



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Reducing Restraint & Eliminating Isolation – Progress Report

2024

Authorizing Legislation: ESSB 5950, Sec. 501(4)(mm)

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EXECUTIVE SUMMARY

During the 2023 Legislative Session, the Legislature considered [House Bill \(HB\) 1479](#), a measure which would have prohibited isolation and further restricted restraint in public schools. While the bill did not pass, the Legislature provided the Office of Superintendent of Public Instruction (OSPI) with designated state funds to begin actualizing the goals of the Legislature to eliminate student isolation and track and reduce the use of restraint.

This report summarizes activities undertaken by OSPI's Reducing Restraint and Eliminating Isolation (RREI) project team as mandated through 2023's biennial Operating Budget [[ESSB 5187 501\(4\)\(mm\)](#)] and 2024's Supplemental Operating Budget [[ESSB 5950 501\(4\)\(mm\)](#)].

OSPI's approach is anchored in bottom-up leadership and nonpartisan collaboration. Great care has been taken to imbed inclusivity, community voice, and qualitative data analysis into the design and implementation of the RREI project.

Demonstration Projects

Demonstration projects incorporate "**Pilot site**" districts that showcase the process of building systems of support to reduce restraint and eliminate isolation, and "**Demonstration site**" districts that highlight successful practices within these systems.

Professional Development

Professional Development needs are being identified through preliminary stakeholder feedback, ongoing data analysis, and results from Demonstration projects. Contracted providers partner with Pilot and Demonstration sites, offering a variety of training styles and curricula in order to address the individual needs of schools and districts.

Technical Assistance Manual

A manual is being developed in partnership between OSPI's Special Education and Student Engagement and Support divisions, with support from the American Institutes of Research. This is intended to guide educators, staff, and administrators in the development and implementation of best practices to track and reduce restraint and eliminate isolation.

Recommendations

Funding through this proviso sunsets on June 30, 2025. ***Dedicated funding will need to be allocated*** to continue the imperative work of addressing restraint and isolation in schools. Additional conclusions and recommendations include the need for targeted statewide training and project evaluation.

INTRODUCTION

Despite the proven lack of academic or therapeutic benefit, as well as a long list of staff and student injuries, **restraint and isolation (R&I)** continue to be used for behavior management in Washington schools. Recognizing the danger of these practices, the state legislature has made various efforts to address their use.

2008: Proposed restrictions on restraint, such as banning chemical restraint ([ESHB 2884](#)).

2013: Passed reporting requirements for R&I involving students with an individualized education plan ([ESHB 1688](#)).

2014: Passed mandate for districts to adopt and publish a policy regarding R&I ([HB 2605](#)).

2015: Passed prohibition of R&I unless necessary to avoid harm, and expanded reporting requirements to all students ([HB 1240](#)).

Current Law & Definitions

The following are plain language definitions. Legal text can be found in [RCW 28A.600.485](#).

- **Use of restraint or isolation:** Permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm.
- **Data:** Districts must submit restraint and isolation incident data to OSPI, and OSPI must subsequently publish this data to its website.
- **Restraint:** Physical intervention or force used to control a student and restrict their freedom of movement.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave.
- **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a person upon (a) their own person, (b) another, or (c) the property of others.

Project Background & Overview

2022: Following a directive from [SB 5693 501\(3\)\(h\)\(i\)](#), OSPI created the statewide advisory *Crisis Response Workgroup* to develop legislative recommendations related to student isolation. Concurrently, *Disability Rights Washington (DRW)* and *ACLU Washington* monitored R&I use in Washington schools.

Early 2023: The Crisis Response Workgroup produced a [legislative report](#), and DRW/ACLU published a [report of their findings](#). Recommendations from both are summarized below.

Crisis Response Workgroup August – December 2022 Report: 2023	Disability Rights WA/ACLU WA 2018 – 2022 Report: 2023
Eliminate isolation and chemical restraint	Eliminate isolation and chemical restraint
Improve access to behavior supports	Invest in mental health supports
Improve data collection and reporting	Modify data collection requirements
Increase training of de-escalation practices	Fund training for alternative practices
Permit R&I only when there is “imminent danger of serious physical injury”	Remove “property damage” from definition of “serious harm”

2023: Proposed further restrictions on physical restraint and prohibition on chemical restraint, mechanical restraint, and isolation ([HB 1479](#)).

The bill did not pass the Legislature. Recognizing the importance of supporting efforts to eliminate isolation and reduce restraint in partnership with a variety of constituent groups, the legislature provided OSPI with designated state funds to:

- (1) provide a limited number of grants for **demonstration projects**,
- (2) provide statewide **professional development** and technical assistance to districts,
- (3) create a **technical assistance manual** to support the elimination of isolation and reduction of restraint based on the results of the demonstration projects.

DEMONSTRATION PROJECTS

OSPI was directed to create demonstration projects that “build schoolwide systems to support students in distress and prevent crisis escalation cycles that may result in restraint or isolation.” Building on the OSPI/University of Washington Haring Center collaborative [Inclusionary Practices Technical Assistance Network \(IPTN\)](#) project model, district sites engage in goal-oriented professional development (PD) to address site-specific needs. They receive funding to support this work, as well as free access to a list of contracted PD providers. This model illustrates the processes and outcomes of constructing schoolwide systems by collecting resources and tools that focus on what works, rather than on problems alone. A map of all pilot and demonstration sites can be found in Appendix A.

Demonstration Sites showcase best practices throughout systems growth, serving as learning communities and examples that allow others to observe positive practices in real-world settings. They demonstrate the benefits of positive behavior and multi-tiered systems of supports on student and staff outcomes.

Pilot Sites showcase the early processes of building tiered systems, engaging in targeted professional development through the learning experiences offered by Demonstration sites, as well as the RREI project’s contracted professional development providers.

Demonstration Sites

Collaborating with the IPTN team, Demonstration sites will host visitors to aid other districts in this work. A map of all pilot and demonstration sites can be found in Appendix A.

Applicants were asked to identify tiered supports and how these practices were developed. After reviewing applications, IPTN and OSPI staff conducted site visit evaluations. Of the 19 applicants, six were collaboratively chosen. Key areas of focus are listed below.

Auburn School District

- Consistent data collection systems
- District-created course “Foundations in De-Escalation” provided to all staff

Bainbridge Island School District

- Partnership with the Behavioral Health Navigators housed within the regional educational service districts (ESDs)
- Grounding support systems in inclusive practices

Centralia School District

- Train-the-trainer model of de-escalation and debrief curricula
- Professional Learning Community with counselors, behavioral specialists, etc.

Gatewood Elementary (Seattle Public Schools)

- Adopting the “kids do well when they can” mindset from Dr. Greene and the CPS model
- Universal Design for Learning as a philosophy in instructional planning

Mukilteo School District

- Intentional family and community partnerships

- Identifying regional community resources

Spokane Public Schools

- Social Emotional Learning curriculum
- Utilizing Nonviolent Crisis Intervention Systems (NCI)

Pilot Sites

Pilot districts received funding in the 2023–24 school year to plan project implementation and receive \$72,000 in the 2024–25 school year to execute their plans. In addition, districts have access to the list of Professional Development providers found on page 10–11. A map of all pilot and demonstration sites can be found in Appendix A.

District Action Plans: Applicants were required to submit a needs assessment, equity and engagement plan, analysis of internal data, and student outcome measurements. Plans were scored with an emphasis on equity and engagement. Funding for 2023–24 was distributed based on apparent need.

Data-Driven Process

In Fall 2023, OSPI analyzed recent district data to initially determine which districts were most in need of directed assistance in reducing R&I use based on number of incidences, student injuries, staff injuries, and disproportionate usage. When OSPI opened the competitive state grant, outreach was directed to these districts encouraging them to apply.

Pilot Districts

Pilot Site districts are listed with [student counts](#), funding, and key items from action plans.

Anacortes | Students: 2,646 | 2023–24: \$30,000 | 2024–25: \$72,000

- Develop a scope and sequence for K-12 SEL specially designed instruction (SDI)
- Expand use of data in development of Functional Behavioral Assessments (FBA)

Bremerton | Students: 4,384 | 2023–24: \$20,000 | 2024–25: \$72,000

- Build internal capacity for developing behavior intervention strategies
- Create a robust onboarding process for new paraeducators

Castle Rock | Students: 1,500 | 2023–24: \$30,000 | 2024–25: \$72,000

- Expand and improve SEL offerings for students, as well as for school staff
- Invest in intentional family and community engagement

Central Valley | Students: 14,726 | 2023–24: \$30,000 | 2024–25: \$72,000

- Expand use of data in developing staff practices
- Adopt proactive approaches to behavior intervention

Concrete | Students: 535 | 2023–24: \$24,000 | 2024–25: \$72,000

- Collaborate with a network of rural partner districts
- Improve behavioral data collection and analysis

Davenport | Students: 659 | 2023–24: \$35,000 | 2024–25: \$72,000

- Expand capacity of Behavior Intervention and Support team
- Replace isolation rooms with creative learning spaces

Edmonds | Students: 20,766 | 2023–24: \$30,000 | 2024–25: \$72,000

- Improve collection and entry of restraint and isolation data
- Train staff in the Collaborative and Proactive Solutions (CPS) model

Everett | Students: 20,314 | 2023–24: \$20,000 | 2024–25: \$72,000

- Train staff in de-escalation and crisis prevention strategies
- Create a system of teacher/paraeducator collaboration

Fife | Students: 3,874 | 2023–24: \$15,000 | 2024–25: \$72,000

- Invest in individualized coaching with certificated *and* classified staff
- Integrate family and caregiver input into behavioral support strategies

Kelso | Students: 5,002 | 2023–24: \$15,000 | 2024–25: \$72,000

- Adopt a district-wide plan of proactive (not reactive) response to behavioral needs
- Train staff in the Collaborative and Proactive Solutions (CPS) system

Lakewood | Students: 2,698 | 2023–24: \$30,000 | 2024–25: \$72,000

- Train certificated and classified staff on working with students on the autism spectrum
- Train staff in cultural competency and family engagement

North Thurston | Students: 15,250 | 2023–24: \$30,000 | 2024–25: \$72,000

- Build sensory spaces in all elementary schools
- Train staff in antecedent behavior management strategies

Pullman | Students: 2,687 | 2023–24: \$21,000 | 2024–25: \$72,000

- Create a system of staff/student collaborative debrief following an incident of R&I
- Train staff in de-escalation and crisis prevention practices

Rochester | Students: 2,153 | 2023–24: \$25,000 | 2024–25: \$72,000

- Train staff in co-regulation techniques and restorative practices
- Invest in Ukeru materials and training for hands-off crisis management

Snoqualmie Valley | Students: 7,199 | 2023–24: \$25,000 | 2024–25: \$72,000

- Adopt a crisis prevention model to use in tandem with Ukeru
- Expand capacity to provide technical support with SEL curriculum and supports

Vancouver | Students: 22,029 | 2023–24: \$20,000 | 2024–25: \$72,000

- Train staff in antecedent behavior management strategies
- Improve collection and entry of R&I data

PROFESSIONAL DEVELOPMENT

The rollout of statewide professional development began in December 2023 with trainings by Dr. Ross Greene of Lives in the Balance on the [Collaborative and Proactive Solutions \(CPS\)](#) model. The project has subsequently focused on professional development offered by successful bidders who applied to a Request for Proposals.

Collaborative and Proactive Solutions

CPS was among the intervention programs recommended by the Crisis Response Workgroup. It is an evidence-based, trauma-informed model that assists adults in collaboratively identifying problems that bring about concerning behavior in children. CPS contains no physical management, instead focusing on prevention.

Encouraging development of strong relationships between staff and students, it is an adaptable model and thus easily used in tandem with other crisis intervention techniques and programs. This allows CPS to be culturally responsive, neurodiversity-affirming, and adjustable to meet the needs of families, students, communities, and schools.

“The real burning question[...] is since nobody wants to restrain or seclude a kid, why do we find ourselves in situations in which people feel that to be necessary so often?” – Dr. Ross Greene

In December 2023, OSPI held two three-hour live webinars with Dr. Greene offering free clock hours (1.5 Equity / 1.5 Special Education). A recorded version is also available. In March 2024, OSPI held two live two-day trainings with Dr. Greene: one in Yakima and one in Tacoma (this included a livestream option). Participants were able to claim 12 free clock hours (6 Equity / 6 Special Education). This two-day training was filmed by OSPI and will be offered as a free, asynchronous, at-your-own-pace training option for clock hours.

Dr. Greene Training Offered	Registrants	Individuals Who Earned Clock Hours
December 2023 three-hour webinars (live)	1,002	456
Recorded three-hour webinar (asynchronous)	900	366*
March 2024 two-day training in Yakima	51	37
March 2024 two-day training in Tacoma	115	65
March 2024 two-day training livestream	285	161
Recorded two-day training (asynchronous)	Forthcoming	Forthcoming

**as of July 2, 2024*

Once trained in the model, there are no continuing costs to use CPS. Along with the free resources on the [Lives in the Balance](#) website, OSPI offers recorded trainings via pdEnroller.

The RREI team has received inquiries about future training opportunities on the CPS model. Although Dr. Greene did not apply for the RFP outlined below, OSPI is taking the continued interest into consideration as future professional development within the RREI project is planned.

Request for Proposals (RFP)

OSPI issued [Request for Proposals No. 2024-12](#), soliciting proposals from consultants interested in participating in the RREI project as providers of professional development.

Target Audiences

1. Classroom teachers (general and special education)
2. District leaders (e.g., superintendents)
3. Education support personnel (e.g., paraeducators)
4. School board directors
5. School leaders (e.g., principals)
6. School support staff (e.g., transportation, nutrition services)

Process of Selection

The evaluation committee consisted of four reviewers from the internal RREI project team. Each proposal was reviewed by three reviewers, scores were averaged, and top scoring proposals were chosen. Great attention was paid to proposals' focus on equity (race, disability, etc.), scalability, and specificity to Washington state.

Professional Development Providers

Of the proposals received, 10 were chosen to contract with OSPI. Providers engage with one another in ongoing collaborative meetings to ensure a cohesive approach to reducing restraint and eliminating isolation.

American Institutes for Research in Behavioral Sciences (AIR)

Conducts behavioral and social science research and delivers technical assistance. Project will expand on AIR's previous RREI research, working with districts to identify root causes of discipline disparities in order to change harmful beliefs and practices.

And Still We Rise (ASWR)

A mental health and consulting practice with an approach rooted in inclusive educational environments, anti-racism, trauma-informed, and liberation-based practices. Project focuses on collaboration with families and students from diverse backgrounds, and implementation and evaluation of trauma-informed behavior interventions.

Character Strong

A multi-tiered solution to support whole child success, offering curricula, training, and technical assistance. Project focuses on developing a comprehensive Tier 3 system of support through high-quality in person and virtual training paired with strategic coaching. Virtual platform provides Tier 3 fidelity checks and tools for skill support.

Crisis Prevention Institute

Provides nonviolent crisis intervention, de-escalation, and behavior management training programs. Offers training to equip staff with verbal skills, hands-off disengagement techniques, and antecedent strategies to identify and mitigate crisis behavior.

NWESD (ESD 189)

Engages district staff in professional development that focuses on trauma-informed MTSS supports for students with intensive behavioral needs. Offers [Life Space Crisis Intervention](#), [Caring School Community](#) curriculum, and coaching with Dr. Bridget Walker.

QBS MIDCO, provider of Safety-Care

Provides PBIS-aligned training programs to reduce the frequency and severity of behavioral challenges in the classroom through crisis de-escalation and intervention. Program is implemented through a standardized, proven "Train-the-Trainer" model.

Sound Supports

Helps schools evaluate areas of need and success and assess implementation fidelity of tiered systems of support. The primary project goal is to accelerate the implementation of multiple interconnected initiatives that improve outcomes for students.

True Measure Collaborative

A Washington-based non-profit providing professional development in support of inclusionary practices and improved outcomes for students with disabilities and multilingual learners. Works deeply rather than broadly: will partner with *one* district to provide individualized coaching and training, and to develop local school board policy.

TurnerDEV, provider of Supported School

Educational technology app offering real-time monitoring of proactive interventions within a Multi-Tiered System of Supports. Provides dynamic data collection and analysis, streamlined staff communication, and a comprehensive training program. Enhances data-driven decision making and provides insights to improve intervention strategies.

University of Washington Haring Center for Inclusive Education

The project will use the [Project ECHO model](#) (Extension of Community Healthcare Outcomes), bringing together a university-based team with community-based educators to collaboratively solve challenging cases of behavioral support needs. Provides two concurrent series of workshops: for educators and school teams, and for caregivers.

TECHNICAL ASSISTANCE MANUAL

The Technical Assistance Manual is in development as a joint effort led by staff from OSPI's Special Education and Student Engagement and Support divisions. The American Institutes for Research (AIR) is supporting this work with content research in key areas.

Planned Outline

The initial outline for the manual was developed in collaboration with OSPI staff whose scopes of work include positive behavior interventions and supports, school discipline, multi-tiered systems of support, and special education. The outline was structured to include a general overview resource to provide an overview and self-assessment for staff to identify needs and areas for growth within classrooms, schools, and districts. It also included the planned development of additional resources addressing the following topic areas in the context of reducing restraint and eliminating isolation practices in schools:

- Foundational Knowledge of Positive and Trauma-Informed Behavior Support
- School and District Systems That Support Behavior Learning
- Classroom Practices That Support Behavior Learning
- Effective Support for Students with Extensive Behavior Learning Needs
- Crisis Prevention and De-Escalation
- Considerations for Students with Disabilities

Internal Feedback Process

Feedback was sought from OSPI staff from a variety of perspectives, including: Student Engagement and Support; Equity and Civil Rights; Social-Emotional Learning; School Safety; Mental, Social, and Behavioral Health; School Counseling; Integrated Student Supports; Special Education Dispute Resolution; Special Education Program Improvement; and Special Education Policy and Community Engagement. OSPI staff from across the agency will be asked to further collaborate and review content as the manual is drafted.

External Feedback Process

External feedback on the initial outline will be collected via survey distributed as follows:

- To attendees of the 2024 Washington Integrated MTSS Conference;
- To organizations that are members of the IPTN, as well as to the communities that IPTN partner organizations serve; and
- To labor partner organizations as well as Disability Rights Washington (DRW), ACLU of Washington, and League of Education Voters.

Stakeholder Engagement

As mandated in the authorizing legislation, OSPI must consult with the following:

- a) State associations representing both **certificated staff** and **classified staff**;
- b) An association representing **principals**;
- c) An association representing school **administrators**;
- d) The Washington state **school directors'** association;

- e) An association representing **parents**;
- f) An individual with **lived experience** of restraint and isolation; and
- g) A representative of the protection and **advocacy** agency of Washington.

Meetings with union leaders were held weekly in Fall 2023 and monthly beginning January 2024. These meetings will continue quarterly throughout the remainder of the project.

Focus Groups, Key Informant Interviews, and Survey

In September 2023, OSPI contracted with the American Institutes of Research (AIR) to gather data from education constituents. AIR developed a survey, conducted focus groups, and held interviews with parents and students. The goals of these efforts were to:

- (1) Gather perspectives on the current practices and challenges related to R&I and its impact on the education workforce.
- (2) Propose recommendations to address Washington's specific challenges in passing legislation around R&I practices informed by WA educators, leaders, professional organizations, families, and students.

Fourteen focus groups were held, with six in-person throughout the state. Educators and staff were asked open-ended questions pertaining to their experiences with restraint and isolation, including state policies and recommendations for improvement.

A survey was developed and shared through OSPI newsletters, remaining available for three weeks. Open to various professionals, this survey asked respondents about their understanding and perspectives of district policies and resources, as well as support for their own well-being and professional development needs.

*A total of **1,773** respondents, representing **69%** of Washington's school districts, completed the survey.*

Finally, AIR facilitated 12 individual interviews with students who have experienced restraint and/or isolation while in school, as well as their caregivers. Students were asked about supports they received, and caregivers about the impacts on their lives and the lives of their children. Both were asked for recommendations on improving supports.

Sensemaking Session

In March 2024, OSPI and AIR hosted a data co-interpretation event with stakeholders from across the state, including educators and paraeducators, education leaders, union leaders, and families with lived experience of R&I. Participants were guided through a proprietary process to collaboratively interpret AIR's data. Participants identified key priorities and discussed actionable steps to increase equitable outcomes for all students:

- Addressing the disproportionality of R&I use on Black and multiracial students, and students with disabilities, experiencing homelessness, and/or in foster care.
- Improving the content and caliber of professional development opportunities.
- The creation of safe spaces to allow students to use SEL and self-regulation skills.
- Addressing the long-term trauma experienced by staff, students, and families.

Labor Constituents & Stakeholders

Representing School Administrators

- Joel Aune of Washington Association of School Administrators (WASA)

Representing Certificated Staff

- Jared Mason-Gere of Washington Education Association (WEA)
- Karen Strickland of American Federation of Teachers Washington (AFT Washington)

Representing Classified Staff

- Rick Chisa of Public School Employees of Washington (PSE SEIU 1948)
- Erin Haick of Service Employees International Union (SEIU Local 925)

Representing Nurses

- Katherine Weiss of Washington State Nurses Association (WSNA)

Representing Parents and Families

- Sarah Butcher of Roots of Inclusion
- Kristi De Vadder of Seattle Parent Teacher Association

Representing Principals

- Scott Seaman of Association of Washington School Principals (AWSP)

Representing Protection and Advocacy

- Roxana Gomez of American Civil Liberties Union (ACLU) of Washington
- Andrea Kadlec of Disability Rights Washington

Representing School Board Directors

- Tim Garchow of Washington State School Directors' Association (WSSDA)

IMPLEMENTATION CONSIDERATIONS

Identifying challenges, successes, and barriers that impact implementation, as well as strategies used to mitigate negative impact.

Staffing

The work directed by this proviso is complex and intersects with school safety, data collection and administration, special education monitoring, and behavioral health. As such, staff from both OSPI's Student Engagement and Support and Special Education divisions have had the opportunity to consistently collaborate on project deliverables. This intentional inclusion of expertise from a wide range of subject matters has allowed for fidelity in project implementation.

Shifting of Funds

The Legislature shifted funding for Demonstration projects during the 2024 Legislative Session, resulting in a \$600,000 decrease for fiscal year 2024 and a \$600,000 increase for fiscal year 2025. This allowed re-budgeting that accounted for delays in project start-up, mitigated the potential for unspent or under-spent funds, and is projected to broaden the impact of demonstration projects during the 2024–25 school year. In addition, \$5,000,000 was directed toward the IPTN project, which is run by OSPI's Special Education team.

Data

Statewide data has been incorporated into many aspects of this project, including pilot site identification, professional development planning, partnership development, and targeted outreach. However, the reliability of this data is reduced by some issues with reporting.

OSPI collects R&I data from districts by January 1 of each year, publishing summarized reports to the website by March 30. This deadline has, in the past, caused difficulties and confusion for districts. In addition, some over and underreporting has been historically identified. OSPI is addressing these by establishing an earlier deadline and increased communication with districts about the data reporting requirements. This will make it easier to contact districts suspected of over or underreporting, reduce confusion, and ultimately improve the data quality.

There has also been confusion amongst districts around how to report specific R&I data, such as multiple instances of restraint that occur as part of one behavior incident. OSPI is working on guidance to help standardize reporting of these incidents.

Professional Development and Demonstration Project Convergence

Professional development (PD) offered to Pilot and Demonstration sites began in August 2024. The RREI project asked the 16 Pilot and 6 Demonstration sites to identify which providers they were interested in working with, after which the providers met with the districts to tailor their PD plans to meet individual needs. This individualized attention takes time, and OSPI believes it will lead to the best outcomes for our students and districts.

OSPI has received positive feedback from our Pilot sites about the funding model for this project. School districts do not typically get to select professional development providers that meet their needs without having to consider the cost. The \$50,000 grants Pilot and Demonstration sites received can be used to cover staff time, substitute coverage, related travel expenses, and relevant materials. The RREI project grants were designed to allow school districts to focus on logistics and build a system of supports around the PD.

Anticipated Challenges

Funding for Essential Project Staff ends on June 30, 2025

- This presents challenges to the contract and grant close out processes, final data analysis, and the development of next steps to reach the goal of reducing restraint and eliminating the use of isolation in Washington schools.
- **Mitigation strategy:** Funding recommendations in proceeding section.

Matching Professional Development Providers with Pilots and Demonstration Sites

- Despite OSPI's intention to select high-quality and diverse offerings, it is possible that the PD providers identified through the RFP process will not meet all of the anticipated and emergent needs of Pilot and Demonstration sites. There has been a degree of interest in some providers that cannot be met with the awarded funds.
- **Mitigation strategy:** Pilots and Demonstration sites were surveyed about their interests in the current PD offerings, and what additional topics or approaches they see a need for as they work to reduce the use of restraint and eliminate isolation. Feedback surveys and progress reports are also being gathered from PD providers and involved districts to aid in identifying next steps and gaps in training.

NEXT STEPS

This project is currently in the implementation stage. At the time of writing, the following tasks have been identified as next steps.

- **July 2024:** Grants for Demonstration and Pilot sites are executed
- **August 2024:** Pilot sites begin collaborative planning with PD providers
- **September 2024:** PD providers begin trainings with districts and schools
- **October 2024:** Demonstration Cohort 1 opens for visitors
- **October–November 2024:** RREI project team conducts Pilot site visits
- **February 2025:** Demonstration Cohort 2 opens for visitors
- **June 2025:** Technical Assistance Manual completed

CONCLUSION & RECOMMENDATIONS

Authorizing legislation includes a directive to develop recommendations for statewide policy, including the scope and degree of PD needs. The RREI project is halfway through its execution and has resulted in a multitude of learnings. Although development of recommendations is unfinished, the following preliminary list is based on current progress.

Funding

State funding for the RREI project **sunset on June 30, 2025**, which will immediately halt this work. In recognition of an evident need to uplift this work, OSPI recommends:

Begin funding for ongoing statewide R&I programming.

- Through this project, it has become clear that reducing student and staff harm caused by restraint and isolation requires ongoing statewide collaboration and support, and localized district-directed spending plans. This will not continue after project's end.
- Improving collection and reporting requirements was identified as a key priority by both the *Crisis Response Workgroup* and the *DRW/ACLU Report*. OSPI will continue to work with schools and districts to improve data collection following this project's end, but at a limited capacity.
- Improving and expanding staff training was identified as another key priority by the above reports, as well as through AIR's stakeholder engagement process. OSPI will continue to advocate for statewide professional development following this project's end but will be unable to actualize this work.
- Recent increases in outreach to both OSPI's Safety Center and Special Education emails around restraint and isolation have shown an increased need to support school staff and district leaders in understanding R&I policies and practices.

Extend funding to Demonstration Projects for two more years.

- Selecting Pilot and Demonstration sites was a top priority in the first year of funding, a process taking time and care to execute with equity and fidelity. Demonstration projects are only now possible in the second year of funding.
- Extension would welcome the opportunity to increase the number of Pilot districts, allowing OSPI to close gaps in Central and Eastern Washington.

Extend funding to Professional Development for two more years.

- Increasing and funding training of de-escalation practices was identified as a key priority by both the *Crisis Response Workgroup* and the *DRW/ACLU Report*.
- This would also allow for thorough project evaluation.
- Staffing this complex proviso has required OSPI leadership to dedicate funding and resources away from other priorities in order to ensure successful implementation.

Long-Term Policy Goals: Set Up for Success

Recommendations take into account the longevity of policies that are set up for success.

Extend prohibited R&I practices to all students, not only those eligible for special education services.

- A number of R&I practices are known to interfere with breathing and are explicitly prohibited for use on students eligible for special education services, including:
 - Prone (lying face-down)
 - Supine (lying face-up)
 - Wall restraints
- Although understood to be dangerous and potentially life-threatening, these practices are not explicitly prohibited for use on all students.

Continue to push for the legislative elimination of isolation rooms and reduction of allowable restraint practices.

- Eliminating harmful practices involves improving access to behavioral and mental health supports by addressing PD needs and expanding statewide technical assistance.
- Funding these supports is critical to staff and student safety.
- Improving access to behavioral and mental health supports was identified as a key priority by both the *Crisis Response Workgroup* and the *DRW/ACLU Report*.

Immediate Policy Actions

By addressing the following urgent action items, Washington law can set a new legislative precedent for educator, staff, and student safety.

Clarify “imminent likelihood of serious harm.”

- Current law permits R&I when student behavior “poses an imminent likelihood of serious harm,” including damage to property.
- The *Crisis Response Workgroup* recommended using the language “imminent danger of serious physical injury,” and the *DRW/ACLU Report* recommended clarifying that harm “does not apply to property damage, unless it creates risk of injury or death.”

Prohibit chemical restraints.

- Using suggested text by the *Crisis Response Workgroup* and text from [SHB 1479 \(2024\)](#), define chemical restraint. Prohibit the use of these drugs and medications on students.
- This was identified as a key priority by both the *Crisis Response Workgroup* and the *DRW/ACLU Report*.
- Currently prohibited in many states, including Alabama, Colorado, Oregon, and Utah.

Professional Development Needs

The range of PD needs is extensive – it is apparent from the project’s implementation thus far that needs vary largely from district to district and school to school. Through collaborative efforts across a broad range of stakeholders, OSPI has noted the emergence of trends and patterns, illuminating the broad need for training related to:

- Hands-off crisis de-escalation
- Proactive student-centered strategies
- Cohesive collaboration amongst staff teams (e.g., paraeducators, teachers)
- Family and community engagement/partnership
- Anti-racism and community autonomy
- Discipline disparities, anti-racism, and anti-ableism
- Social-Emotional Learning to *assist* crisis de-escalation and antecedent management
- Tiered systems of support ([MTSS](#) and PBIS)
- [Washington Integrated Student Support Protocol \(WISSP\)](#)

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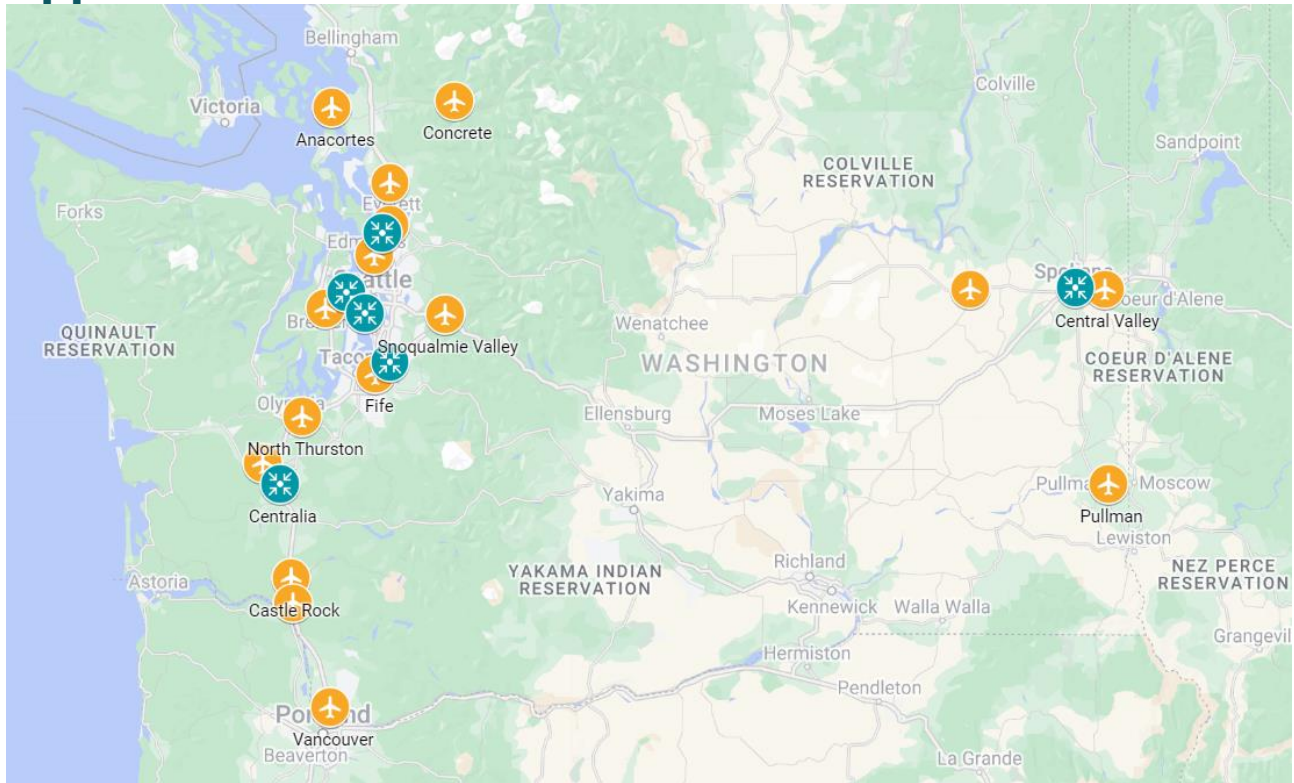
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APPENDICES

Appendix A



A map of Washington state that shows the locations of the Pilot sites (orange icons) and the Demonstration sites (teal icons).

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