

E2SHB 1479, Reducing Restraint & Eliminating Isolation

Statutory and/or Budget Language

- (i) \$1,900,000 of the general fund—state appropriation for fiscal year 2024 and \$8,100,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the office to provide statewide professional development and technical assistance to school districts and to provide a limited number of grants for demonstration projects. The demonstration projects must build school-level and district-level systems that eliminate student isolation, track and reduce restraint use, and build schoolwide systems to support students in distress and prevent crisis escalation cycles that may result in restraint or isolation. The schoolwide systems must include trauma-informed positive behavior and intervention supports, de-escalation, and problem-solving skills. Of the amounts provided in this subsection:
 - (A) \$400,000 of the general fund—state appropriation for fiscal year 2024 and \$1,600,000 of the general fund—state appropriation for fiscal year 2025 are for grants for district demonstration sites;
 - (B) \$1,334,000 of the general fund—state appropriation for fiscal year 2024 and \$6,334,000 of the general fund—state appropriation for fiscal year 2025 are for professional development and training, including professional development in inclusionary practices for classroom teachers. Funding must be prioritized to public schools with the highest percentage of students with individualized education programs aged three through 21 who spend the least amount of time in general education classrooms; and
 - (C) \$166,000 of the general fund—state appropriation for fiscal year 2024 and \$166,000 of the general fund—state appropriation for fiscal year 2025 are for staff and administration support for the demonstration sites and the professional development and training.
- (ii) The office must create a technical assistance manual to support the elimination of isolation and reduction of restraint and room clears based on the results of the demonstration projects, and must provide an initial report to the educational opportunity gap oversight and accountability committee and the education committees of the legislature by September 30, 2024, and a final report by June 30, 2025. The reports must include:
 - (A) A status update on demonstration projects that occurred during the 2023-24 school year, the technical assistance manual, and professional development offered statewide;
 - (B) Key implementation challenges and findings; and
 - (C) Recommendations for statewide policy changes or funding, including information on the amount of professional development needed across the state.
- (iii) In developing the manual, the office must consult with, at minimum:



- (A) Representatives from state associations representing both certificated 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.
- (iv) The office must prioritize the provision of professional development and selection of the demonstration sites to local education agencies, educational programs, and staff who provide educational services to students in prekindergarten through grade five and who have high incidents of isolation, restraint, or injury related to use of restraint or isolation. Grant recipients must commit to isolation phaseout and must report on restraint reduction and progress to the office by June 30, 2025.

Purpose

To support capacity for statewide elimination of student isolation and reduction of student restraint by building effective skills and knowledge of school and district staff.

KX: To develop district capacity for building and implementing schoolwide systems of support to mitigate crisis escalation cycles that may result in student isolation and/or restraint.

KY: To provide statewide professional development (PD), training, and technical assistance in best practices to reduce incidents of student isolation and/or restraint.

KZ: To provide staffing and administrative support.

Description of Services Provided

The Reducing Restraint and Eliminating Isolation (RREI) initiative is a statewide project to equip school staff with the skills and knowledge necessary to reduce crises and dangerous interventions that are harmful to school communities. This is actualized through district grants, contracted professional development (PD), and systematized technical assistance.

KX – District Demonstration Project Grants

The demonstration project model illustrates the processes and outcomes of constructing schoolwide systems by collecting resources and tools from district sites that engage in goal-oriented PD to address site-specific needs. Two variations of district grantees are as follows:

- “Demonstration sites” showcase best practices during systems growth, serving as learning communities that allow others to observe positive practices in real-world settings.
- “Pilot sites” showcase the early processes of building tiered systems, engaging in targeted PD as well as the learning experiences offered by demonstration sites.

The project’s first year identified districts and created the structure for implementation. Pilot site districts received grant funding to support planning and initial work, as well as direct assistance from OSPI staff. Demonstration site districts received direct assistance from partners at the University of Washington (UW) Haring Center.

In the project’s second year, all districts receive grant funding to support implementation, as well as no-cost access to a list of contracted PD providers (see “KY” description below).

KY – Professional Development, Technical Assistance, and Training

Statewide Professional Development

Webinars and in-person trainings (as well as recordings thereof) were offered on implementation of the Collaborative & Proactive Solutions (CPS) model of student behavior intervention. This is an evidence-based, trauma-informed model that assists adults in collaboratively identifying problems that bring about concerning behavior in children.

Trainings were offered at no cost to participants, and provided free clock hours towards required continuing education credits. Educator attendance is the number of individuals who earned full clock hours, though actual attendance was higher.

Training Offered	Educator Attendance
December 2023 three-hour webinars (live)	456
Recorded three-hour webinar (asynchronous)	366
March 2024 two-day training in Yakima	37
March 2024 two-day training in Tacoma	65
March 2024 two-day training livestream	161
TOTAL	1,085

Contracted Professional Development Providers

OSPI issued [Request for Proposals \(RFP\) No. 2024-12](#), soliciting proposals from consultants to provide professional development as part of a statewide cohort. Of the proposals received, 10 were chosen to contract with OSPI:

American Institutes for Research (AIR), And Still We Rise, Character Strong, Crisis Prevention Institute (CPI), ESD 189 (NWESD), QBS (Provider of Safety-Care), Sound Supports, True Measure Collaborative, TurnerDEV (Provider of Supported School), and UW Haring Center.

Providers partner with demonstration project districts to assess needs and provide targeted training and supportive services that address the needs indicated. In addition, they engage in ongoing collaborative meetings to ensure a cohesive approach to offerings.

Technical Assistance Manual

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

In compliance with section (iii) of mandated deliverables, OSPI and AIR conducted focus groups, key informant interviews, surveys, and regular consultant meetings. These produced a number of findings that are being incorporated into the manual.

Criteria for Receiving Services and/or Grants

KX – District Demonstration Project Grants

Criteria for services differ between "demonstration site" and "pilot site" districts.

Pilot Sites

- A competitive grant process required submission and approval of a district-wide action plan.
- OSPI analyzed recent data to initially determine districts with high need. These districts were encouraged to apply, and their applications were prioritized.
- All districts with a stated commitment to eliminating isolation rooms and other forms of student isolation were eligible to apply.

Demonstration Sites

- A competitive grant process required submission of an application, followed by site visits conducted by OSPI and the UW Haring Center.
- Applicants were asked to identify tiered supports and how these practices were developed.
- All districts with a stated commitment to eliminating isolation rooms and other forms of student isolation were eligible to apply.

KY – Professional Development, Technical Assistance, and Training

Statewide Professional Development

All employees of Washington state schools, districts, and ESDs with pdEnroller accounts were eligible to access no-cost statewide trainings.

Contracted Professional Development Providers

Contractors were required to offer zero instruction on restraint techniques prohibited by state law for use on students eligible for special education services. Providers with these holds in existing curriculum were required to remove this material.

Beneficiaries in the 2023-24 School Year

KX – District Demonstration Project Grants:

Number of School Districts	16
Number of Schools	50
Number of Students	26,050
Number of Educators	N/A
Other	N/A

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KY – Professional Development, Technical Assistance, and Training:

Number of School Districts	15
Number of Schools	N/A
Number of Students	N/A
Number of Educators	1,255
Other	N/A

Are Federal or Other Funds Contingent on State Funding?

No

State Funding History

KX – District Demonstration Project Grants

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$400,000	\$393,126

KY – Professional Development, Technical Assistance, and Training

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$1,334,000	\$1,274,073

KZ – Staff and Administrative Support

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$166,000	\$163,507

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

KX – District Demonstration Project Grants

Fiscal Year	Number of Beneficiaries
2024	16 districts

KY – Professional Development, Technical Assistance, and Training

Fiscal Year	Number of Beneficiaries
2024	1,255 educators

KZ – Staff and Administrative Support

Fiscal Year	Number of Beneficiaries
2024	N/A

Programmatic Changes Since Inception

During the 2024 session, the Legislature:

- Shifted funding for demonstration projects, resulting in a \$600,000 decrease for fiscal year 2024 and a \$600,000 increase for fiscal year 2025.
- Changed the number of district demonstration project grantees from 10 to an undetermined number (actualized as 16 districts for fiscal year 2024).
- Added a requirement to report on the amount of PD needed across the state.

During project implementation, OSPI interpreted “demonstration project site” as encompassing both “demonstration sites” and “pilot sites” based on level of need.

Program Evaluation or Evaluation of Major Findings

KX – District Demonstration Project Grants

District sites’ reported professional development (PD) needs vary largely. Range of topics include crisis de-escalation training, cohesion with safety officer training, incident and data reporting, and family/community engagement.

KY – Professional Development, Technical Assistance, and Training

The majority of educator participants in statewide PD offerings indicated that these opportunities would affect future practices. All district grantees indicated positive growth in ability to implement schoolwide systems of behavioral support.

Major Challenges Faced by the Program

This legislation tasked OSPI with creating a Technical Assistance (TA) Manual to support the elimination of isolation and reduction of restraint, in consultation with: an individual with lived experience, the protection and advocacy agency of Washington, and state associations representing certificated staff, classified staff, principals, school administrators, school board members, and parents.

OSPI requested \$717,000 in its fiscal note for E2SHB 1479, with \$135,830 for technical assistance and stakeholder consultation. However, this fiscal note was only partially funded, with \$0 allocated for a TA Manual. In order to accomplish the work outlined above and fully implement the proviso’s deliverables, \$174,020 was allocated from Budget Code KY (Professional

Development, Technical Assistance, and Training). Creating the TA Manual was not intended to divert funding from the provision of statewide professional development and training. Stretching these resources significantly limited the number and range of statewide PD offerings and thus the number of educator beneficiaries.

Future Opportunities

KX – District Demonstration Project Grants

Selecting districts was a top priority in the first year of funding, and full implementation is now possible in the second year of funding. Continuing to watch these districts progress towards project goals will be a benefit to the state, with results expected to be reflected in data in the third or fourth year of implementation.

In addition, expanding the number of district grantees in Central and Eastern Washington is critical to addressing statewide needs.

KY – Professional Development, Technical Assistance, and Training

Future years of funding would allow for a cohesive rollout of the de-escalation and proactive strategies that are beginning to show benefits in demonstration districts and amongst statewide recipients of PD. In addition, OSPI could conduct thorough project evaluation in order to reliably recommend PD programs that benefit students and staff.

The state continues to face a significant need for improvement in district data collection, which requires ongoing funding for technical assistance.

Other Relevant Information

This project carries on the work of 2022's Crisis Response [Workgroup](#).

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

Program Contact Information

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