

# Student Isolation and Restraint: Issue Background

## House Education Committee Work Session January 8, 2024

*Jenny Plaja, Executive Director of Government Relations  
Office of Superintendent of Public Instruction*



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# Agenda



Crisis Response Workgroup (2022) Report and Recommendations



Student Isolation and Restraint Data Collection



Implementation Update: 2023 Budget Proviso on Restraint and Isolation



# Crisis Response Workgroup: Overview



- Established in 2022 via budget proviso - Engrossed Substitute Senate Bill 5693 Sec. 501(3)(h)(i)
- ...to identify trauma informed strategies, approaches, and curricula for supporting students in distress and with challenging behaviors that prioritize relational safety.
- Report to the legislature and the education ombuds by **December 1, 2022.**
  - A list of approved crisis response protocols and de-escalation techniques for schools that are trauma informed and prioritize relational safety
  - Recommended elements needed to improve access to mental health supports for all students, building-based strategies to enhance fidelity to multi-tiered systems of support and student behavior plans for students with challenging behaviors and
  - Strategies to track and reduce/eliminate restraint and isolation use,
  - Best practices for implementation of identified strategies
  - Recommendations for district compliance and tracking mechanisms



# Crisis Response Workgroup: Overview



## Facilitation

OSPI contracted with the UW School Mental Health Assessment, Research and Training (SMART) Center to support implementation & facilitation of the workgroup.

## Meetings

9 facilitated meetings from August – December 2022

## Membership

- 26 workgroup members
- Workgroup representatives from:
  - Community Groups
  - People with lived experience
  - State agencies
  - School District and ESD's
  - Labor constituents



# Crisis Response Workgroup: Recommendations



1. Eliminate Isolation and Chemical Restraint from Schools
2. Improve Access to Proactive and Effective Mental Health Supports and Trauma-Informed Behavior Supports
3. Increase Educator Training of De-escalation Practices
4. Improve Data Collection and Reporting



# Restraint & Isolation Data



- **RCW 28A.600.485** allows restraint or isolation of any student only when it's "reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm, as defined in RCW 70.96B.010."
- Data collected at the state level includes:
  - Duration of the action
  - Type of restraint/isolation
  - Whether the student was injured during the action
  - Number of staff injured during the action
  - Whether safety & security staff were involved with the action\*

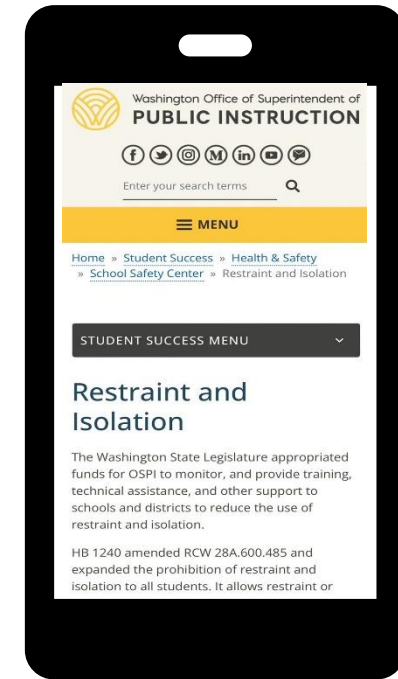
# Student Restraint and Isolation Data School Year 2022-2023



## RCW 28A.600.485:

- By January 1<sup>st</sup> annually, each school district shall summarize their restraint and isolation data and submit the summaries to OSPI.
- No later than ninety days after receipt, OSPI shall publish to its website the data received by the districts.

Student restraint and isolation data for the 2022-2023 school year will be available March, 2024.



Data are available on OSPI's public website:  
[Restraint and Isolation | OSPI](#)

# Student Restraint and Isolation Data School Year 2021-2022



Restraint					
Total Enrollment	Distinct Students Restrained	% of Total Students Restrained	Incidents of Restraint	Incidents Where a Student was Injured	Number of Staff Injuries Reported
1,207,516	2,911	0.24%	13,371	295	1,885

Out of 324 LEAs, 163 reported incidents of restraint in the 2021-2022 school year (50.3%).



# Student Restraint and Isolation Data School Year 2021-2022



## Isolation

Total Enrollment	Distinct Students Isolated	% of Total Students Isolated	Incidents of Isolation	Incidents Where a Student was Injured	Number of Staff Injuries Reported
1,207,516	1,455	0.12%	7,900	142	819

Out of 324 LEAs, 122 reported incidents of isolation in the 2021-2022 school year (37.7%).

# Data Collection Challenges and Next Steps



- Clear and thorough guidance around R&I practice and data collection:
  - Definitions/categories included in the data collection
  - Purpose/use of state level data
  - Professional development
  - Level of detail (Ex: instances of restraint occur as part of one incident, impacts on longitudinal data)
  - Consistency and accuracy
- Data review and targeted technical assistance to schools and districts.
- Data collection improvements:
  - Senate Bill 5315 (2023): Adding the ability to indicate if an R&I incident occurred at an “authorized entity” or ESD program.
- Ongoing collaboration with WSSDA, AWSP, WASA, and other education partners to support PD and data collection efforts.



# Implementation Update: R/I Budget Proviso



- 2023 Biennial Budget: \$2.5M for FY 24 and \$2.5M for FY 25
  - \$1M: Provide grants to demonstration project sites
  - \$1.3M: Professional development and training
  - \$166K: Administrative support
- OSPI must provide a report to the education committees of the legislature by **September 1, 2024**.
  - A status update on demonstration projects that occurred during the 2023-24 school year, the technical assistance manual, and professional development offered statewide;
  - Key implementation challenges and findings; and
  - Recommendations for statewide policy changes or funding.



# Implementation Update: Development of Technical Assistance



## **Phase 1: August – December, 2023**

- Consultation with Education partners: teachers, paraeducators, special education admin./directors, Principals, and Superintendents.



## **Phase 2: January – April, 2024**

- Consultation with Families, Washington protection and advocacy organizations, and people with lived experiences.

## **Phase 3: April – May, 2024**

- Development of the technical assistance guide.



# Implementation Update: Development of Technical Assistance



## Phase 1: Update

### Surveys

Education constituents and partners were invited to complete a survey to inform the development of a Restraint & Isolation Manual and accompanying training for school staff.

- 1,773 total responses
  - 56% of respondents were teachers
  - 16% of respondents were paraprofessionals
  - 7% of respondents were administrative and classified staff
  - 5% of respondents were principals and superintendents
  - 12% other

### Focus Groups

70 Participants attended 14 focus groups across the state:

- 6 in-person focus groups: Vancouver, Bremerton, Seattle/Renton, Everett, Yakima, and Spokane
- 8 virtual focus groups

Participants included teachers, paraeducators, special education administrators/directors, principals, and superintendents.

# Implementation Update: Development of Technical Assistance



## Themes from Phase 1 Survey and Focus Groups

### Foundational Theme

Lack of clarity around the definition, understanding, and implementation of R&I

### Related Themes

Current use and understanding of R&I policy varies across the state and in districts.

Several staff reported feeling short-, medium-, and longer-term effects of trauma from engaging in use of R&I

Some staff noted a desire to reduce the use of R&I and the supports needed to do so include, but are not limited to:

- Appropriate staffing levels
- Expanded PD opportunities
- Increased time and opportunity to meet with team members

Expanded professional development opportunities, topics and staff participation across various roles is recommended.



# Implementation Update: Demonstration Sites



- Funding is provided for OSPI to provide grants to 10 district demonstration sites.
- OSPI must prioritize both PD and demonstration sites at schools, programs, and staff supporting PreK through grade 5 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.
- Demonstration pilots 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. Schoolwide systems must include trauma-informed positive behavior and intervention supports, de-escalation, and problem-solving skills.



# Professional Development

- Over 400 participants
  - School Districts: 151
  - State-Tribal Education Compact Schools: 1
  - Educational Service Districts: 7
- Other participants watched video recording for clock hours
- Additional Professional Learning will be offered in Spring 2024
- OSPI will solicit proposals for additional professional development offerings



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## COLLABORATIVE & PROACTIVE SOLUTIONS TRAINING

MOVING FROM POWER TO PROBLEM SOLVING WITH DR. ROSS GREENE

Morning session  
**9AM-12PM**

**THURSDAY**  
**DECEMBER 14, 2023\***

Afternoon session  
**1-4PM**

In this training, Dr. Greene will provide an overview of the Collaborative & Proactive Solutions (CPS) model as an alternative to "discipline-as-usual" behavioral intervention strategies, including: the nuances of assessment, engaging students in solving the problems that affect their lives, and strategies to reduce restraints and eliminate isolation.

Free clock hours available\*\*

Equity	1.5 hours
Special Education	1.5 hours



**Dr. Ross Greene**

Ross Greene, Ph.D. is a clinical psychologist and New York Times bestselling author who has worked with children and families for over 30 years. He is the originator of the CPS model of care and founding director of the non-profit Lives in the Balance.

\* The content will be the same for both sessions.

\*\* Clock hours are available for those completing the recorded viewing.

\*\*\* Recordings will be available for those unable to join the live webinar.

**REGISTER FOR  
LIVE WEBINAR\*\*\***

Morning session <https://www.pdenroller.org/ospi/catalog/164336>  
Afternoon session <https://www.pdenroller.org/ospi/catalog/164337>



# Questions and Contact Information

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