



OSPI Update September 2019

Discipline

OSPI discipline training contains content related to Multi-tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, culturally responsive teaching, family engagement, trauma-informed approaches, function-based thinking, classroom management strategies, etc. However, effective implementation of MTSS/PBIS frameworks or any particular best practices and strategies, interventions, or approaches should include ongoing and job-embedded professional learning.

Discipline training opportunities will be held throughout the 2019–20 school year. To access training, or for general questions, please contact Joshua Lynch at 360-725-4969.

Dyslexia Advisory Council Update

The Dyslexia Advisory Council has recommended six literacy screening tools that “indicate typical literacy development and/or weaknesses associated with dyslexia.” OSPI, on behalf of the Dyslexia Advisory Council, has published the following webpage for school districts to view the list of literacy screening tools and resources: <https://www.k12.wa.us/about-ospi/workgroups-committees/currently-meeting-workgroups/washington-state-dyslexia-advisory-council/recommended-literacy-screening-tools>. Washington school districts are expected to implement the [early screening of dyslexia](#) statute by school year 2021–22. School districts wishing to implement earlier can use [learning assistance funding](#) to purchase the Dyslexia Advisory Council recommended literacy screening tools. In the coming year, the Dyslexia Advisory Council will develop the following: best practices for implementation of the literacy screening tools and use of Multi-tiered Systems of Supports, sample education for parents and families including resources and best practices for students in grades 2 and above who show indications or weaknesses associated with dyslexia.

For more information, please contact Aira Jackson, Director of English Language Arts, at 360-725-6228.

Learning Assistance Program (LAP)

Students throughout the state of Washington receive tutoring, extra classes, summer programs, and other interventions with the help of funds from the Learning Assistance Program (LAP). The state of Washington invests several hundred million dollars per year in LAP to help students struggling to meet grade level standards. About 13 percent of students statewide are served by LAP. Other students struggle but are not served by LAP.

OSPI convenes [expert panels](#) annually to identify the practices that best help students grow and succeed academically. Their work informs the Menus of Best Practices for Math, English Language Arts (ELA), and Behavior. The 2019 Menus of Best Practices may be found at

<https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies>.

For more information, please contact Dr. Jon Mishra, Director of Title I/LAP at 360-725-6100.

Multiple Pathways to Graduation (House Bill 1599)

House Bill 1599 expands the ways Washington students show their readiness for their next step after high school. Building off a robust plan (High School and Beyond Plan) and quality instruction across core academic areas, completing a graduation pathway helps prepare students for what comes after high school graduation. It also signals to employers and post-secondary education/training institutions a student's readiness for that step.

House Bill 1599 provided for a two-year transition period to remove the Certificate of Individual Achievement (CIA) pathway, which was available to students with disabilities. School district leaders are encouraged to review the CIA data for their district, identify supports and services needed to ensure students with disabilities are able to equitably access all available pathways, and engage school communities in conversation and training in preparation for this transition.

For more information, please visit the [Multiple Pathways to Graduation](#) website.

Promoting and Expanding Social Emotional Learning (SEL)

OSPI delivered the [Social Emotional Learning in Washington's K-12 Schools Report](#) to the Washington State Legislature in July 2019. This report identifies grade-band SEL indicators and includes a wealth of additional resources to support district, school, and classroom implementation of SEL. Also, [Second Substitute Senate Bill 5082](#) passed by the 2019 Legislature established the Social Emotional Learning Committee to promote and expand SEL, including an annual report with accomplishments, state-level data, identification of systemic barriers, or policy changes necessary to promote SEL. The bill also includes eight action sections that requires the adoption of standards, benchmarks, and indicators by OSPI and directs the Professional Educator Standards Board to incorporate SEL into paraeducator, teacher, and principal knowledge, skill, and performance standards.

Also, section 7 of [Second Substitute Senate Bill 5082](#) requires districts to use one of the state-funded professional learning days to train district staff on SEL and related topics, beginning with the 2020–21 school year, and at least every other year after that.

For more information, please contact Dr. Mona Johnson, Director of Student Support, at 360-725-6050.

School Safety

OSPI is making progress implementing [Second Substitute House Bill \(SSHB\) 1216](#) regarding school safety. Among other things, this bill creates a regional school safety network through the nine ESDs. For the 2019–20 school year, the ESD Regional Safety Centers will be supporting school district implementation of new student threat assessment requirements also included in SSHB 1216. These requirements go into effect for the 2020–21 school year. OSPI is building the

roster for the new School Safety and Student Wellbeing Advisory Committee called for by SSHB 1216 and will host the first committee meeting on September 26 at ESD 113, Tumwater, WA.

For more information contact Ella Deverse, Program Supervisor for School Safety, at ella.deverse@k12.wa.us and 360-725-6020, or Mike Donlin, Program Supervisor for School Safety, at mike.donlin@k12.wa.us and 360-725-6041.

Sexual Health Education Workgroup Update

The 2019 Washington State Operating Budget ([ESHB 1109 Section 501 \[3\] \[h\]](#)) requires OSPI to convene a workgroup to consider the merits and challenges associated with requiring all schools to offer comprehensive sexual health education to students in all grades by September 1, 2022. Members were recommended by professional organizations as outlined in the legislation.

The Sexual Health Education (SHE) Workgroup will meet in August and September and provide a report to the legislature by December 1, 2019. Agendas, meeting materials, a list of members, and the final report will be available on the [SHE Workgroup webpage](#). A public survey is available from August 5 to September 22 to provide opportunities for a broad array of stakeholders to inform this work. Over 1,200 surveys have been completed since August 5th.

For more information, please contact Laurie Dils, Program Supervisor of Sexual Health Education, at 360-725-6364.

Special Education–Inclusionary Practices

Over the past two years, OSPI has been partnering closely with stakeholders in support of more inclusive schools, culminating with the Inclusionary Practices Professional Development Project in the 2019–21 biennium budget, [Engrossed Substitute House Bill 1109](#). This project provides OSPI with \$25,000,000 over a two-year period to conduct statewide professional development that focuses on increasing educators' capacity to teach inclusively, including supports for district and school administrators to cultivate school cultures and systems that foster whole-school inclusion. Inclusion is the concept that all students with disabilities are provided accommodations and specially designed instruction to meaningfully engage with the core curriculum in general education settings alongside their nondisabled peers.

Planning and implementation for the Inclusionary Practices Professional Development Project includes placement/Least Restrictive Environment (LRE) data collection and analysis, resource and initiative mapping, and ongoing collaboration with a comprehensive list of internal and external partners to help inform the project's scope and approach. To provide overarching coordination of this multi-faceted project, OSPI is contracting with the [Center for Strengthening the Teaching Profession](#) (CSTP). CSTP, a Washington-based organization with deep ties to the education community in support of educator development, will provide invaluable expertise for enhancing the ability of schools to meaningfully include all students in core content within general education settings. OSPI and CSTP are currently finalizing a list of potential pilot schools to partner with during the initial project rollout. Invitations to selected schools will be sent out in September and will include a variety of ways to partner and opt in. Additionally, a request for proposals (RFP) is in development to engage professional development partners, such as school

districts, schools, and ESDs, in this work. Updates for the project—including research and data, implementation updates, and our growing list of partners—can be found on the [project webpage](#).

For more information, please contact Tania May, Director of Special Education at 360-725-6075.

Staffing Enrichment Workgroup

Legislation passed in 2018 directs the OSPI to convene a technical workgroup, which must include representatives of diverse school districts and education stakeholders, to review the staffing enrichments to the program of basic education detailed in section 904 of [Engrossed House Bill \(EHB\) 2242](#). Final recommendations from the workgroup are due to the education policy and operating budget committees of the legislature by December 1, 2019. To keep up-to-date with the progress of the workgroup, please visit the Staffing Enrichment Workgroup [homepage](#).

For more information, please contact Dr. Michaela Miller, Deputy Superintendent, at 360-725-6343.