Date: Thursday, September 22, 2016
To: Larry Nyland, Superintendent
From: Michael F. Tolley, Associate Superintendent for Teaching and Learning
Re: Friday Memo for September 23, 2016

DIVISION OF TEACHING AND LEARNING:

Student Support Services

Department of Special Education:

The Special Education Early Childhood team collaboration with Experimental Education Unit (EEU) supports integration into Daniel Bagley, Leschi, and Emerson Elementary schools. A Special Education Supervisor met with University of Washington staff to develop a school survey. It will determine what areas teams are strong and where training and coaching can be targeted. Special Education and school leadership at all three schools have been in contact and are scheduling times to meet with school teams to discuss details of the partnership as we lift off on this new form of professional development for Seattle Public Schools' (SPS) staff.

In an effort to increase parent/guardian engagement around the Pre-K to Kindergarten riser process, the Special Education Early Childhood team is developing a PowerPoint presentation to share with parents/guardians at Special Education Regional Meetings in October and November. Topics include:
- o Enrollment; when and how
- o Program overview
- o Setting up program visits
- o How to participate in Open Enrollment
- o Current research on preschool retention
- o EEU kindergarten process
- o Transition Checklist for parents

As of September 19, 2016, there are 18 students with Individualized Educational Plans (IEPs) enrolled in Seattle Preschool Program (SPP) sites throughout the city. Seven students attend an SPP site within Seattle Public Schools. Three students attend SPP full-day with itinerant support. Five students attend SPP half-day and attend developmental pre-school half-day. Through our partnership with the city, we are able to increase our Child Find efforts by gaining increased access to community pre-school providers.

Multi-Tiered Systems of Support (MTSS):

As part of the MTSS implementation, a two-year comprehensive MTSS professional development plan is currently in development with a targeted completion date of February, 2017.

The Request for Proposal for a data platform to assist schools in the implementation of MTSS will be issued late September or early October. This will alleviate the need for schools to use multiple data management platforms and excel spreadsheets to manage and report data. The District is currently working to implement a data server to generate interactive dashboards, integrating data from multiple sources. Currently, the target is to have the first dashboard published by the end of the 2016-17 school year.

The MTSS resources and tools are under review. District-approved resources and tools will be posted online for ease of access for schools and shared during professional development opportunities.

Annual Update for School Board Policy 3246, Restraint, Isolation and Other Uses of Physical Intervention:

Data Collection, Integration and Management:
Student Supports, Special Education, and DoTS collaborated to create a module in Power School which enables the District to adhere to new legislative requirements and School Board policy, ensures faster analysis of data, and minimizes risks inherent in paper reporting forms. Representatives from each department met on a weekly basis, working through an iterative process in order to meet data and reporting requirements and reflect best practice in interventions within schools. Reporting features include generation of written notification for families, as well as extracts for data analysis and aggregate state reporting. End user features allow for increased efficiency in reporting of detailed information and an ability to analyze trends in escalation cycles to guide student interventions.

Professional Development:

Crisis Prevention Institute
Description: On the first day of *Nonviolent Crisis Intervention*® training, the emphasis is on early intervention and nonphysical methods for preventing or managing disruptive behavior. Crisis Prevention Institute's (CPI's) disengagement skills are also demonstrated and practiced in this seminar to prepare staff to safely remove themselves and others from a dangerous situation. The second day of training expands on crisis intervention methods to include the study and practice of holding skills. These skills are taught to be used as a last resort when an individual becomes an immediate danger to self or others.

CPI 2015-2016 (Based on information from CPI database)
- 1 basic refresher course held (40 staff maintained certification)
- 5 full certification courses held (83 staff trained)
- 11 CPI instructors taught classes

CPI 2016-2017
- 1 full certification course held in August (39 staff trained)
- An additional 8 full certification courses scheduled for this year (ability to train 320 staff)
- 4 basic refresher courses offered (one per quarter) for staff to maintain certification (ability to train 160 staff)

- Adding 5 additional CPI instructors in November, for a total of 18 CPI instructors for the district (across different departments – SPED, Security, & Behavioral Health)

Verbal De-escalation
Description: This program is a subsection of CPI - Non-Violent Physical Crisis Intervention. Increase staff knowledge of the crisis development model and supportive responses to others in crisis. Increase staff knowledge on how to respond to verbal escalation. Increase staff knowledge on classroom management and conflict prevention skills. Increase staff retention.

Data of Incidences involving Restraint or Isolation:
For the 2015-16 School Year in Seattle Public Schools, our data indicates there were 310 incidents requiring students to be restrained and 47 incidents that required isolation. Restraint incidents involved 54 students at 20 schools, and isolation incidents involved 16 students at 10 schools. A vast majority of incidents involved students receiving special education services. As we implement the Superintendent Procedures under School Board Policy 3246 as well migrate from paper to on-line recording of incidences, the incident data will be enhanced so that it can improve our decision-making around supports for schools and students.