



Year-End Update

**June 2019**

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## Examples of work and milestones completed during the 2018-2019 school year:

### **MTSS Team Model & Intervention Tracking**

A district-wide MTSS Team Model has been fully developed, with implementation scheduled for the 2019-2020 school year. This includes a consistent team structure, protocols, representation, and intervention tracking system. Training has been initiated for administrators, counselors, and MTSS Specialists. All staff will receive training on the team model and capabilities of the data tracking system in the fall. The new intervention tracking system integrates with the current Early Warning System and enables MTSS teams to monitor the use and effectiveness of interventions for specific students and the school.

### **MTSS Frameworks**

MTSS Frameworks for math, literacy, and behavior have been completed. The frameworks will be utilized to provide consistent communication and use of available interventions across the three MTSS Tiers of Support. Initial implementation has coincided with training on the MTSS Team Model and Intervention Tracking System. All staff will receive training on the frameworks in the fall.

### **MTSS Parent Materials**

A description of the MTSS Model has been articulated through the description of a “Whole Child Focus” with the intent of providing a method to communicate the MTSS system, available interventions, and district policies in parent friendly language. This includes printed materials, website content, and large poster displays.

### **MTSS Specialists**

Starting in the fall of the 2018-2019 school year, MTSS Specialists were deployed as a new employee group at the elementary and secondary level. MTSS Specialists support the facilitation of the MTSS model in schools, which include assisting with student plan development, communication, and progress monitoring. Previous staffing models positioned staff serving 5-8 elementary schools. The new MTSS model provides a ratio of MTSS Specialists serving 1-3 schools depending on need. Implementation involved 74 hours of training on topics such as trauma, special education, 504's, district policies, etc.

### **District-Wide Advanced Training Program**

Upon consultation with regional and national experts as well as OSPI, district staff has initiated a plan to provide consistent district-wide advanced training on supporting student behaviors. This will involve two robust professional development certification programs entitled Life Space Crisis Intervention and Crisis Prevention Intervention. These two programs complement each other, and represent over 54 hours of training focused on trauma, behavioral health, brain science, and verbal de-escalation. Training has been started with BI, ABLE, and building administrators with the plan of expanding to other employee groups during the 2019-2020 school year. LSCI and CPI will serve as required training for identified special education programs moving forward.

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## Culturally Responsive Training

Schools are continuing to participate in the Washington Educators Association's (WEA) culturally responsive training program. The training modules have been developed in partnership with the University of Washington, and are presented by a trained cohort of teachers. Approximately 50% of district schools will have received training by the end of the school year. During the school year WEA and SEA have increased the number of trainers, from approximately four to over twenty in order to enhance the implementation timeline and allow schools to begin the next phase of training. A key component of the training program is to conduct student focus groups to collect student voice for staff to review. In addition, building administrators received a training on Implicit Bias by Sandy Williams. Many schools have completed other trainings related to culturally responsiveness.

## New Proposed Program and Intervention Model

Based on stakeholder input, district data, and the Urban Collaborative Report, a new intervention and program model has been developed to serve students. An emphasis has been placed on broadening the continuum of programs, integrating interventions, and aligning staffing and program sites to maximize alignment to student needs. This includes the proposed launch of an alternative high school, intensive integrated services provided by non-public community organizations, and increased emphasis on inclusion.

## Elementary BI Work-Group & Pilot

Last fall the Elementary BI work-group developed recommended programming principles to guide program revisions for elementary BI classrooms. The Special Education Department utilized the programming principles to develop a pilot program that began implementation in the spring at Jefferson and Holmes Elementary Schools. A focus of the pilot program is non-traditional personalized learning structures, social emotional learning curriculum, sensory environments with non-traditional seating and work-spaces, integration of technology, and a consistent training sequence for all teachers and paraprofessionals. In addition, a new staffing model has been implemented for Elementary BI to support student grouping and class size.

## Eagle Peak Work-Group

The Eagle Peak Work-Group provided feedback and input on the current program model at Eagle Peak and areas for needed improvement. District staff evaluated information to inform the development of a new proposed program and intervention model for the district. This includes starting programming partnerships with outside organizations and launching an alternative high school as referenced by the recommendations in the Urban Collaborative Report.

## Special Education Restructuring

The Special Education Department has implemented the majority of the recommendations of the Urban Collaborative report. This has involved restructuring the organization of the Special Education Department. Restructuring was implemented with an emphasis on providing consistent and high quality professional development, support, and communication. Several changes involved deploying additional staff to buildings and reducing the number of schools served by individual staff members.

## Special Education Database

The Special Education Department selected a new database for developing IEP's and monitoring services, as recommended by the Urban Collaborative Report. Staff training has been initiated with full implementation scheduled for the start of the 2019-2020 school year.

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## Consultation Support

The Special Education Department and Student Service Department has been actively seeking the expertise of consultants. This includes BCBA support from Lilac Behavioral Services as well as Tim Lawson from Karma Behavior Health. In addition to local expertise, staff have been connecting with regional and national consultants to provide technical expertise.

## Restorative Practices Professional Development

Professional Development continues to be an area of focus for building administrators and staff. All schools were directed to deliver an annual set of consistent trainings on restorative practices. In addition to required district trainings, many schools have required and completed advanced training on specific restorative practices topics.

## Restorative Practices Data

The district's student information system (Powerschool) has been updated to enhance the recording of restorative practices. Building administrators received training on the new data collection tools last Fall. The revisions enhanced the ability to monitor the use of restorative practices.

## School Support Protocol

A protocol has been developed to monitor and support schools with high rates of exclusions. The protocol involves identifying schools with the highest exclusion rates and engaging the schools to discuss areas for support and training. This process has generated the development of several teams focused on supporting improvement at specific schools.

## Exclusion Information for Parents

Parent friendly materials were developed to provide information on policies and procedures related to student exclusions. These materials have been structured into a brochure format that will be made available to parents when an exclusion is assigned to a student.

## Diversion Program Development

The Georgetown project includes the following goals: (1) Create a school-based program to divert youth from the juvenile justice system with restorative components to improve outcomes of students who commit arrest-able offenses in school; (2) Reduce disproportionality in arrests and exclusionary discipline; (3) Develop a screening tool & risk tool protocol for CRO's and Building Administrators; and (4) Increase student's engagement in pro-social activities (in and out of school). The pilot program will be implemented at Shaw and Garry middle schools & Rogers and Lewis & Clark high schools. The Georgetown team is currently developing the program components using a community-centered approach and applying for grant support.

## Threat Assessment

A consist multi-tiered threat assessment protocol has been developed to address concerning behavior and connect students to supports. This involves both a school level and district level tier of assessment to ensure appropriate stakeholders are involved. Training on the threat assessment protocol has been provided to building administrators.

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## Counseling Model Development

The Student Services Department is in the process of developing a counseling model for consistent implementation across the district. This will involve outlining key attributes of student support and district-wide training experiences. Training, implementation, and feedback on the model will begin this spring.

## Mental Health Programming

We are shifting the model to a fee for service billing. Starting in January 2020 there is a planned increase to the number of students who can receive mental health services as well as the number of available drug and alcohol counselors.

## Suicide Training and Protocol

A consistent protocol has been developed to support access to student interventions when concerns of self-harm are identified. This protocol assists staff in connecting students to the right interventions. Training on the protocol has been provided to building administrators, MTSS Specialists, and counselors.

## Student & Staff Surveys

The Social Emotional Learning and Climate and Safety surveys were administered to students, staff, and parents. Additional surveys items were included on the staff survey to further address concepts related to Positive Behavior Interventions and Support (PBIS).

## Social Emotional Learning Curriculum

The Student Service and Curriculum Departments are conducting an adoption process for Social Emotional Learning curriculum. This will involve a pilot process and opportunities for students, staff, and families to provide input. A recommendation for grades 7-12 SEL curriculum is scheduled for School Board adoption and implementation in the 2019-2020 school year. Elementary schools will begin piloting curriculum in the fall.

## Culturally Relevant Curriculum Resources

District staff are developing a plan to enhance cultural representation in district curricular resources. This has involved integrating Since Time Immemorial materials to incorporate content on local Native American Tribes.

## Website & Mobile App Development & Tip Line

A new website has been developed with a launch scheduled for August 1st. The new website design is intended to enhance ease of access for parents and includes dedicated sections that outline programming, policies, accountability metrics, and reporting. The launch will also include a mobile app that enhances access for parents and students. Both the website and Mobile App include a feature for reporting concerns or safety issues.

## Student Voice & Equity

The Student Services Department is in the process of working with Shamerica at North Central to begin planning to expand the SHADES Program to all high schools in the district. In addition, a team comprised of community members and district staff are working to develop a high school course focused on equity and race.

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## Community Mentors

An increased emphasis has been placed on developing mentoring programs for students. Oscar Harris has formed a group, comprised of community partners, to provide mentoring opportunities for students of color.

## Community School Focus

District staff are working with community partners to develop a plan that would establish a model that integrates community resources and programs into the design of the new Shaw Middle School. An emphasis will include supports that address the needs of the “Whole Family.”

## School Based Health Center

District staff are working with community partners to explore and apply for a grant that would establish a School Based Health Center at Rogers High School. The announcement of the grant recipients is scheduled for July.

## Spokane Gang Free Initiative

The Gang Free Initiative was developed three years ago to address gang type behaviors and other at-risk behaviors in the City of Spokane. This initiative is governed by a coalition of various community organizations including Spokane Public Schools, Spokane Police Department, Juvenile court, The Next Generation Zone, Department of Corrections, American Ironworkers, and faith-based community leaders. The goal of this partnership is to enhance researched based gang prevention, intervention, and suppression efforts. The City of Spokane has won national recognition for joint youth initiatives and Spokane Public Schools is proud to be the lead organization in this initiative.

## Spokane Public Schools & Dept. of Children Youth and Families (DCYF) (Children’s Administration)

SPS and DCYF identified a need to intentionally partner to increase the success of our students who are in care. Through the efforts of this partnership we have increased our knowledge and understanding of the policies and practices of each agency and as a result have streamlined our process to improve how we serve our vulnerable students. For example, cases in which students who are in care and have complex trauma and high-level behaviors are now “teamed” in a timely manner to brainstorm resources and develop support plans to assist them in achieving success at school.