

Welcome Pilots & Demo Sites!

Please sit with your school district's team and scan the QR code to access the Padlet to record your questions as we move through this hour-long session.



Agenda

- Land & Labor Acknowledgment (10 mins)
- Unpacking the [Coming into the Light report](#) with Andrea Kadlec (45 mins)
- Hopes for the Staff and Students of Washington state (15 mins)
- Wrap Up/Walk to the Dr. Jackson Lunch & Learn (5 mins)



Tribal Land Acknowledgement

*Thanks to WSU and the Native American Programs department
for sharing this Land Acknowledgement with us.*

Washington State University acknowledges that its locations statewide are on the homelands of Native peoples, who have lived in this region from time immemorial. There are 37 federally recognized Tribes that historically shared their traditional homelands and waterways in what is now Washington State. Of these, 29 are federally recognized Tribes in Washington with the remaining Tribes in Idaho, Montana, and Oregon, some of which represent multiple tribes and bands.



Tribal Land Acknowledgement

*Thanks to WSU and the Native American Programs department
for sharing this Land Acknowledgement with us.*

The University expresses its deepest respect for and gratitude towards these original and current caretakers of the region. As an academic community, we acknowledge our responsibility to establish and maintain relationships with these tribes and Native peoples, in support of tribal sovereignty and the inclusion of their voices in teaching, research and programming. Washington State University established the [Office of Tribal Relations](#) and [Native American Programs](#) to guide us in our relationship with tribes and service to Native American students and communities. We also pledge that these relationships will consist of mutual trust, respect, and reciprocity.



Tribal Land Acknowledgement

*Thanks to WSU and the Native American Programs department
for sharing this Land Acknowledgement with us.*

As a land grant institution, WSU also recognizes that the Morrill Act of 1862 established land-grant institutions by providing each state with “public” and federal lands, which are traced back to the dispossession of Indigenous lands. In 1890, Washington State received 90,081 acres of Indigenous Lands designated to establish Washington State University ([see data](#)). Washington State University retains the majority of these lands to this day. We acknowledge that the dispossession of Indigenous lands was often taken by coercive and violent acts, and the disregard of treaties. For that, we extend our deepest apologies. We owe our deepest gratitude to the Native peoples of this region and maintain our commitment towards reconciliation.



Labor Acknowledgement

*Thank you to **And Still We Rise** for leading this portion!*



ASWR acknowledges that our nation has benefited and profited from the free enslaved labor of Black people. We honor the legacy of the African diaspora and Black life, and the knowledge, skills, and human spirit that persevere in spite of anti-Blackness, violence, and White supremacy. We commit to standing up against racism and acknowledging in all facets of our life that Black Lives Matter.



Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

RREI Team Introductions



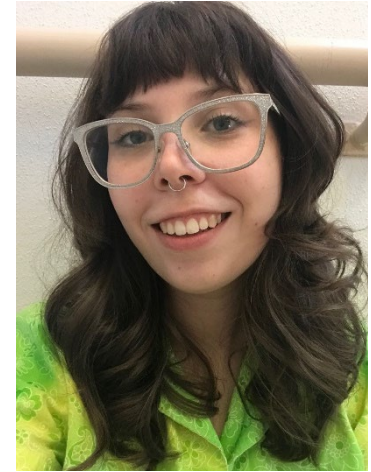
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Lunch & Learn with Dr. Dia Jackson



Head to Junior Ballroom #2 for this closed Lunch & Learn Session for Pilots, Demos, and PD Providers. 11:30am–12:30pm

Dr. Jackson will share qualitative and quantitative data specific to restraint and isolation in Washington state!



Pilot Sites

<i>District</i>	<i>Key Action Plan Item</i>	<i>Students (23-24)</i>
Anacortes	Data collection, analysis, and use with FBAs and BIPs	2,646
Bremerton	Train-the-trainer / Building internal capacity	4,384
Castle Rock	Social and Emotional Learning for staff & students	1,500
Central Valley	Data collection, analysis, & use in developing staff practices	14,726
Concrete	Inter-district collaboration with other rural partners	535
Davenport	Family and community engagement	659
Edmonds	Training staff in the Collaborative Proactive Solutions model	20,766
Everett	De-escalation and crisis prevention training	20,314
Fife	Integrating family input into behavior support strategies	3,874



Pilot Sites continued

<i>District</i>	<i>Key Action Plan Item</i>	<i>Students (23-24)</i>
Kelso	Training staff in the Collaborative Proactive Solutions model	5,002
Lakewood	Training staff in cultural competency & family engagement	2,698
North Thurston	Create sensory spaces in each elementary school	15,250
Pullman	Creating a system of staff/student collaborative debrief after R&I	2,687
Rochester	Training in co-regulation and restorative practices	2,153
Snoqualmie Valley	Adopt crisis prevention model to use in tandem with Ukeru	7,199
Vancouver	Targeted training to building administrators	22,029



Demonstration Sites

<i>District</i>	<i>Start Date for Visitors</i>	<i>Students (23-24)</i>
Auburn	Late summer, 2024	18,143
Bainbridge Island	Late summer, 2024	3,588
Centralia	Late summer, 2024	3,405
Mukilteo	Winter, 2025	15,235
Seattle (Gatewood)	Winter, 2025	381
Spokane	Late summer, 2024	29,459





Demonstration Sites at the UW Haring Center for Inclusive Education

Demonstration Sites at UW Haring Center for Inclusive Education

Fall 2024 - 16 districts; 21 Demo Sites

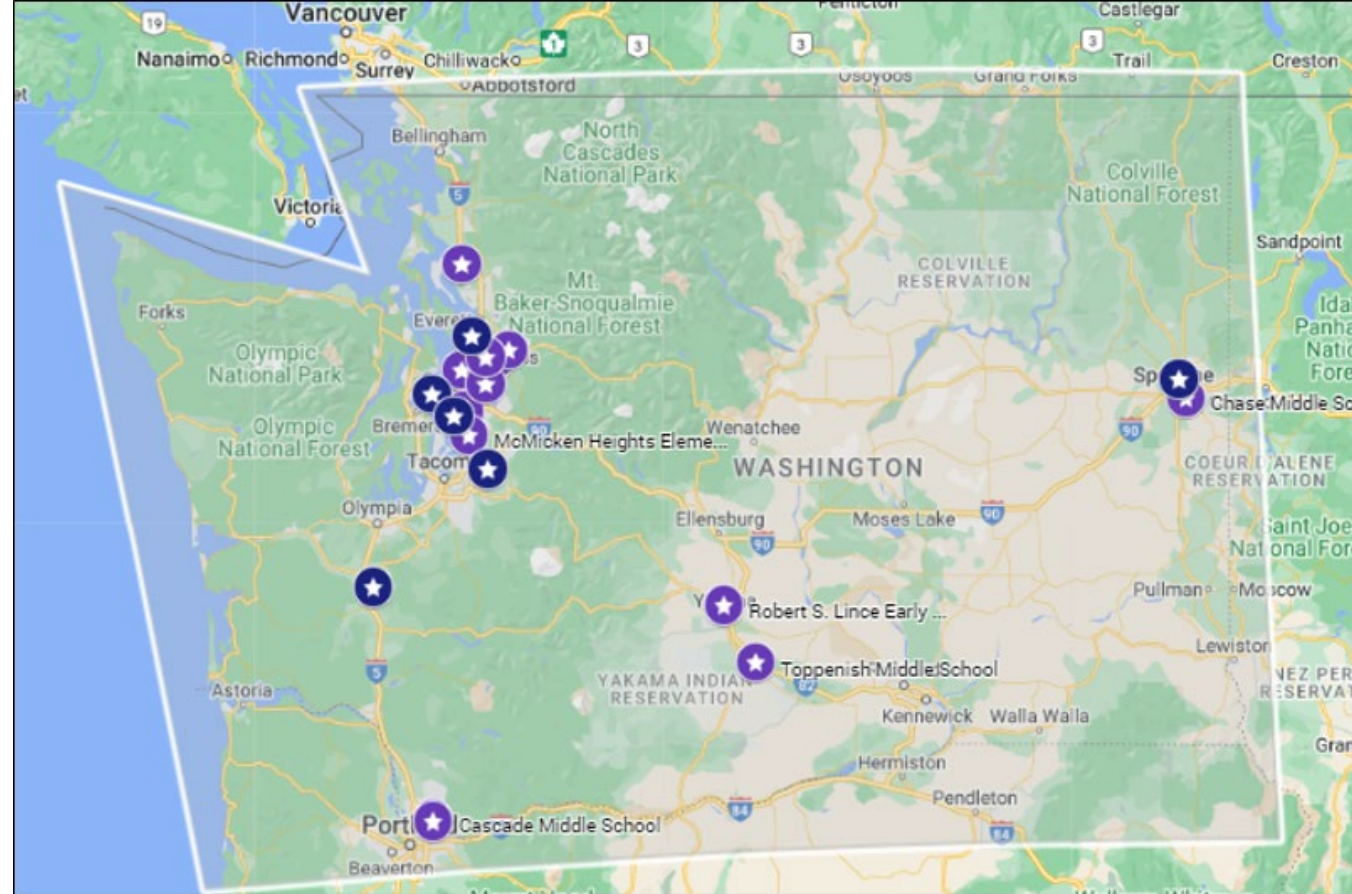


Inclusionary Practices (IP) Demo Sites
○ 10 Districts, 11 Sites



Reducing Restraint and Eliminating Isolation (RREI) Demo Sites
○ 6 Districts, 10 Sites

- Auburn SD
- Bainbridge Island SD
- Centralia SD
- Mukilteo SD
- Seattle PS
- Spokane PS



Demonstration Sites at UW Haring Center for Inclusive Education

For more information and resources:
<https://ippdemosites.org/>

- School webinars
- School artifacts
- Inclusive resources
- Tip sheets
- Request a visit



Today's Objectives

- Create **connections** with other Pilot and Demo sites
- Review and understand the **DRW/ACLU Report findings** with Andrea Kadlec
- Share your **hopes** for the **staff and students** of Washington
- Provide the RREI team with **feedback** and **suggestions** for future work





Coming Into the Light

Andrea Kadlec, Disability Rights Washington

Starting from the heart

- Educators have one of the most important and difficult jobs in our society.
- Not about shame or blame. Together we can think creatively about what we can do.
- Monitoring allows me to see innovations and dedication all over Washington.
- “What would make a difference?” Those recommendations are why you are here.



Andrea Kadlec



Disability Rights
WASHINGTON

Disability Rights Washington & ACLU-WA Report

Coming Into the Light:
An Examination of Restraint and Isolation Practices in
Washington Schools

Disability Rights Washington
ACLU of Washington



- Monitoring 34 educational programs (54 now)
- 144 structured interviews
 - admin, staff, union, parent, students, adults who had been restrained and isolated
- Analysis
 - Data, using federal access authority
 - Statutes and regulations across the country
 - National advocacy efforts with expert interviews
 - Research and literature review
 - Monitoring and interviews

OSPI Report to the Legislature: Crisis Response Workgroup



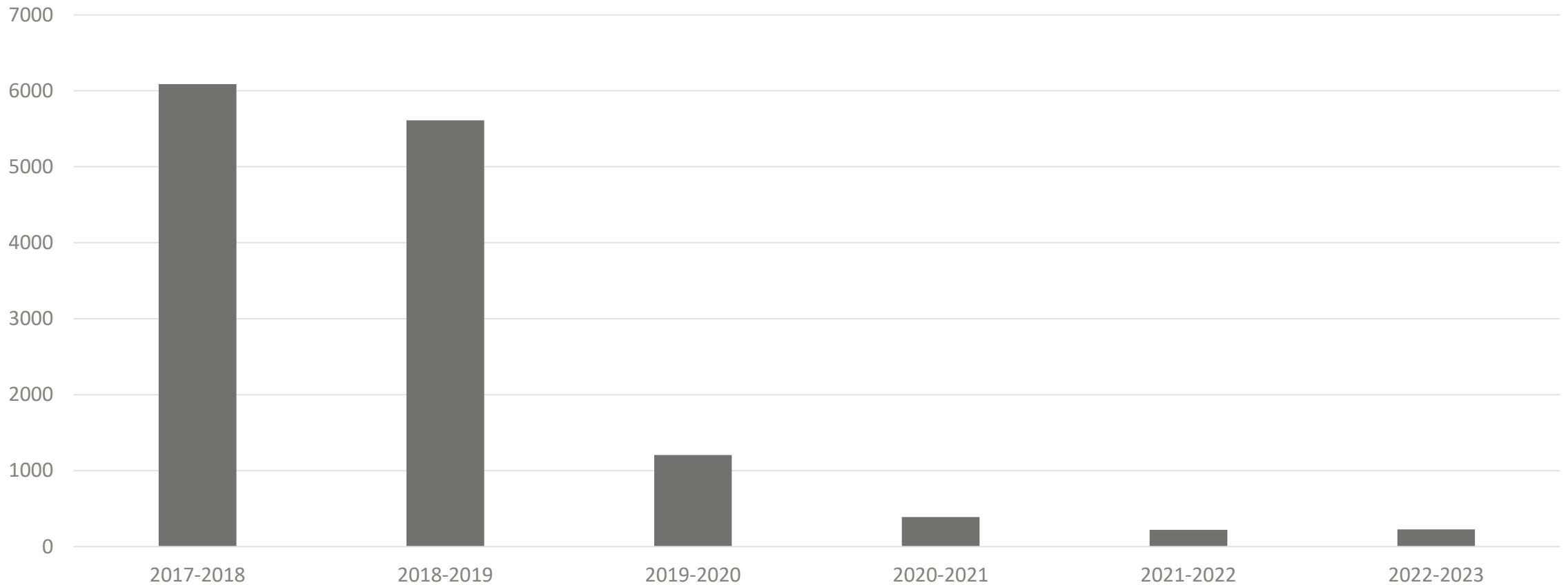
Places that have eliminated isolation (seclusion)

- Alabama
- Florida
- Georgia
- Hawaii
- Illinois – phaseout
- Maryland
- Massachusetts
- Minnesota – prohibited through grade 3
- Nevada – prohibited, along with all aversive interventions
- New York
- Pennsylvania
- Rhode Island
- Texas

U.S. D.O.J. Settlement-based

- Wichita Public Schools KS
- Spokane Public Schools WA
- Anchorage School District AK
- Okaloosa County School District FL
- Cedar Rapids Community School District IA
- Frederick County Public School District MD
- North Gibson School Corporation IN
- Covington Independent Public Schools KY

Spokane Public Schools Incidents of R&I



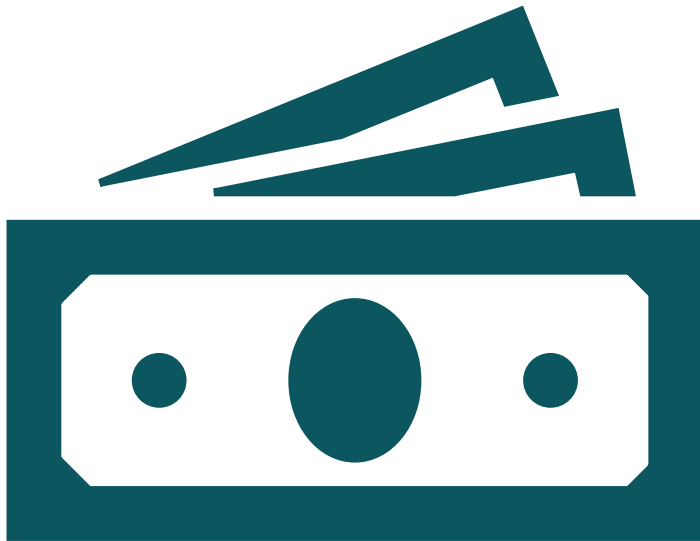
Some Districts in Washington are already doing reduction work

This is what they said is effective:

- Consistent time to debrief incidents with school or district team, to analyze what could be done differently.
- Time to look behind behavioral interventions and supports for each student.
- Time to debrief and repair relationship with staff, student, and family.
- Systems that assessed behavior/at-risk students at beginning of year and accordingly implemented MTSS and SEL structures.
- Principals had entire staff read and meet to discuss restorative justice, conscious/positive/dignity-based discipline, neuroscience of learning, equity, trauma, and fidelity to MTSS in lieu of harsh discipline, etc.
- Administrators had to stand firm on equity, inclusion, and evidence-based practice.
- Braided and innovative funding/leveraged resources, especially in rural districts

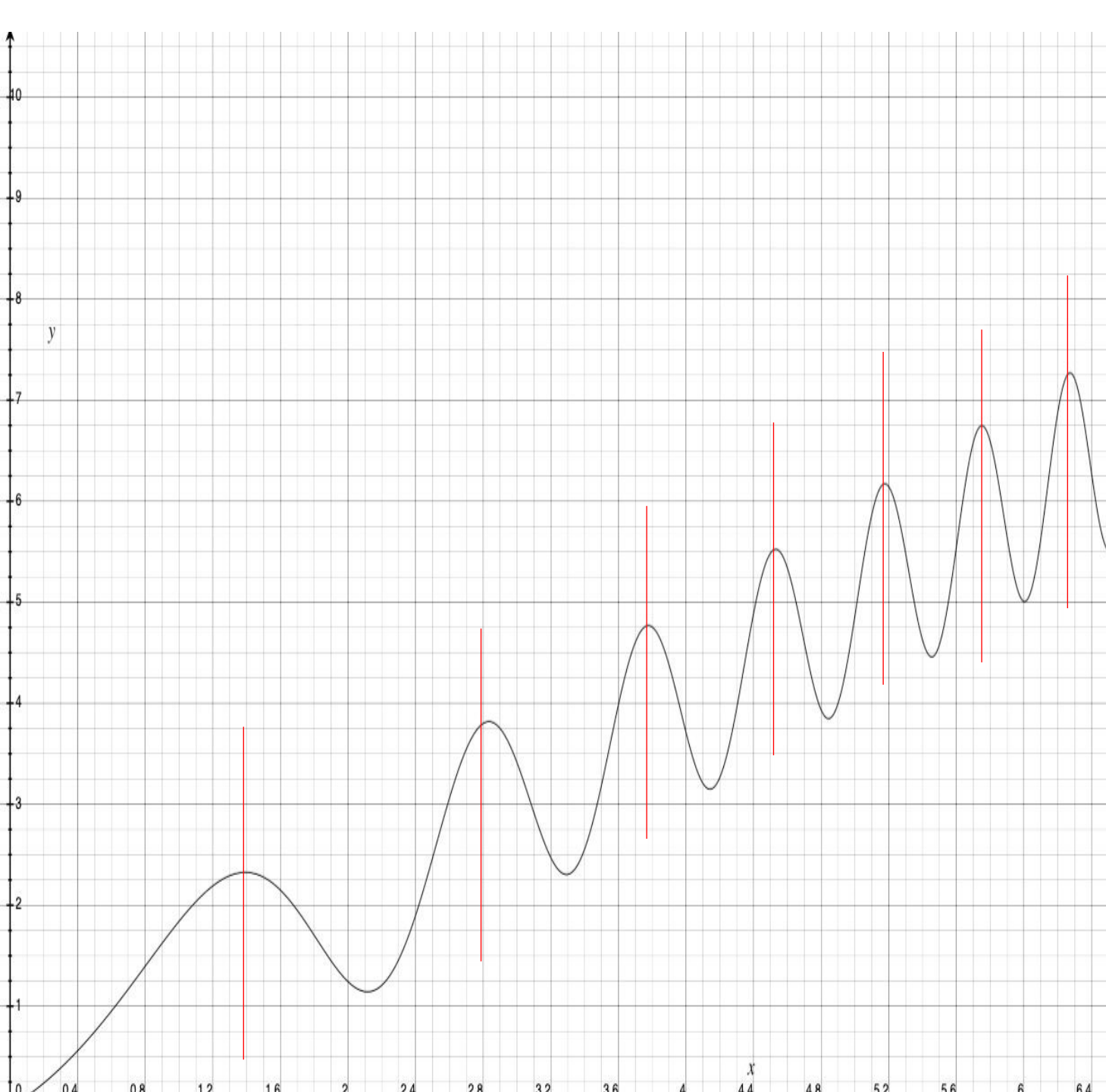
Report Findings

Funding: Working around resource-based model



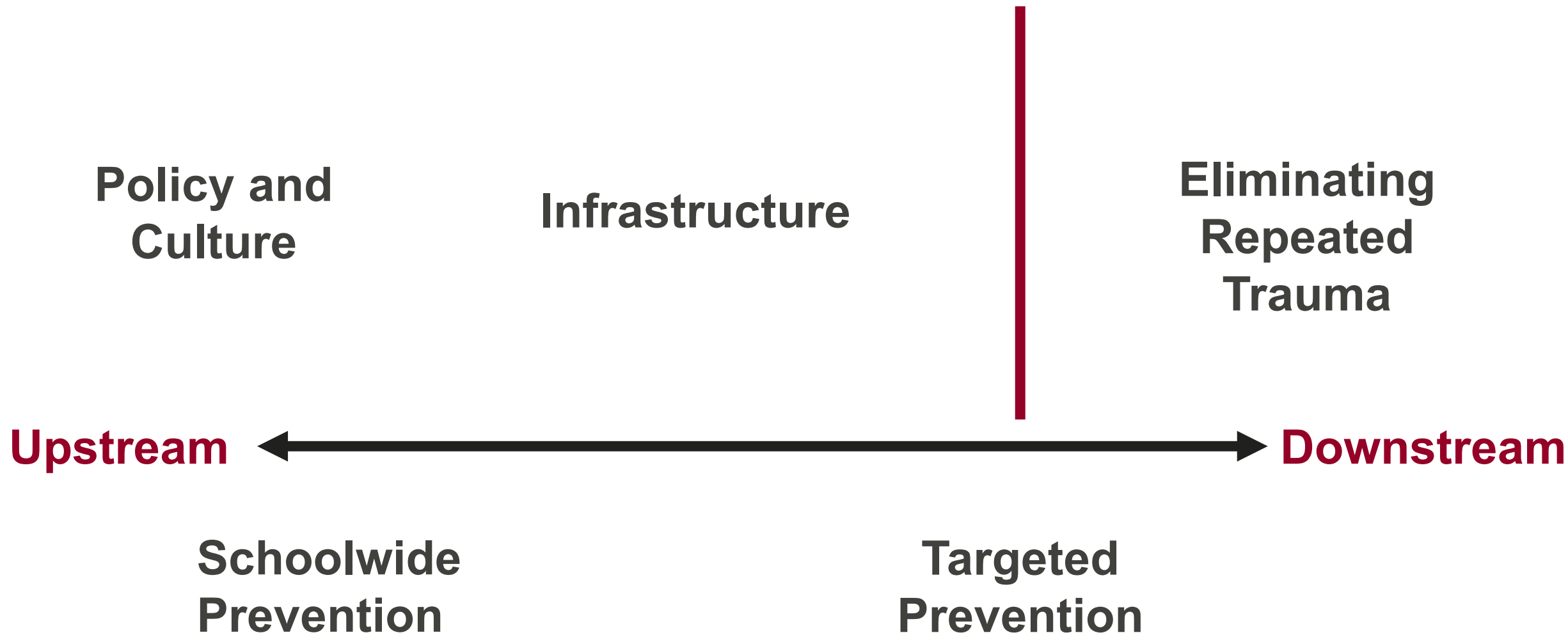
- Student-based, weighted model
 - Funds schools can use to address student need directly
- Budget Proviso year one
 - Professional Development
- Budget Proviso year two
 - Demonstration projects
- [Washington Integrated Students Support Protocol](#)
 - LAP dollars – [Sept. 1, 2025 districts required](#) to use to expand learning assistance program funds
- Legislation
 - Drives professional development, money for school boards, data collection, technical assistance teams, etc. to support students





Professional development:
Invest in “Upstream Supports”

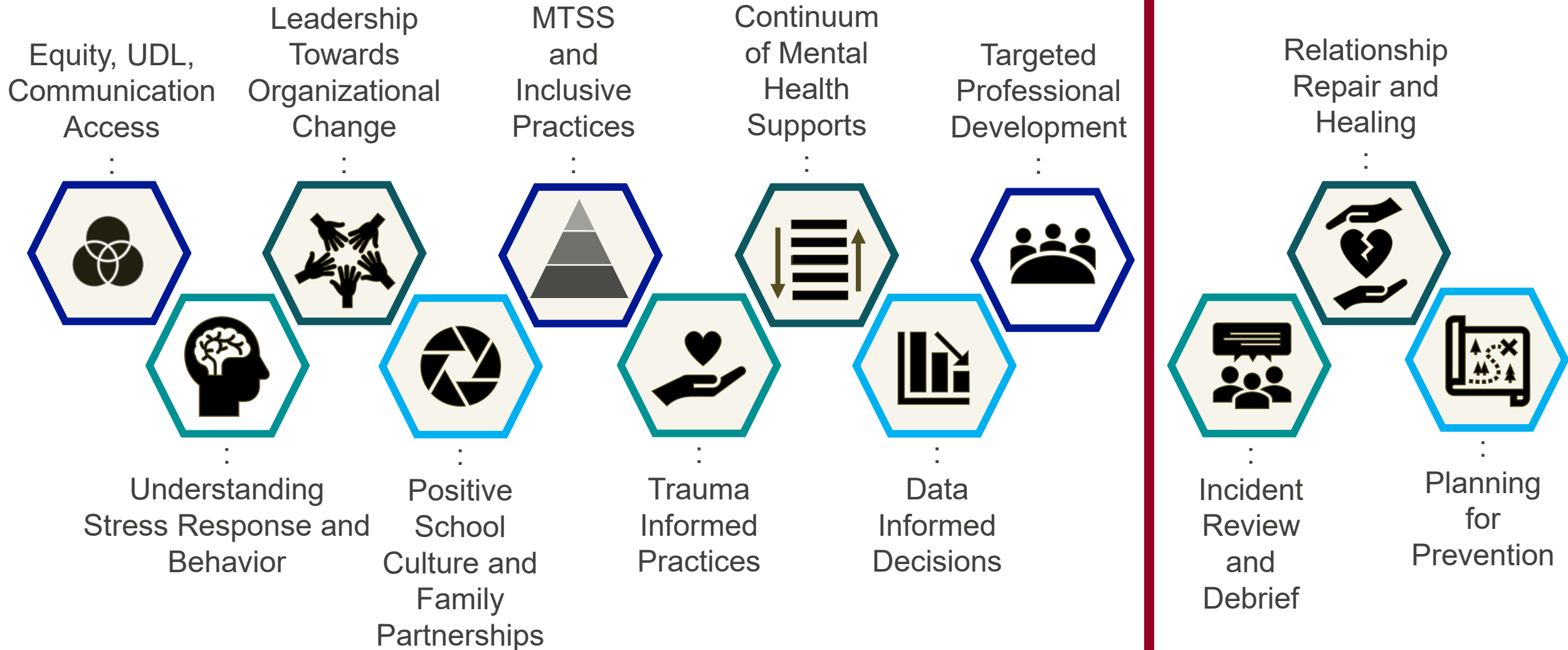
STUDENT CRISIS CYCLES



Policy and Culture

Infrastructure

Eliminating Repeated Trauma



Upstream

Downstream

Just in case you missed it!

Scan the QR Code on the right to access the Padlet to record your questions on the Coming into the Light Report



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Who is being restrained and isolated?

Overwhelmingly

- K-5
- Students with disabilities, AND
- Students who are Black and multiracial
- Students in foster care
- Students who live in poverty
- Students who are homeless

Worse in some segregated schools

Report Finding

Restraint and Isolation are prohibited practices

“except when the student’s behaviors poses an imminent likelihood of serious harm to that student or another person.”*

*** There are no exceptions for students with IEPs or ERPs.**

2000 – Present

1980 – 1990

1970

How we got here...

We often see special education as separate, but it is part of a collection of civil rights education access laws.

Without intentional work on equity and inclusion we will continue to have de facto segregation in school.

2000 – Present

1980 – 1990

- Brown v. Board enforced by U.S. Department of Justice investigations across the South, beginning in 1968.
- Indigenous boarding schools close and Tribes take on their own education 1972 and 1975.
- Nationwide protests secure regulations of Section 504 of the Rehabilitation Act of 1973, allowing enforcement.
- Class action lawsuits across the country secure school access for students with developmental and behavioral disabilities.
- Education for all Handicapped Children Act (precursor to today's special education law) is passed in 1975.

1970

2000 – Present

Aversive Interventions: The systematic use of stimuli or other treatment which a student is known to find unpleasant for the purpose of discouraging undesirable behavior on the part of the student.

Americans with Disabilities Act (1990) is added to the list of civil rights protections for students with disabilities in public schools.

1980 – 1990

1970

2009: Federal Legislation- Keeping All Students Safe Act Introduced. 2010: Georgia eliminates isolation and a growing number of states, school districts, and schools follow.

2013: ESSB 1668 - Defines restraint, isolation, restraint device and reporting procedures for IEP and 504 students.

2013 and 2015: Aversive interventions are banned in WA and come off the books, *except for restraint and isolation with imminent harm.*

2015: SHB 1240 - Adds positive support definitions, applies procedure to all students and limits use to imminent likelihood of serious harm. Requires data collection and gives OSPI authority to reduce use.

2000 – Present

1980 – 1990

1970

2017: The U.S. Dept. of Justice begins investigating discriminatory restraint and isolation practices in 2017, settling with 7 school districts who in turn eliminate isolation.

2022: HB 1479 Introduced but did not pass. The bill would eliminate isolation, mechanical and chemical restraint, tighten data collection, infuse professional development and technical assistance to reduce restraint.

2023: Spokane School District settles Department of Justice complaint.

2000 – Present

1980 – 1990

1970

- This is not evidence-based: It comes from **painful stimuli once used to control students.**
- Restraint and isolation have **no educational or therapeutic benefit.**
 - What about safety?
- We understand much more about **neuroscience and learning**, and already have systems that can replace reliance on restraint and isolation.
- Students **cannot learn** when they are under stress or **experiencing trauma.**
- Data shows using restraint and isolation **increases reliance on** and **leads to more** restraint and isolation.
- These practices are **not** supposed to be used for **discipline, compliance or control.**

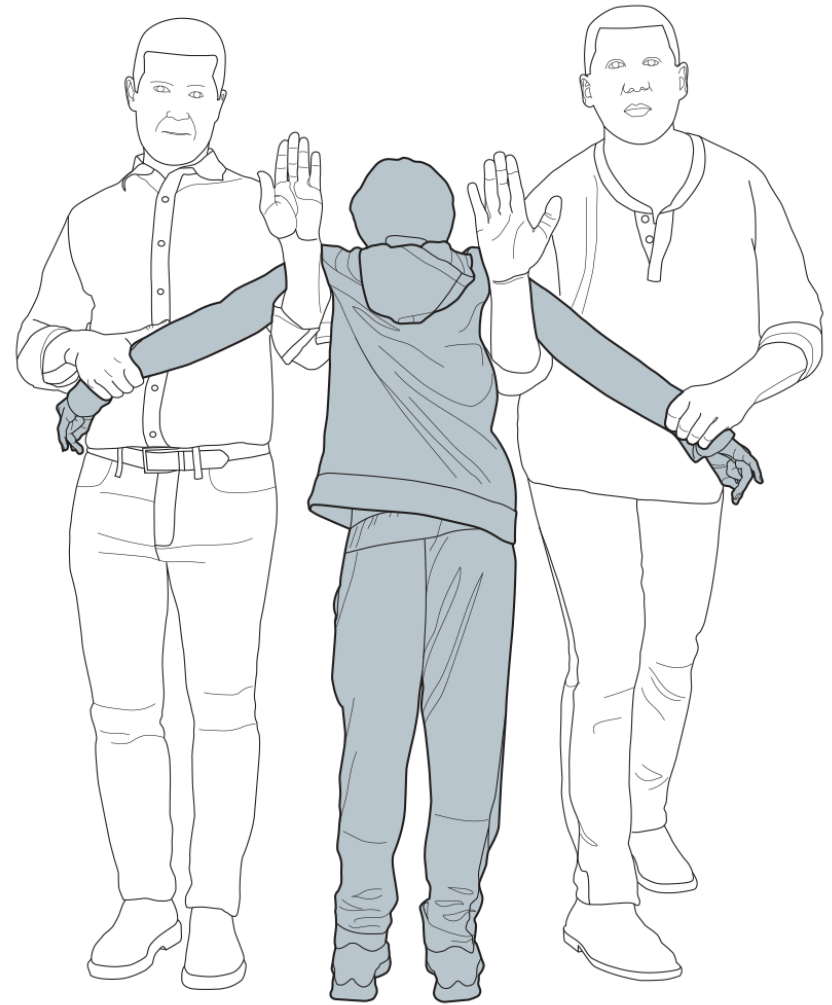
What is a Restraint?

Restraint as defined in RCW 28A.600.485 means: **Physical intervention or force used to control a student**, including the use of a restraint device **to restrict a student's freedom of movement**. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to participate in activities safely.

Prohibited supine hold

Types of Restraints

- Physical
- Mechanical
- Chemical



Supine, prone, wall restraints, and restraints that interfere with breathing are prohibited. (2021)

Restraint is not:

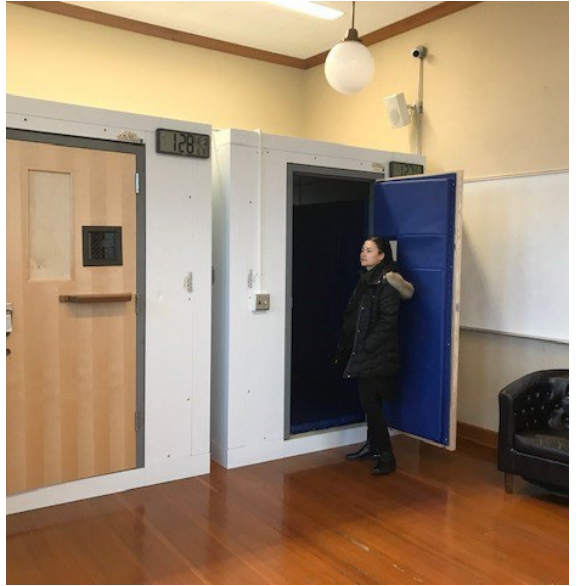
- ✓ Holding a student's hand or arm to escort the student safely from one location to another
- ✓ Assisting a student to complete a task, if the student does not resist the physical contact
- ✓ Consoling or calming a student, where movement is not restricted
- ✓ Using an assistive device to support a student with sitting or other therapeutic purpose

What is Isolation?

Isolation as defined in RCW 28A.600.485 means:

Restricting the **student alone** within a room or any other form of enclosure, from which the **student may not leave**.

It **does not include** a student's voluntary use of a quiet space for self-calming, or **temporary removal** of a student from his or her regular instructional area **to an unlocked area** for purposes of carrying out an appropriate positive Behavioral Intervention Plan (BIP).



Names for Isolation Rooms

(Paint Color) Room

Meditation Room

Safe Space

Accountability Room

Mindfulness Room

Sensory Cave

Behavior Room

Peace Room

Sensory Room

Calm Down Room

Personal Safety Room

Silence Room

Calming Room

Privacy Room

Silent Room

Caution Corner

Protection Room

Sitting Room

Consequence Room

Quiet Corner

Solitude Room

Contemplation Room

Quiet Room

Special Room

Cool Down Room

Quiet Space

Study Room

De-escalation room

Reflection Room

The Trust Room

Introspection Room

Safe Room

Thinking Room

Learning Room

Safe Shelter


Timeout Room

Isolation Is:

- Student alone and prevented from leaving a room by teacher/admin blocking the door.
- Student is alone and prevented from leaving a room after a room clear, where staff is outside the room.
- Student inadvertently left on a bus, where student is alone and prevented from leaving.

Isolation Is Not:

- A student is in a room or enclosed designated area with a teacher or staff person that is locked or unlocked
- A teacher stays behind with the student after a room clear, to assist the student with self-regulation needs.
- A student is inadvertently left on a bus, where student is able to leave.



Restraint and isolation compromise and preclude learning

Key Finding

- Students having a trauma response are incapable of learning
- Students in restraint or isolation experience lost instruction time
- Students said they were restrained because they were “bad kids.”
- Adults told us that isolation prepared them for prison, or they spent so much time in isolation that they had no option for viable postsecondary school or employment



*Restraint and isolation are disabling

- Physical harm and injury
- Exacerbation of mental health, despondency about returning to school, increased anxiety, depression, and post-traumatic stress disorder
- Exacerbation of student's behavior problems
- Profoundly retraumatizing students who have high adverse child experiences, including sexual assault
- Increasingly segregated placement
- Loss of relational safety or trust in relationships with teachers and parents and institutions
- Harm later in life, including issues with secure relationships, trust, intimacy, startle to touch, anxiety, and post-traumatic stress, and compromised education

Report Finding

Ableism, Discrimination, Restraint and Isolation

Ableism: discrimination in favor of able-bodied people (against people with disabilities)

Safety: keeping a person with a disability restricted, (or others safe) at the expense of that individual's autonomy, dignity, or freedom

Behavior: having one's life micro-regulated under the guise of behavior modification or "support"

Disparity – What does the data tell us?
Space for honest reflection





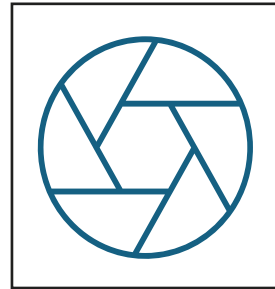
Key Takeaways

- Restraint reduction and isolation elimination **reduces teacher and student injury** as well as **worker compensation claims**
- Continued liability for discrimination/legal **violations of ADA and Section 504**. U.S. Dept. of Justice
- Growing number of **lawsuits**, including **tort claims**
- Increased publicity of cases
- DRW and OSPI **monitoring**
- **Research shows no increased litigation with isolation elimination**

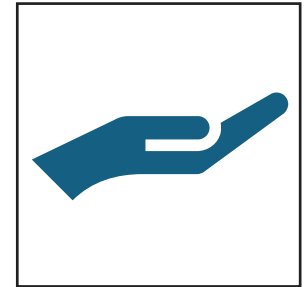
A Call to Action from the Report



Build debrief and incident review teams



Flesh out systems to address unique student & school needs

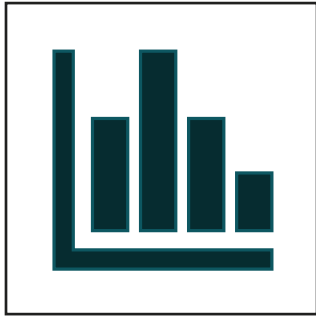


Target PD to address confusion and fear. Hold firm on equity and inclusion.



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A Call to Action from the Report



Know your data
and prioritize
reduction



Update your School Board
Policy



Leverage your
success stories

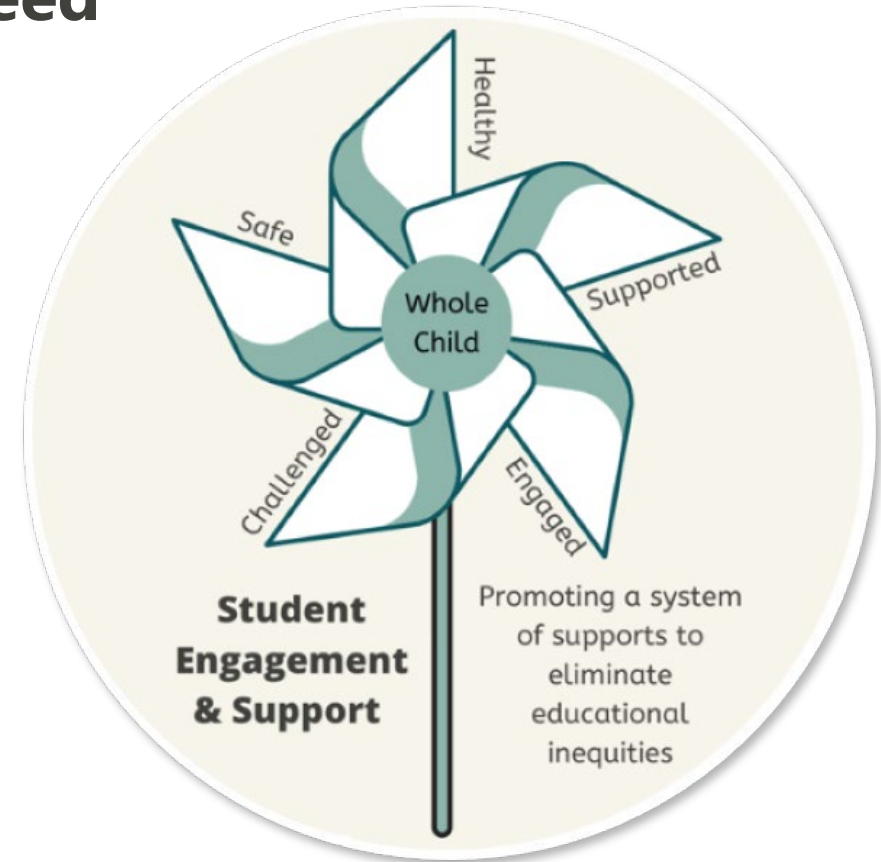


Disability Rights
WASHINGTON

Our **hopes** for the students and school staff of Washington state...

- That staff and students are **challenged to succeed**
- That staff and students are **safe**
- That staff and students are **healthy**
- That staff and students are **supported**
- That staff and students are **engaged**

**What else would you add to this slide?
And why?**



Thanks for being here!



Scan the QR Code on the left to access the feedback survey for today's session!



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PUBLIC INSTRUCTION



Next Pilot & Demo Site Meeting:
9/26 via Zoom, 3-4PM

Seeking Feedback on the Technical Assistance Manual!

This anonymous survey asks for your feedback on suggested topic areas to be included in OSPI's forthcoming resource manual on reducing restraint and eliminating isolation. If you would like to share your thoughts, please scan the QR code.

Survey: Reduction of Restraint and
Elimination of Isolation (RREI)
Resource Manual



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Opportunities to Connect with RREI PD Providers



And Still We Rise Meet & Greet
Today 5-8PM & Tomorrow 6-8AM
Boardroom at the Residence Inn Marriot



TRUE MEASURE
COLLABORATIVE

True Measure Collaborative
Lunch & Learn, Tomorrow
11:30AM-12:30PM in Butch's Den



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