

# **Friday Memo to the Board**

## **Schools & Continuous Improvement**

### **Essential Information for the week of February 11-14**

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#### **Coordinated School Health Update:**

The Department of Coordinated School Health is providing the following update regarding School Board Policy No. 3246, Restraint, Isolation and Other Uses of Physical Intervention.

Professional Development: In order to ensure student and staff safety, Nonviolent Crisis Intervention® training (CPI) is provided to school staff who may be involved in restraint, isolation or other uses of physical intervention. The District currently has 18 certified trainers across multiple departments. From July 2018 to July 2019, 443 staff members were trained in CPI. In addition, this school year (August 2019 – December 2019) 251 staff members were trained in CPI. There are multiple ways that staff can access the training. Classes are offered nearly every month of the school year, the week of Thanksgiving, after the school year ends in June and during the month of August before school starts.

Data of Incidences Involving Restraint or Isolation: For the 2018-2019 School Year, there were 50 incidents of isolation and 668 incidents of restraint documented across the District. Twenty-eight students at 20 schools were isolated and 163 students at 55 schools were restrained. Approximately 96% of students isolated and approximately 97% of students restrained were students with Individualized Education Plans (IEPs). Students who display repeating patterns of behavior that interferes with accessing the educational environment may also have a Behavior Intervention Plan (BIP). A BIP is designed by the IEP or school team to explicitly teach and reinforce positive behaviors, based on individual student needs, and is often a part of an effort to prevent isolation or restraint. The Coordinated School Health department continues to provide guidance to School Leaders on mandatory reporting requirements and best practices in the use of isolation and restraint.

#### **Schools and Continuous Improvement**

Update to the Continuous School Improvement Plan (CSIP) process:

In an effort to improve the current CSIP process, there has been a team of school and central office staff meeting to collaborate on making changes. Some of the main updates to the CSIP process is to ensure that the plans align to the Strategic Plan, use common language, carry forward in 3-year cycles, and provide as a binding plan driving actions. Within the CSIP there will also be detailed action plans and focus goal(s) which will increase the focus and shared expectations for meeting goals that are listed in the Strategic Plan. These changes will help to document the shared accountability for schools and central office teams.

#### Tiered Supports

We are now in our third year of providing tiered supports to schools through a Multi-Tiered Support System (MTSS) and are currently assigned cross-departmental teams to 37 schools. These schools were chosen for support in one or more of the following areas: Every Student Succeeds Act (ESSA), Early Literacy 13, and Comprehensive Coordinated Early Intervention Services (CCEIS) with the Office of the Superintendent of Public Instruction (OSPI).

We are working to transform central office structures to address silos, increase authentic partnerships with a laser focus to achieve increases in student outcomes outlined in the Strategic Plan. As we transform our structures, there will be a shift in roles and responsibilities across Curriculum, Assessment and Instruction, Student Support Services, and Schools and Continuous Improvement, where we assign cross-departmental teams to all 104 schools that are focused on implementing CSIPs.