



SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities. IDEA governs how states and public agencies provide **early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.** In exchange for federal money, schools must guarantee that all children with disabilities will receive a "free, appropriate public education."

<http://www.k12.wa.us/specialed/>

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law which prohibits discrimination against individuals with disabilities. It applies to any school which receives federal funds. The intent of this law is to provide students with disabilities **equal access** to educational programs, services, and activities. Students with disabilities may not be denied participation in school programs and activities solely on the basis of disability. Accommodations are program adjustments made to remove disability-related barriers so a student is able to fully participate in school- both academic and nonacademic activities.

<http://www.k12.wa.us/Equity/Families/Section504.aspx>

Required Notification of Isolation and Restraint of Students with IEPs and Section 504 Plans

It is the policy of the Sequim School District 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) will 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. The district recognizes, however, that isolation and restraint are necessary at times to preserve the safety of students and school staff. The district therefore authorizes these actions under limited circumstances. This policy and its accompanying procedure set forth the statutory definitions and authorized 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 copy of the district's Isolation and Restraint policy when the IEP or Section 504 plan is created and will include parent/guardian notification procedures in the student's IEP.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
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.155.210	Special Education notification procedures
	RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under Section 504 of the Rehabilitation Act of 1973.
	RCW 28A.150.300	Corporal Punishment Prohibited
	Chapter 392-172A WAC	Rules for the Provision of Special Education
	Chapter 392-400-235	Discipline — Conditions and limitations

Management Resources:

<i>Policy and Legal News</i> , December 2013	New policy on Isolation and Restraint of students with IEPs and 504 Plans.
<i>Policy and Legal News</i> , July 2013	Use of Reasonable Force Policy retitled, revised to include new reporting requirement pursuant to ESSB 1688
<i>Policy News</i> , December 2008	Use of Reasonable Force Policy

Student Name: _____

I have received copy of the Required Notification of Isolation and Restraint of Students with IEPs and Section 504 Plans

Parent/Guardian: _____

Date: _____

Adoption Date: 02/18/2014
Sequim School District #323
Revised:
Classification: Essential

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RIGHT RESPONSE Overview

RIGHT RESPONSE is a program use by Sequim School District staff to keep students and staff safe. The primary focus of the program is prevention. When prevention strategies do not work, de-escalation techniques are used. If all else fails physical interventions may be used to keep students and staff safe. The program includes an evaluation component for determining how to prevent an escalation event from repeating itself.

RIGHT RESPONSE Philosophy: The RIGHT RESPONSE is proactive, holistic, and immediately effective.

RIGHT RESPONSE Guiding Principles - The three guiding principles of this philosophy are:

- The intervention must meet the needs of our client.
- We must constantly reflect respect on the client.
- The safety of everyone in the environment is our highest priority

	<i>Part 1: Basic Skills</i>	<i>Part 2: Advanced Skills</i>
<i>Prevention</i>	Self-Awareness Optimal Performance Range™	Proactive Environments Positive Behavior Support
<i>De-escalation</i>	De-escalation Process Assess-Adapt-Attend	De-escalation Process Motivational Model
<i>Postvention</i>	Postvention Learning <i>Primer</i>	Postvention teaching Critical Debrief <i>Elements+</i>
<i>Physical Safety</i>	<i>Self Protection:</i> Basic Position/Movements Avoidance Repelling Protection Releases <i>Elements</i>	<i>Physical Intervention:</i> Ethical Considerations Escorts Holds (Toolkit) <i>Advanced</i>