Recommendations from the Collaborative’s 2016-2017 school year study are followed by the action taken by SPS.

**Background**

In 2017, Spokane Public Schools (SPS) requested that the Urban Special Education Leadership Collaborative (the Collaborative) conduct a comprehensive review of programs and services offered by the school district to students with disabilities (data studied from 2015-2016 school year). This request was made in effort to support the district in understanding where improvements could be made to reinforce best practices in special education.

*In response to the report, SPS has addressed all 20 of the recommended tactics with strategic action steps.*

**Organizational Charts**

01. Create organizational charts using parallel terms and formats, define and name people in roles, and include dates when new organizational charts are developed to record changes. These organizational charts should be made public so all staff and administrators have access to them.

- The Special Education department has revised staffing structures to enhance service levels and coherence. This has involved updating organizational charts that are distributed and made available to stakeholders. *(Completed)*

**Collaborative Structures**

02. Develop collaborative structures across departments to support district-wide initiatives and develop supportive processes at the building level.

- The district has created an Elementary and Secondary Level Support meeting structure to better connect district departments. Special Education is now a part of Teaching and Learning Services. The Student Services Department and Special Education Department are utilizing structures to ensure close coordination of services and supports. *(Completed)*

**Strategic Planning**

03. Develop a vision and a strategic plan for the Special Education Department to focus on department initiatives over the next 3 years.

- The Special Education Department along with parents and staff created a new vision statement during the 2017-2018 school year. *(Completed)*
Data Management System

04 Consider investing in a special education data management system that moves the district from a paper-based model to an electronically-based model that will have one district-wide point of access, which can focus practice, cut down on unnecessary paperwork, track compliance rates, and generate reports for future planning.

• The Special Education Department has adopted PowerSchool Special Education Data Management System. Staff training has been initiated with full implementation planned for the start of the 2019-2020 school year. (Completed)

Culture & Climate

05 Culture and climate should be closely analyzed across the district to ensure staff and families feel comfortable voicing their opinions and concerns regarding special education.

• Multiple informal and formal structures have been implemented to promote a positive culture and solicit input from stakeholders. This includes the launch of a Special Education Advisory Team as well as ongoing perception surveys. (Completed/Sustaining)
Classification Criteria

Evaluate criteria for classifying students with disabilities, checking to ensure that classification criteria are up-to-date, entrance criteria are well-developed, and there is fidelity of using those criteria to ensure that students who are classified as having a disability are done so appropriately. Specific attention should be paid to classification of health impairment (which is high in the district) and English learners with disabilities (which is low in the district).

- During the 2017-2018 school year the Special Education Department reviewed classification criteria and determined that it was compliant and consistent with state law. School psychologists have received training to ensure criteria are being used with fidelity. (Completed)

Educational Placement Data

Track educational placement data to better understand and address more restrictive placements of students with health impairments, developmental delays, emotional/behavioral disorders, autism, and intellectual disabilities and develop processes to make decisions that are more inclusive.

- A data report and visualization has been created in Data Tools that allows district and building administrators to track LRE data across multiple demographics and disability categories. (Completed)
High-Quality & Inclusive Instruction within a System of Tiered Supports

**MTSS Model**

08 Develop an MTSS model and disseminate it district-wide with an accountability system in place to monitor implementation and provide training to staff.

- During the 2017-2018 school year the district formed a MTSS implementation workgroup, which has supported the development of the district’s MTSS model and frameworks. This structure includes MTSS specialists who support each building in providing tiered interventions and supports to all students. A visualization in Data Tools has been created to assist the district and building administrators in the tracking and effectiveness of their intervention model. All MTSS Specialists have received over 50 hours of training during the 2018-2019 school year. Building administrators receive monthly training related to our MTSS model. Full implementation of the MTSS Model is planned for the 2019-2020 school year. *(In-Progress)*

**Collaborative Partnerships**

09 Support collaborative partnerships between special and general education staff by building planning time into staff schedules and providing professional development to support effective collaborative and co-teaching practices.

- Training materials have been developed for integration into professional development offerings to ensure ongoing emphasis and training on collaboration strategies. *(In-Progress)*

“Students persevere and self-advocate to reach their full potential.”

-Special Education Department Vision Statement
High-Quality & Inclusive Instruction within a System of Tiered Supports

Flexible Staffing Roles

10 Create more flexible staffing roles that focus special education staff on their responsibility to students with disabilities but allows for students without disabilities to receive “incidental benefits.”

- Special Education Department has been restructured to support flexible roles and staff have been trained in incidental benefit and receive ongoing communication related to supporting all students in general education classes during their inclusion time. (Completed)

Least Restrictive Environment

11 Ensure that all students with disabilities are afforded the opportunity to receive their special education supports and services in their least restrictive environment.

- The Special Education department has a goal of 80% of students with IEP’s in general education 80% of the time. This was highlighted as a strength at the elementary level which is currently at 77%. This will be a focus area at the Secondary level during the 2019-2020 school year. (In progress)

Social-Emotional Learning Curriculum

12 Identify district-wide social-emotional learning (SEL) curriculum at both the elementary and secondary level, with a focus on providing training in trauma-sensitive teaching and behavior management and review the current PBIS model to ensure it is implemented at all levels. Designate appropriate staff to support implementation of PBIS at the elementary and secondary levels.

- The District formed a SEL curriculum adoption committee and is beginning the process of piloting an SEL curriculum for all students. In addition, an adoption process is also being conducted for SEL Curriculum specifically focused on intervention supports, with piloting scheduled for the Fall of 2019. (In Progress)
High-Quality & Inclusive Instruction within a System of Tiered Supports

Behavior Intervention Program

13 Improve the Behavior Intervention (BI) program by developing more inclusive options and by focusing on providing effective options for supporting positive behaviors and social emotional growth.

• Two elementary schools are piloting a Behavior Intervention program based on the recommendations from the 2017-2018 Elementary work group. These recommendations include individualized supports, focus on social and emotional learning, sensory environments, and personalized learning. Pilot classrooms are using the principles of personalized learning, sensory environments, social emotional supports, and integrated behavior health interventions. (In Progress)

Eagle Peak

14 Eagle Peak must be better connected to the district and to the Special Education Department and can be used as a resource to the district.

• A proposed program and intervention model has been developed for implementation beginning in the 2019-2020 school year. This proposed model is intended to improve programmatic design and align interventions to student needs. (In Progress)

Child Find Compliance

15 Ensure that when students are enrolled in the BI program or at Trek, Eagle High, and Summit High in Eagle Peak, Child Find regulations are followed.

• Protocols and training have been developed to ensure legal compliance and best practices are utilized in the Child Find process. This has involved the redesign of several district-wide structures to enhance the implementation of IEP Team decisions. (Completed/Sustaining)
Suspension Rates

To decrease the suspension rates of students with disabilities, ensure that students are not being suspended due to behaviors that are a manifestation of their disability and that the services students are receiving are effective.

Restraints and Seclusion

To decrease the rates of restraining and secluding students with disabilities, follow the state’s guidance and the guidance outlined in the US Department of Education’s Restraint and Seclusion: Resource Document.

(Action applies to recommendations 16-17)

- The district has collaborated with community partners, DCYF, OSPI, and other various partners to identify a research-based training plan. A training plan has been initiated for Crisis Prevention Institute’s (CPI) crisis management prevention system. In conjunction with CPI, staff will also receive an eight day training in Re-ED and Life Space Crisis Intervention. Training will begin with BI, ABLE, intervention staff, and administrators. The Special Education Department continues to receive daily notifications for both manifestations and restraint and isolation. (In progress)
### System-Wide Training Plan

<table>
<thead>
<tr>
<th>Life Space Crisis Intervention</th>
<th>Crisis Prevention Institute (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>56 Hours of Training</strong></td>
<td><strong>14 Hours of Training</strong></td>
</tr>
<tr>
<td>• Systematically integrates evidence-based practices related to crisis prevention and intervention, behavior management, cognitive behavior modification, and prosocial skills training into tiered instruction</td>
<td>• Trauma informed de-escalation, safety, and restraint strategies</td>
</tr>
<tr>
<td>• Focus on prevention, conflict cycle, building effective systems and structures-based on principles of PBIS.</td>
<td>• Greater emphasis on verbal de-escalation through a deep understanding of brain science and trauma</td>
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<tr>
<td></td>
<td>• Includes protocols for incident reports, and data collection</td>
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<td>• Will replace current use of Right Response Training</td>
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</tbody>
</table>
Instructional Technology

18 To provide the best instructional and assistive technologies for all students, develop collaborative structures that combine the instructional and assistive technology departments.

- Special Education staff have been incorporated into the district’s Ed Tech Advisory Team to support integration and student support. In addition, Special Education staff have been integrated into the Assessment and Technology Departments to enhance coordination and data accuracy. **(Completed)**

Alternative School

19 The district should consider creating an alternative program or alternative school that can meet the needs of students at risk for educational failure that is separate from a special education school.

- A proposed program and intervention model has been developed for implementation beginning in the 2019-2020 school year. This involves launching Pratt High, which is intended to provide a variety of choice program offerings for students. **(In Progress)**

Systems Change Framework

20 In order to create effective and sustained changes, situate the work in a systems change framework.

- Protocols and training have been developed to ensure legal compliance and best practices are utilized in the Child Find process. This has involved the redesign of several district-wide structures to enhance the implementation of IEP Team decisions. **(Completed/Sustaining)**