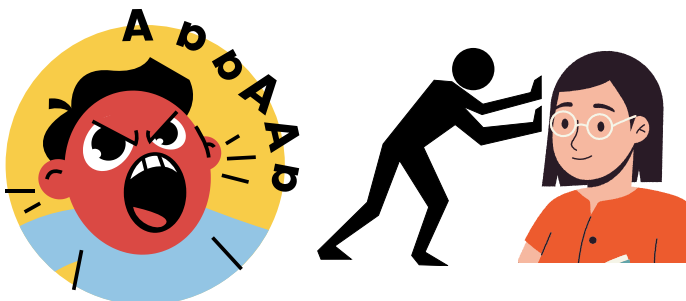
He ripped his math assignment in frustration.



Jonah's paraeducator yelled at him for ripping his paper.



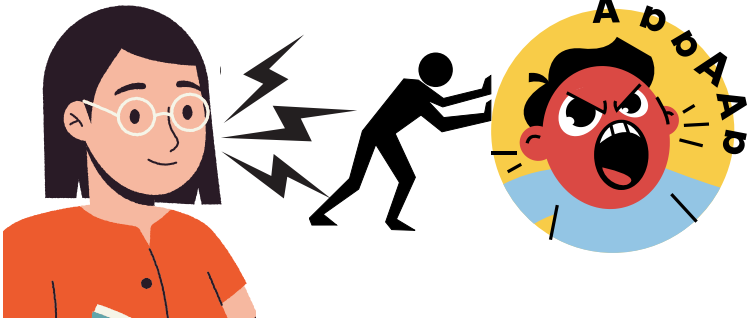
Jonah felt scared, upset, and angry.



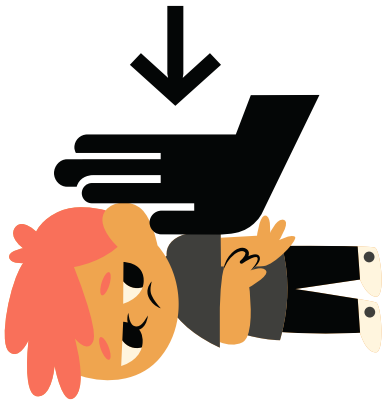
He pushed his paraeducator.



He ripped his math assignment in frustration.



His paraeducator yelled at him for being violent and pushed him to the floor.



The paraeducator restrained Jonah.



Jonah's teacher told her students to leave the classroom.



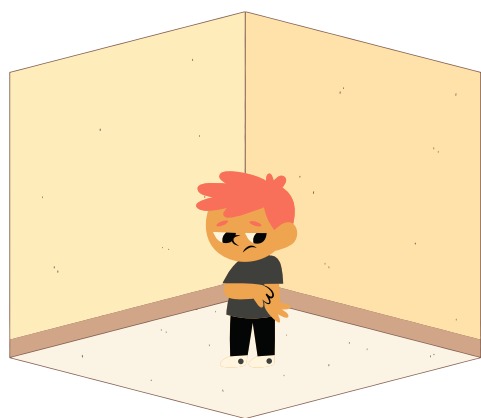
Jonah's
classmates
feel confused,
upset, scared,
and angry.



Jonah's teacher
blocked the
door of her
classroom.



Jonah's special education teacher and another paraeducator rushed to the classroom.



They all dragged Jonah to an isolation room.



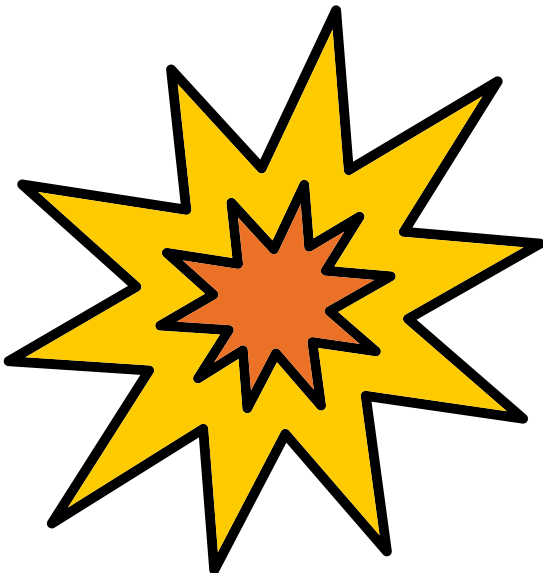
Jonah kicked and screamed.



Jonah's special education teacher called his parents.



Jonah's parents had to take him home.



The school told Jonah's parents that he was violent.