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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

k12.wa.us

## OSPI Update January 2020

### Restraint and Isolation Data Reporting

Please check to ensure your district reported 2018–19 restraint and isolation (R&I) data to OSPI. The deadline was December 31, 2019 and OSPI has reopened the application to allow submissions through January 20th. The districts that do not submit by the **January 20th** deadline will be issued a finding of non-compliance with the documentation and reporting requirements of RCW 28A.600.485 and WAC 392-172A-02110.

All instances of R&I are reported, regardless of disability status of the student.

How to report:

Please log into [EDS](#). The application is called *Restraint and Isolation*. If you do not see the application, you may need to contact your EDS admin at the LEA level. Find your LEA in the drop down, click input, and **fill in all blanks** with either a **number** or a **zero (0)**. **Be sure to save**. There is no submit button. Clicking save is how you submit.

Please contact Lee Collyer at [lee.collyer@k12.wa.us](mailto:lee.collyer@k12.wa.us) for questions and assistance.

### Services for Military Families

Washington state is home to several military bases and each of these bases has an ongoing cycle of deployment. As we move into the new year, we want to remind you of resources available to you and your staff on ways to support military youth in schools and communities before, during, and after the deployment of a parent or loved one. You can find a wealth of information and support resources, including points of contact, on OSPI's website, available [here](#) or by simply searching Military Kids via the website's search box.

### Staffing Enrichment Workgroup

The Staffing Enrichment Workgroup's final recommendations to the legislature are in a report and posted on the [OSPI website](#). OSPI is working on legislation to complement the recommendations and the Workgroup report.

Summaries of the recommendations are:

**Recommendation 1: Modify Prototypical School Level Sizes**

The Workgroup recommends a technical revision regarding the enrollment of each prototypical school level currently in state law. Table 1 shows the current prototypical school sizes as well as the Workgroup’s recommended values.

<b>Prototypical School</b>	<b>Grade Grouping</b>	<b>Current Student Enrollment (FTE)</b>	<b>Proposed Student Enrollment (FTE)</b>
Elementary	K–6	400	500
Middle	7–8	432	500
High	9–12	600	500

**Recommendation 2: Meet Students’ Needs for Safety as well as Mental, Social, Emotional, and Behavioral Health**

- Invest in social-emotional, safety, and behavioral health needs of students by bringing identified positions up to the levels identified in Initiative 1351 (I-1351) and increasing access to trained professionals, including parent involvement coordinators.
- Improve prototypical school funding model levels for school nurses, school counselors, and principals to exceed the levels set forth by I-1351.

**Recommendation 3: Provide Impactful Professional Development to All Staff**

- Provide required professional development for all staff (i.e., Certificated Instructional Staff, Classified Staff, and Certificated Administrative Staff), ensuring key topics of racial literacy and cultural responsiveness are included to help with the elimination of opportunity gaps. Racial literacy involves a discernment of the structural, political, and economic circumstances or past experiences that underlie racism and disadvantage.
  - For a racially literate person, race functions as a tool for diagnosis, feedback, and assessment of conditions within society and peoples’ lived experiences (Skerrett, 2011).
- Add a continuous improvement coach to the prototypical school funding model to assist educators in supporting students through implementation of multiple schoolwide initiatives and increasing the quality of professional development.
- Provide for an overall increase for all staff types to the current allocation for professional development in the prototypical school funding model.

**Recommendation 4: Increase Flexibility with Transparency and Accountability**

- Provide for school districts to hire the social and emotional health staff best positioned to serve their students by calculating compliance across the broad category of social and emotional health staff.
- Maintain the funding via individual staffing units in the prototypical school funding model. While compliance calculations are recommended across the broad category of social and emotional health staff, the prototypical school model shall retain the individual positions for allocation purposes only.

**Recommendation 5: Raise Staffing Levels to Meet Those Set in I-1351 and Provide Additional Funds for Schools in the Capital Budget**

- Increase staffing levels equally across position types over subsequent biennia, starting with the 2023–24 school year, increasing in the same annual increments.
- Provide additional funds in the Capital Budget to accommodate the addition of classrooms or other spaces for student learning to occur.

**Recommendation 6: Reconvene the Workgroup**

- Reconvene the Staffing Enrichment Workgroup prior to each biennial legislative session to provide information about progress or necessary updates to the recommendations.

For more information, please contact Dr. Michaela Miller, Deputy Superintendent, at [michaela.miller@k12.wa.us](mailto:michaela.miller@k12.wa.us).

**Transitional Kindergarten**

On December 5th, OSPI hosted the “Transitional Kindergarten Introductory Webinar” in collaboration with district and Department of Children, Family and Youth Services staff. Transitional Kindergarten (TK) is a kindergarten program for children not yet age five who do not have access to high-quality early learning experiences prior to kindergarten and have been deemed by a school district, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year. The webinar discussed the requirements of TK, where it fits in the early learning landscape, and what schools should consider when planning to implement TK. For resources, see the [Pillars of Transitional Kindergarten and Frequently Asked Questions](#). The webinar was recorded and posted to this [link](#).

For more information, please contact Karma Hugo, Director of Early Learning, at [karma.hugo@k12.wa.us](mailto:karma.hugo@k12.wa.us).

**Washington School Improvement Framework 2020 Release**

OSPI will be releasing another iteration of the Washington School Improvement Framework (WSIF) data. This is our third release of WSIF data.

- The first release was the initial WSIF Identification that contained data from the 2015 to 2017 school years and was released in February 2018.
- The second release, in Winter 2019 contained data from 2016 to 2018 school years.
- Now we are releasing 2017 to 2019 school year data.
- Next year we will release 2018 to 2020 data, which will be used to re-identify schools for the next three-year cycle of support.

Please note there will be no changes to current supports offered to schools based on this release. Schools will be re-identified for supports in winter 2021.

Preliminary data will be released to districts through the Tableau Secure Data Portal on Wednesday, January 15th. Preliminary data will be updated nightly to allow for local data validation until the final WSIF data are pulled from CEDARS submissions on February 1st. On February 5th, OSPI will post final WSIF data on the Tableau Secure Data Portal for district preview before these data are released publicly on OSPI's Report Card on February 12th.

For more information or question, please contact Lance Sisco, Director of Achievement Data, at [lance.sisco@K12.wa.us](mailto:lance.sisco@K12.wa.us) or Matthew Frizzell, Assistant Director for Data Support and Implementation, at [matthew.frizzell@k12.wa.us](mailto:matthew.frizzell@k12.wa.us).