

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

Due to current social distancing precautions, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the [district website](#). If you are unable to live stream the meeting, you may call (425) 936-2813/Conference ID: 37127 to listen to the meeting in alignment with the Governor's proclamation.

The Board of Directors of Lake Washington School District welcomes the public to the business meetings of the Board and encourages community engagement. The Board dedicates 30-minutes at these meetings to hear from the public during a public comment period. However, in alignment with the current proclamation issued by Governor Inslee, there will be no in-person public comment to ensure social distancing. Currently, there are three options to submit public comment:

- **Written:** Public comments can be submitted by email to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting. The comments are compiled, distributed to the board, and posted on the district website. Due to time constraints, not all individuals that submit written comment will have their statement read. Public comment will be offered in the order of which it is received.
- **Televised:** If requested by email to djenkins@lwsd.org by 1:00 p.m. on the day of the board meeting, a Microsoft TEAMS link will be shared with you to join the board meeting during public comment. You can then share your comments which are recorded and televised. Public comments will be limited to 3-minutes per person. Due to time constraints, not all individuals that request to make televised public comment will be able. Public comment will be offered in the order of which it is received. If invited, please join the Board Meeting online at the start of the meeting. President Laliberte will ask you to provide your comment. You are asked to turn your camera and microphone on and speak for the designated 3-minutes. After your public comment has concluded, it is requested that you leave the Microsoft TEAMS meeting and continue watching the live stream broadcast if interested in viewing the meeting.
- **Orally:** You may dial-in by 1:00 p.m. on the day of the board meeting and leave a voice mail message at 425.936.1257 which may be played during public comment. Public comment will be offered in the order of which it is received. Please limit your comments to 3-minutes.

September 14, 2020

CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

Lake Washington School District Acronyms

AP: Advanced Placement	superintendent and staff can get to the goals. See the board policy section on web site for more information.
AVID: Advancement Via Individual Determination	Quest: Highly Capable program for students in gr. 2-8
B/SR: Board/Superintendent Relationship	Results (R): Results (<i>See Policy Governance</i>).
CADR: College Academic Distribution Requirements	Goals set forth by the board, including the mission of the district.
CDSA: Common District Summative Assessments	RCW: Revised Codes of Washington
CEDARS: Comprehensive Education Data and Research System (CEDARS)	RI: Reasonable Interpretation and Indicators
CIA: Certificate of Individual Achievement	RTI: Response to Intervention
CLT: Central Leadership Team	SALT: Strategic Advisory Leadership Team
COE: Collection of Evidence	SBA: Smarter Balanced Assessment
CTE: Career & Technical Education	SBE: State Board of Education
DIBELS: Dynamic Indicators of Basic Early Literacy Skills	SCAP: School Construction Assistance Program
DLT: District Leadership Team (manager level and above, includes both certified and classified)	SEL: Social Emotional Learning
ELL: English Language Learners	SGP: Student Growth Percentile
ELPA21: English Language Proficiency Assessment for the 21st Century	SIOP: Sheltered Instruction Observation Protocol
eMAS: Elementary Mobile Access for Students	SIP: School Improvement Plan
ESEA: Elementary and Secondary Education Act	sMAS: Secondary Mobile Access for Students
ESSA: Every Student Succeeds Act	STEM: Science, Technology, Engineering, and Mathematics
GC/CM: General Contractor/Construction Management	UDL: Universal Design for Learning
HiCap: Highly Capable Program	WA-AIM: Washington – Access to Instruction and Measurement
HSBP: High School and Beyond Plan	WAC: Washington Administrative Codes
KISN: Kindergarten Intensive Safety Net	WaKIDS: Washington Kindergarten Inventory of Developing Skills
KPI: Key Performance Indicators	WaNIC: Washington Network for Innovative Careers
LDA: Locally Determined Assessment	WCAS: Washington Comprehensive Assessment of Science
LEAP: Learning Enhancement & Academic Planning	WCAP: Washington Comprehensive Assessment Program
MTSS: Multi-Tiered Systems of Support	WIDA AMS: Alternative ELL Assessment
NSBA: National School Board Association	WSIF: Washington School Improvement Framework
OE: Operational Expectations (<i>See Policy Governance</i>)	WSSDA: Washington State School Directors Association
OGP: Operational Governance Policies (<i>See Policy Governance</i>)	
OSPI: Office of Superintendent of Public Instruction	
PBIS: Positive Behavioral Interventions and Supports	
PCC: Professional Community & Collaboration	
PDSA: Plan, Do, Study, Act	
PLC: Professional Learning Community	
Policy Governance: A governance process used by the school board. This sets forth “Results (R)” that the superintendent must reach, while abiding by “Operational Expectations (OE).” R include the district’s mission. OEs provide the boundaries for how the	

September 11, 2020

Eric Laliberte
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Mr. Laliberte:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of September 14, 2020 beginning at 5:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Due to current social distancing precautions, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the [district website](#). If community members are unable to live stream the meeting, they may call (425) 936-2813/Conference ID: 37127 to listen to the meeting in alignment with the Governor's proclamation.

In alignment with the Governor's proclamation, there will be no in-person public comment to ensure social distancing. However, the Board welcomes the public and encourages community engagement. The Board dedicates 30-minutes to hear from the public. The public may submit either written or oral comments or join the meeting to publicly share their comments. Detailed information on the submittal of public comments have been posted on the district website and shown on the cover page of the board folder.

In addition, the board meeting schedule has been revised and all board meetings and study sessions are being held remotely. Board meetings in August will be held remotely. Board meetings in September and beyond may be adjusted pending changes in the Governor's Order regarding Open Public Meetings Act (OPMA).

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Host School
4. Public Comment
5. Consent Agenda
6. Non-Consent Agenda
7. Superintendent Report
8. Board Member Comments
9. Adjourn

Sincerely,



Dr. Jon Holmen
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

September 14, 2020

The board meeting will be livestreamed and viewable on the [district website](#). If you are unable to live stream the meeting, you may call (425) 936-2813 - Conference ID: 37127

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
5:00 p.m.	Convene, Roll Call		
	Approve Agenda		
	Host School		
	▪ Opening School Report		
	Public Comment		
	Consent Agenda		
	▪ Vouchers		
	▪ Minutes {Aug. 24 study session and board meeting}	1	1
	▪ Human Resources Report	2	6
	▪ Federal and State Remediation Programs, Annual Renewal Applications, 2020-21	3	8
	▪ Interdistrict Cooperative Agreement, American Indian and Alaska Native K-12 Students, 2020-21	4	10
	Non-Consent Agenda		
	▪ Return to School Taskforce Update		
	Superintendent Report		
	Board Member Comments		
	Adjourn		
6:00 p.m.	Study Session - Location: Meeting held Remotely		
	▪ Review of Reasonable Interpretation and Indicators (RI)		
	○ OE-10, Learning Environment/Treatment of Students		
	○ OE-11, Instructional Program		
	▪ Review of 2020 Legislative Priorities/Platform		
	Executive Session for the purpose to consider the selection of a site or the acquisition of real estate by lease or purchase and the minimum price at which real estate will be offered for sale or lease		

Next Board Meeting:

NOTE: Board meetings in October may be adjusted pending changes in the Governor's Orders regarding Open Public Meetings Act (OPMA). If board meetings continue to be held remotely, the board meeting will be held at 5:00 p.m. followed by the study session at 6:00 p.m.

October 5 **5:00 p.m. Study Session**, *Topics: Professional Learning Equity, Review of 2021 Legislative Priorities for Platform, and Legislative Planning, and 2020-21 Budget Update; Location: Hughes*
7:00 p.m. Board Meeting, *Location: Board Room*

**L.E. Scarr Resource Center
16250 NE 74th Street
Redmond, WA 98052**

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
August 24, 2020

The August 24, 2020 study session was called to order by President Eric Laliberte at 7:30 p.m.

CALL TO ORDER

Due to current social distancing precautions because of the Coronavirus, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the [district website](#).

Members present: Eric Laliberte, Mark Stuart, Cassandra Sage, Siri Bliesner, and Chris Carlson.

ROLL CALL

Present: Superintendent Jon Holmen.

The following topic was discussed:

TOPICS

- *Engaging Student Voice in Board Work*

The meeting was adjourned at 8:40 p.m.

ADJOURNMENT

Eric Laliberte, President

Jon Holmen, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
August 24, 2020

The August 24, 2020 board meeting was called to order by President Eric Laliberte at 5:00 p.m.

CALL TO ORDER

Due to current social distancing precautions because of the Coronavirus, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the [district website](#). Viewers could call (425) 936-2813, Conference ID: 37127 to listen to the meeting in alignment with the Governor's proclamation.

There will be no in-person public comment to ensure social distancing. All public comments should be submitted either by e-mail /voice mail or requesting to speak publicly via a link to djenkins@lwsd.org.

Members present: Eric Laliberte, Mark Stuart, Cassandra Sage, Siri Bliesner, and Chris Carlson.

ROLL CALL

Present: Superintendent Jon Holmen.

Chris Carlson moved to approve the August 24 agenda.
Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

There were three pages of public comments regarding School Resource Officers and Inclusion/Equity. Board members read all of the written comments submitted during the 30-minutes set aside for public comment.

PUBLIC COMMENT

TELEVISED COMMENT
School Resource Officers

- Elisa Tseng, ejtseng@yahoo.com

WRITTEN COMMENTS
Inclusion / Equity

- Haneen Ismaili, prohaneen@gmail.com
- Abby Hu, abbyhappyhu@gmail.com

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
August 24, 2020

Chris Carlson moved to approve the consent agenda. Seconded by Cassandra Sage

CONSENT AGENDA

Eric Laliberte, yes; Mark Stuart, yes; Cassandra Sage, yes; Siri Bliesner, yes; and Chris Carlson, yes.

Motion carried.

Approves the minutes of July 27 study session and board meeting.

MINUTES

Approves August 24, 2020 Human Resources Report and salary schedules.

APPROVAL OF HUMAN RESOURCES REPORT

Approves the IATSE contract extension for one calendar year with the addition of 1.6% inflationary adjustment for all employees covered by the Theater Manager Collective Bargaining Agreement and the Theater Technicians Collective Bargaining Agreement.

THEATER MANAGER AND
THEATER TECHNICIAN
UNION
INTERNATIONAL
ALLIANCE OF STAGE
EMPLOYEES (IATSE)
CONTRACT EXTENSION

Approves the proposed 2020-21 annual work plan as indicated in Governing Culture 6 (GC-6), Annual Work Plan.

ANNUAL WORK PLAN OF
THE BOARD –
GOVERNING CULTURE 6
(GC-6)
2020-21 APPROVAL

Approves the monitoring report for OE-4, Personnel Administration, as presented.

APPROVAL OF
MONITORING REPORT
OE-4, PERSONNEL
ADMINISTRATION

Approves the monitoring report for OE-5, Financial Planning, as presented.

APPROVAL OF
MONITORING REPORT
OE-5, FINANCIAL
PLANNING

Approves the monitoring report for OE-6, Financial Administration, as presented.

APPROVAL OF
MONITORING REPORT
OE-6, FINANCIAL
ADMINISTRATION

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

August 24, 2020

Adopts Resolution No. 2300 declaring the equipment and materials listed on the attached page as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of items listed.

SURPLUS OF EQUIPMENT
AND VEHICLES
RESOLUTION NO. 2300

Approves the Extended Day Childcare fees as listed above to begin the 2020-21 school year during fully remote learning.

EXTENDED DAY
PROGRAM FEES

Authorizes the superintendent or his designee to approve contract modifications with BNBuilders, Inc. to proceed with Amendment No. 3 for the Benjamin Franklin Elementary School Addition project in the amount of \$1,605,178, plus sales tax.

GC/CM CONTRACT
AMENDMENT NO. 3
BENJAMIN FRANKLIN
ELEMENTARY SCHOOL
ADDITION PROJECT
(SITE 16)

Authorizes the superintendent or his designee to approve contract modifications with BNBuilders, Inc. to proceed with Amendment No. 3 for the Mark Twain Elementary School Addition project in the amount of \$1,219,910, plus sales tax.

GC/CM CONTRACT
AMENDMENT NO. 3
MARK TWAIN
ELEMENTARY SCHOOL
ADDITION PROJECT
(SITE 14)

Authorizes the superintendent or his designee to approve contract modifications with BNBuilders, Inc. to proceed with Amendment No. 3 for the Rose Hill Elementary School Addition project in the amount of \$2,312,421, plus sales tax.

GC/CM CONTRACT
AMENDMENT NO. 3
ROSE HILL ELEMENTARY
SCHOOL ADDITION
PROJECT (SITE 15)

Accepts the donations/grants as identified –

DONATIONS

Acceptance from GENYouth, Inc. to Finn Hill Middle School in the amount of \$2,047.00 to purchase supplies for "Grab & Go" meals.

TOTAL \$2,047.00

NON-CONSENT AGENDA

Barbara Posthumus, Associate Superintendent for Business and Support Services, related that the 2020-21 draft budget was presented to the Board at the June 22, 2020 meeting. A public hearing for the proposed budget was held on August 10, 2020. The budget was posted on the district's website and copies were made available to interested persons. Feedback could be provided via the website or email.

2020-21 BUDGET
ADOPTION
RESOLUTION NO. 2298

The budget resolution establishes the tax levies necessary to support the General Fund, the Capital Projects Fund and the

Debt Service Fund. The F-195, state budget format, is the official budget to be adopted. All program totals agree with the district format, which has more detailed information. She provided additional information on the \$40 million economic reserves set aside from the ending fund balance to address contingencies related to COVID. She responded to board members' questions.

Chris Carlson moved that the Board of Directors adopts Resolution No. 2298, officially adopting the 2020-21 Budget. Mark Stuart seconded.

Motion carried.

Jon Holmen provided an update on efforts to support equity, racial equity, and inclusion in the Lake Washington School District. It is important to engage with our community around the issue of race equity. He reported on the district's demographics. It is important "Becoming While Doing...Creating Hope for All." Students are at the center of our work in order to change lives, tilt trajectories, provide hope, and love unconditionally. The purpose of equity is to ensure academic success by closing opportunity gaps and providing equitable and inclusive working and learning environments. He highlighted equity work (individual, group, and organizational) to support system changes, cycle of cultural competency, and courageous conversations. This will be part of the overall work in addition to the building- level and district-level equity teams. Regular updates will be shared on the work of the district and board on leading with equity.

2020-21 DISTRICT EQUITY EFFORTS

Jon Holmen shared the topic to be covered tonight by the Return to School Taskforce was childcare. Barbara Posthumus, Associate Superintendent, Business and Support Services, provided information on before- and after-school childcare. The district partners with YMCA, Boys and Girls Club, and Juanita Schools Foundation in addition to district extended day programs. Providers will continue to provide all-day childcare in schools buildings. Registration opened August 17 and financial assistance is available. She reviewed the processes that have been implemented to comply with Department of Health rules to ensure the health and safety of students, parents, and staff.

RETURN TO SCHOOL TASKFORCE UPDATE

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
August 24, 2020

Cassandra Sage related she would be meeting with area legislators to provide information on the opening of schools and remote learning. She will also be attending the Washington State School Directors' Association General Assembly to vote on legislative proposals/amendments.

BOARD MEMBER
COMMENTS

Eric Laliberte discussed providing acknowledgement to the student comments received.

Siri Bliesner conveyed that school board members have been meeting with school superintendents to talk about public health and what needs to happen in order for the reopening of schools to occur.

Siri Bliesner moved to adjourn. Seconded by Chris Carlson.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 7:10 p.m.

Eric Laliberte, President

Jon Holmen, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

September 14, 2020



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Anthony, Mark NC	Teacher	Redmond MS	C-0	08/25/20	Leave Replacement
Breer, Nicole P3	Teacher	Franklin Elem/Rockwell Elem	C-0	09/01/20	Budgeted
Fischer, Deanna P3	.1 Counselor	Community	D-10	09/01/20	Budgeted
Garcia, Derrick	Bldg Equipment Mechanic/HVAC	Facilities/Maintenance	\$42.66	03/17/20	Repl. D. Arce-Brones
Gordon, Dylan NC	Teacher	Rose Hill Elem	A-0	08/25/20	Repl. K. Schautz
Haegele, Kari NC	Teacher	Barton Elem	B-2	08/24/20	Leave Replacement
Liu, Meegan P3	Teacher	Carson Elem	A-0	08/24/20	Repl. T. Rathmann
Nguyen, Ann NC	Counselor	Redmond MS	C-0	08/24/20	Leave Replacement
Reynolds, Emilie	Tech Solutions Analyst	Resource Center	\$82,220	06/08/20	Budgeted
Rosen, Abigail NC	Teacher	Redmond Elem	C-0	09/01/20	Repl. C. Christ
Skellie, Lorelle P3	Teacher	Muir Elem	C-0	09/01/20	Repl. E. Eggert
Tylee, Kristen P3	Teacher	Lake Washington HS	C-0	08/24/20	Repl. A. Evans
Unbedacht, Annalisa	Special Ed Para Ed	Lakeview Elem	\$22.50	07/01/20	Budgeted
Westom, Elliott P3	.8 Teacher	Inglewood MS/Carson Elem	A-0	08/25/20	Repl. E. Keeton-Howard

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Aust, Matthew	Special Ed Para Ed	Franklin Elem	09/18/18	08/28/20	Resignation
Avalos, Alessandra	Instructional Assist	Parks Elem	01/06/20	08/31/20	Resignation
Carlson, Garvin	Bus Driver	Transportation	02/09/11	08/31/20	Retirement
Charles, Egypt	Teacher	Rose Hill MS	08/24/20	08/28/20	Resignation
Deakins, Christin	Special Ed Para Ed	Mann Elem	10/01/19	09/04/20	Resignation
Drake, Pamela	Special Ed Para Ed	Redmond HS	09/29/93	10/01/20	Retirement
Elliott, Ashley	School Office Professional	Redmond Elem	02/10/20	09/11/20	Resignation
Gerwin, Jeffrey	Bus Driver	Transportation	08/07/19	09/02/20	Resignation
Larsen, Dana	Teacher	Tesla STEM	08/26/19	08/20/20	Resignation
Morales, Jennifer	Instructional Assist	Extended Day	01/13/20	09/03/20	Resignation
Powell, Mark	Messenger	Warehouse	10/08/02	09/18/20	Retirement

Human Resources Board Report

September 14, 2020



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Robinson, Laura	Special Ed Para Ed	Barton Elem	09/02/19	08/31/20	Resignation
Smith, Viveca	Teacher	Juanita HS	08/24/20	08/24/20	.1 Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Cook, Christian	Redmond HS	1.0 NC to 1.0 NC	8/24/2020
Durbin, Sharlene	Keller Elem	.8 C to 1.0C	8/24/2020
Hammond, Laurin	Bell Elem	.2 C to 1.0 C	8/24/2020
Hecker, Nicholas	Evergreen MS	.4 NC to 1.0 NC	8/24/2020
Oostra, Katie	WaNIC	0.8 C to 0.8 C / 0.2 NC	8/24/2020
Wakeman, Jason	Juanita HS	.8 C to 1.0 C	8/24/2020
Walker, Kate	Juanita HS	.8 P2 to 1.0 P2	8/24/2020

CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Cyphers, Zachary	Library Media Specialist	Instructional Specialist	09/21/20	Budgeted	\$87,347
Nilsson, Pamela	Acct Tech III	Payroll Accountant	06/01/20	Repl. B. Biddle	\$82,220
Warman, Danielle	EL Associate Principal on Assignment	MS Associate Principal on Assignment	07/01/20	Budgeted	\$145,045
Westerberg, Noah	Counselor	Counselor on Special Assignment	08/24/20	Budgeted	\$89,706

FEDERAL AND STATE REMEDIATION PROGRAMS
ANNUAL RENEWAL APPLICATIONS, 2020-21

September 14, 2020

SITUATION

The Board of Directors of each school district eligible to receive state and federal remediation funds must approve submission of the certain applications for funds and provide certain assurances for the compliance of these programs. As such, the following program applications have been prepared for Board approval. District staff have reviewed the assurances and found the district to be in compliance with these requirements.

Highly Capable Student Program

Highly Capable Program (HCP) grants support school districts in the development of identification procedures and appropriate educational program options for students who demonstrate high academic strengths and advanced content knowledge areas. Our program serves students in the K-5 Highly Capable program, the self-contained Quest classrooms serve students in grades 2-8 and in Pull-out Quest, students in grade 2-5. We also provide early entrance to kindergarten for students who meet our age and testing criteria and honors, Advanced Placement, College in the High School, and Running Start courses to students in our high schools. There were 9.7% of K-8 students who qualified for highly capable services for the 2019-20 school year.

The funding allocation formula uses 5.0% of district enrollment multiplied by an amount determined using the district staff mix factor and state funded salary amounts to generate the allocation. There is no carryover provision for HCP grants. State funds for this program are estimated at \$1,037,656.

State Transitional Bilingual Instructional Program

The State Transitional Bilingual Instructional Program funding provides an estimated \$6,361,202 for the implementation of transitional bilingual education programs in schools and supplemental financial assistance to school districts to meet the extra costs of these programs. Prior to distance learning, students who qualify for English Learners (EL) support are identified based on individual student performance on the English Language Proficiency Assessment (ELPA21) screener. For the 2020-21 school year, districts are required to enroll students who indicated that they either learned a new language as their first language or they speak another language as their main language at home on the Home Language Survey. These students will be identified as Potentially Eligible until we start back in-person. Once students are in-person we will be required to assess students with the official ELPA21 screener within thirty school days. Students who are identified as Emergent and Progressing are served in a Push-in/Pull-out or Sheltered programs. These are approaches for teaching content to English learners in strategic ways to make academic subject matter concepts comprehensible while promoting English language development. Funds include an allocation to the district in the 2020-2021 school year to provide support to students who have transitioned out of the ELL Program and are not at standard.

The allocation for Push-in/Pull-out or Sheltered programs are based on a formula that takes the number of K-6 bilingual students enrolled, which is estimated at 2,720, to fund 4.778 hours a week of instruction for 36 weeks for classes of sizes of 15; and the number of 7-12 bilingual students enrolled, which is estimated at 480, to fund 6.778 hours a week of instruction for 36 weeks for class sizes of 15. The estimated certificated staffing generated for the district by this formula is 43.33 FTE. The formula used to generate the additional allocation for students who have transitioned out of the ELL program takes the number of Proficient students, which is estimated at 1,770 to fund 3.0 hours a week of instruction for 36 weeks. This is \$1,037,653 of the \$6,361,202 allocation. The final amount will be based on actual bilingual student enrollment each month.

RECOMMENDATION

The Board of Directors approves submitting the 2020-2021 renewal applications for the State Highly Capable Student Program and State Transitional Bilingual Plan as presented.

217 Highly Capable Program Plan

Fiscal Year: 20-21

Milestone: Draft (Printed 9/9/2020)

District: Lake Washington School District

Organization Code: 17414

ESD: Puget Sound Educational Service District 121

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2020-21 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

REMINDER: The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2020-21), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under [RCW 28A.150.220\(3\)\(g\)3](#).

Updated Pages

Updates have been made to the following pages:

- ☒ Page 2
- ☐ Page 3
- ☒ Page 4
- ☒ Page 5
- ☒ Page 6
- ☐ Page 7

Assurances: Comply with State Law and Regulation

NOTE: As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See [RCW 28A.185.020](#) (1) and (2).

Please check only one box below:

☒ **LEA accepts Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:**

- a. [RCW 28A.150.220\(3\)\(g\)\(3\)](#)
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. [RCW 28A.185.020](#)
Highly Capable program requirements provided in state law.
- c. [WAC 392-170-012](#)
Highly Capable program requirements provided under OSPI rules. [WAC 392-170](#)
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☐ **LEA DOES NOT accept Highly Capable allocation for the 2020-21 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. *Annually report the students served in the district's Highly Capable program in CEDARS.*
- b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*
- c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- e. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Dr. Jon Holmen

Authorized Representative Title:	Superintendent
Date: (MM/DD/YY)	09/04/2020

Highly Capable Program Coordinator	
Contact Name:	Becky Kadrmas
Organization:	Accelerated Programs
Email:	rkadrmas@lwsd.org
Phone:	425.936.1376
Contact Name:	Diane Durant
Organization:	Accelerated programs

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contact Name:	Anusha Rao
Organization:	Gifted Education Advisory Council (GEAC)
Email:	info@lwsdgeac.org
Phone:	425.936.1387

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170 | [035](#) | [036](#)

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- ☒ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- ☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: **Unique District Definition and Learning Characteristics.**

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

☒ Yes ☐ No

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | [042](#) | [045](#) | [047](#) | [055](#) | [060](#) | [070](#) | [075](#)

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification [WAC 392-170-042](#)

Assurances

- ☒ Public notification for parents and students before any major identification activity.

Public Notification

- ☒ Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- ☒ Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process [WAC 392-170-045](#) | [055](#)

Assurances

- ☒ District uses a specific process to refer students for the Highly Capable program
- ☒ Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission [WAC 392-170-047](#)

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- ☒ District gets permission to assess.
- ☒ District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>
Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>

D. Screening Procedures **OPTIONAL** [WAC 392-170-045](#) | [055](#) | [060](#) | [075](#)

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes ☒ No ☐

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E**.

Do Not Lose Your Data - Click Save!

Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances

Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- ☒ District has a clearly defined and documented screening process.
- ☒ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests*.

Instructions

MSC Considers Screening and Assessment Data

Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

[illegible][illegible][illegible]

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s) DIBELS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Screening Procedures

Assurances

Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- ☒ District has a clearly defined and documented screening process.
- ☒ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests*.

Instructions

MSC Considers Screening and Assessment Data

Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

[selection] "(3) Shall be based on a selection system that determines which students are

If you checked the **K12 box**, do NOT check the boxes below individual grades.

[illegible][illegible][illegible]

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s) DIBELS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) Report Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Screening Procedures

Assurances

Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- ☒ District has a clearly defined and documented screening process.
- ☒ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data

Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process."

[illegible][illegible][illegible]

Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s) Fastbridge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process [WAC 392-170-055](#) | [060](#)

Assurances

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- ☒ District has a clearly defined and documented assessment process.
- ☒ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests*.

Instructions

Use **up-to-date assessment tools**. Contact individual publishing companies for more information on

Other - Name the other data sources you use.

ALERT: Districts that screen must use different instruments in the assessment process.

[illegible][illegible]

Other: Name(s) Academic Achievement measures given by other districts for transfer applicants.														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s) Scales given by other districts for transfer applicants..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) Informal measures administered by other districts for transfer applicants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

F. Selection [WAC 392-170-075](#)

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

Shall be based on a selection system that determines which students are the most Highly Capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process.”

Assurances

- ☒ District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- ☒ Board Policy and Procedure Number **2190**
- ☐ If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) [WAC 392-170- 070](#) | [075](#) | [038](#)**Assurances**

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- ☒ The district’s MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- ☒ Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting

<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

Program Goals, Monitoring and Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

A. District Program Goals [WAC 392-170-030](#)

Assurance

- ☒ District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance [WAC 392-170-095](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

- ☒ District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	June, July, August
Program Expenditures	<input checked="" type="checkbox"/>	Budget reviewed monthly and evaluated for next year's budget needs in April
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	June, July, August
District Procedures	<input checked="" type="checkbox"/>	June, July, August
Goals for District Program	<input checked="" type="checkbox"/>	June, July, August
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	June, July, August
Communications	<input checked="" type="checkbox"/>	June, July, August
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	June, July, August
Continuum of Services	<input checked="" type="checkbox"/>	June, July, August
Other: Name(s)	<input type="checkbox"/>	

C2. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests		May	July, August, September

	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary		
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	May	September
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Sept-June Sept-June	March, April, May, June March, April, May, June
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	As needed for student intervention plans As needed for student intervention plans	As needed for student intervention plans As needed for student intervention plans
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	June, July June, July	June, July June, July
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	April May June April May June	August, September August, September
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Qualitative Data			
Staff Anecdotal Observation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Reflection	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)			

		<input type="checkbox"/> Elementary		
		<input type="checkbox"/> Secondary		
Surveys				
Administrator	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Spring	June, July, August	
Parent	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Spring	June, July, August	
Student	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Spring	June, July, August	
Teacher	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	June, July, August	June, July, August	
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary			
Other Data Sources				
Attendance	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary			
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary			
Program Participation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	April, May April, May	June, July, August June, July, August	
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary			

School Board Annual Approval of District Comprehensive Plan: iGrants 217

WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
70	69	446	503	523	551	399	301	253	179	129	152	141	3,716

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval

WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 10/21/2019

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

Equitable Identification of Low-Income Students [RCW 28A.185.020](#)

Update as needed how you address equitable identification of low-income students as required by law [RCW 28A.185.020](#).

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Becky Kadrmas, Director, Accelerated Programs, Choice & Innovation
with input from LWSD Accelerated Programs Staff, cabinet and staff and community input.

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2020-21 identification cycle.

LWSD universally screens every 1st grade student in their classroom every November.

LWSD sends a direct outreach letter to the family of every 4th grade student in the district who scored L4 on SBA reading/math in 3rd grade and above grade level on report cards.

IEP/504 documents are reviewed as part of the review process for any applicant with an IEP/504. Documented IEP/504 accommodations are provided throughout the HCP assessment process.

General education teacher professional development provided for all 4th/5th grade classroom teachers that includes indicators of giftedness.

For any student receiving EL services, CogAT is flagged as "NV" for scoring purposes with Verbal battery removed from composite scores.

Program information provided for all elementary and middle schools for inclusion in school communications.

Criteria for Identification [RCW 28A.300.770](#)

Explain how you address criteria for identification as required by [RCW 28A.300.770](#).

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2020-21 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.
 - b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
 - c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment**. These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
 - d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.
 - a. LWSD currently uses multiple objectives for both screening and eligibility decisions. All data are reviewed collectively by the Multi-Disciplinary Selection Committee (MSC).
 - b. Local norms are far more restrictive than national norms for LWSD students. After careful analysis, we find no student in our universal screen with a higher local than national norm. The use of local norms would significantly reduce access for LWSD students. Given that local norms may not be used as a more restrictive criterion than national norms, national norms will continued to be used for LWSD students.
 - c. Teacher recommendations are not part of the highly capable nomination/application process in LWSD. Report cards have been used in the past as part of the screening process. Beginning September 2018, report cards will no longer be used as part of the screening process at any grade level. Instead, any student who is nominated/applies will participate in the CogAT screener and this information, alongside WA Kids, Fastbridge and SBA (grade level dependent) will be used for screening. Any student currently receiving EL services will have their CogAT screener flagged as "NV" and the verbal portion will not be incorporated into the score, yielding a non-verbal composite based on the Quantitative/Non-Verbal scores. Report card scores will be utilized as part of eligibility process to support identification, but will no longer be used as part of the screening process and will not be used to screen out a student from assessment.
 - d. The CogAT screening form is a non-verbal assessment in grades K/1. Students at all other grade levels participating in the CogAT screener or the full CogAT and who are receiving EL services will have their assessment flagged as "NV". The test publisher will then provide a composite scored comprised of the Quantitative and Non-Verbal subtests only with the Verbal subtest removed. Only Quantitative and Non-Verbal subtest scores will be used for eligibility for these students.
4. **Briefly outline actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19.** For example, district may have completed identification during school year following typical practice; district may complete identification in summer of 2020 using existing data; district may conduct assessments in summer 2020 and complete identification; district may conduct identification at start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.

LWSD was able to complete the identification process prior to the March closure.

219 State Transitional Bilingual Instructional Program
Fiscal Year: 20-21
Milestone: Requested OSPI Approval (Printed 9/9/2020)

District: Lake Washington School District
Organization Code: 17414
ESD: Puget Sound Educational Service District 121

Page 1

Recommendations and TBIP Eligible Exited Students

Professional Learning Report (Form 972)

- ☒ Professional development has been reported. Professional learning must be reported in F before the TBIP or Title III grant can be approved.

Program Evaluation

Please complete this section with qualitative program features in your evaluation i the data elements this year. Some examples of qualitative program elements are community outreach, parent engagement, Social Emotional Learning, literacy in th multicultural engagement, graduation progress monitoring, language support in mathematics, language support in science, professional development with Since Ti Immemorial curriculum, etc.

Do not complete this section if your district is applying for Title III funding indepei with FP 232.

- [EL Toolkit Ch. 9 - Evaluating the Effectiveness of a District's EL Program](#)
- [Graduation Rates for English Learners / OSPI Report Card](#)

1. What observations did the district make and what trends did the district identify when reviewing the Program components?

1124 students attained a designation of "Proficient" on the ELPA21 in 2018-19. (35.9 EL population)

The most recent English Learner graduation rate for class of 2018 reported by OSPI's Report Card is 75% for 4 years.

When comparing the performance on SBA for ELA and Math, there is a gap in perform between EL and non-EL students that persists across several grades.

33.3% of ELs met standard on the ELA SBA while 85.8% met standard across the dis

of ELs met standard on the Math SBA while 79.5% met standard across the district. 30.6% of ELs met standard on the Science assessment while 67.3% of non-ELs met standard.

2. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English learners? Describe the modifications that the district will make to its program.

During our feedback process we found that families of EL students wanted more communication between the EL programs in their schools and themselves.

Teachers indicated through our feedback process that there is a need for more professional development and resources provided in the areas of family engagement, collaboration with general education teachers in support of student learning, and effective use of newly adopted curriculum materials to provide meaningful language instruction. They also requested additional training for working with EL students who qualify for special education and in the process for bringing EL students to guidance team.

Review of our district data supports these professional development needs.

As a program, we are making modifications to address these needs. We are collaborating with the Special Education department to support EL teachers with meeting the needs of EL students with special education needs. We also recently rolled out a Critical Data Process to address the need for informed decision making when bringing EL students to guidance team. We have received feedback that additional and ongoing professional learning is necessary in this area. We will also continue to offer professional development opportunities for teachers to discuss family engagement strategies, such as home visits, as well as how to collaborate with general education teachers.

Exited TBIP Students

Section 514 of the Engrossed Substitute Senate Bill 6052 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the two previous years.

1. Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2019-20 ELPA21 Annual Assessment and require additional academic support. Remember to review the Title III required reporting data. What information did the district learn from a review of the progress of its exited English learners?

81%% of ELs who exited in the last two years met standard on the ELA SBA and 79+% met standard on the math SBA.

91%% of ELs who exited four years ago met standard on the ELA SBA

87%% of ELs who exited four years ago met standard on the Math SBA

2. What academic supports will the district provide based upon its review?

Exited EL students are monitored for 4 years based on SBA, DIBELS, class grades, and teacher reporting several times per year. Exited EL students who are not performing at standard based on large scale assessment data or classroom performance are supported by an exited EL facilitator. This support may occur through providing scaffolded assignments or lessons, identifying culturally appropriate instructional materials, providing instructional strategies to the teacher or direct student support with language-related tasks.

FOR OSPI USE ONLY

Section approved:

Comments:

District Instructional Program: Bilingual Programs

☑ Two-Way Dual Language Program:

Two-way Dual Language Programs provide literacy and academic instruction in two language classrooms with balanced numbers of English learners and native speakers of English. The goal is for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Programs begin in Kindergarten and continue through 12th grade. Models vary in the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program;

- offset additional costs associated with providing more effective programming for English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs 19 Number of Non-ELs 22

2. Which schools are implementing this model?

Einstein Elementary

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

The languages of instruction are Spanish and English.

The program started in Kindergarten and 1st grade. This year both grade levels had 50% of their instruction in Spanish and 50% of their instruction in English. Next school year (2019-20), Kindergarten will be 80% of their instruction in Spanish and 20% in English. 1st grade will

continue with the 50/50 model and 2nd grade will be added at a 50/50 model as well.

For 1st and 2nd grade next year, Math, Spanish Language Arts, and Social Studies content areas will be taught in Spanish. Science, English Language Arts, and Art will be taught in English. For Kindergarten, all content areas will be taught in Spanish with the exception of English Language Arts and specialists.

For biliteracy development, students will receive literacy instruction in both Spanish and English for equal parts of their day. Students will be progress monitored in both Spanish and English with a reading progress monitoring tool. For students who need literacy interventions, they will be provided with differentiated and focused instruction in the language of intervention. For students who need intervention in English, they will work directly with a reading specialist. For students who need intervention in Spanish, the Spanish teacher will collaborate with the reading specialist to ensure student needs are being met.

4. How are TBIP funds used within this program model?

Students in the program who are EL may receive additional support from a partially TBIP funded educator.

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

For students in the Dual Language program who qualify for English language development services, their services and support will vary based on student need. For Emerging students, they may work directly with the EL Teacher in the building for 30-45 minutes in a small group setting. For students who are Progressing, the EL Teacher will collaborate with the classroom teacher to ensure student language goals are being met. This could be a push-in model, co-teaching, or the EL Teacher may provide the classroom teacher with specific instructional techniques that will best meet the needs of the EL students in the class.

One-Way Dual Language Education:

One-way Dual Language Education provides literacy and academic instruction in two languages in classrooms with only English learners. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Education begins in Kindergarten and continues through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program
- offset additional costs associated with providing more effective programming for English learners
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Exited ELs
---------------	----------------------

2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?
5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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Comments:

Developmental Bilingual Education (Late-Exit): [\(WAC 392-160-028 Sec. 2\)](#)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into classrooms in which the instruction is in English.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;

- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the late-exit program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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Comments:

☐ Transitional Bilingual Education (Early-Exit): [\(WAC 392-160-028\)](#) Sec. 2

The purpose of an Early-Exit model is to use the student's native language as a foundation to support English language development.

Early-Exit models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or late exit model. Students in this model do not receive native language instruction for long enough to achieve biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners(ELs).

Number of ELs

Number of Non-ELs

2. Which schools are implementing this model?
3. Describe the implementation of the Early-Exit program. Include information on:
 - Languages of instruction;
 - Percentage of time spent teaching in each language by grade level;
 - How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).
4. Research has shown that the dual language and late exit program models are more effective than the early exit program model. What factors have prevented the district from implementing a dual language or late exit model?
5. How are TBIP funds used within this program model?
6. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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Page 3

District Instructional Program, continued

☒ **Alternative Instructional Program (AIP)**

(This section MUST be completed if the district is using the Content-Based/Sheltered Instructional Model, the Pull-out/Push-in program model, or Newcomer program model.)

TBIP's Legislation on Alternative Instructional Programs

WAC 392-160-006 – An "alternative instructional program" means a program of instruction which includes English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or with primary language support.

WAC 392-160-040 – **School districts under one or more of the following conditions may provide an alternative instructional program.** Which of the following conditions support the district's decision to provide an alternative instructional program?

- ☒ Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:

The Lake Washington School District's EL program supports students with 102 different language backgrounds. There are limited to no instructional materials available in most of the primary languages of our students. Should materials become available in a wider array of languages, the availability of teachers to provide instruction in those languages becomes feasible, alternative program options will be considered in order to better support the language needs of our students.

- ☐ The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:

- ☒ Bilingual instruction cannot be provided to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:

Due to the large number of primary languages spoken by students in the EL program (102 languages), the Lake Washington School District is unable to provide bilingual instruction in all of the languages in our district since teachers with those languages are not available to do so, as well as the limited to no availability of instructional materials that align to district adopted curriculum.

- ☒ Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

Due to the large number of primary languages spoken by students in the EL program (102 languages) and their varied distribution throughout the district, the Lake Washington School District is unable to provide bilingual instruction in all student languages since teachers with those languages are not available to hire, as well as the limited to no availability of instructional materials.

Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

We have advertised on our website as well as held multiple job fairs on site at our district and attended one large educator job fair. Through this process we have identified 3 bilingual (Spanish/English) teachers for the Dual Language program at Einstein Elementary.

☒ **Content-Based Instruction (CBI) or Sheltered Instruction (SI):**

The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.

Content-Based Instruction (CBI) integrates English language development with academic content learning using English as the language of instruction. The CBI model is used in classes comprised predominantly of English Language Learners with instruction delivered by teachers specifically trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. District must follow [State Certification Requirements](#) for both English language development and content teachers when assigning teachers to provide content-based instruction.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.

Elementary Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

Middle School Content-Based/Sheltered Instruction Program

1. Estimated number of students to be served: 380
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.

All LWSD Middle Schools have an EL program. General education teacher support includes regular professional development on the SIOP instructional model to support with meeting the needs of ELs and all students during core instruction.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

Students who score as Emerging or Progressing receive 50 - 110 minutes of support daily in a designated ELD class. The type of instruction will vary depending on the student needs. In some schools, EL teachers are also using co-teaching strategies to meet the needs of higher level Progressing students to bolster their success in core content areas. Where appropriate, based on individual student data, some Progressing students are supported through the EL teacher providing the general education teacher with strategies to make the content accessible during core instruction as well as providing as-needed direct support to students.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Professional Development on the SIOP instructional model is provided to every teacher in the district 4 times per year as well as additional trainings that are optional. EL teachers work directly with classroom teachers to support them with strategies and

modifications to assignments and making content accessible to EL students.

5. How are TBIP funds used within this program model?

TBIP funds are used to hire teachers to support EL student learning.

High School Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served: 379
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.

All high schools have an EL program. Each High School EL program has a minimum of 3 EL classes per day for students to receive support in English language development skills. Schools with higher EL populations could have more than 3 EL class periods per day, however, 3 class periods is the minimum. Each class period is generally 50 minutes.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

Students who score as Emerging or Progressing receive 50 - 110 minutes of support daily. The type of instruction will vary depending on the student needs. Some higher Progressing EL students receive EL instruction through a co-taught model and direct support to classroom teachers from the EL teacher.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Professional Development on the SIOP instructional model is provided 3-4 times per year as well as other optional trainings that teachers can elect to attend. EL teachers work directly with classroom teachers to support them with strategies for making content area accessible to EL students.

5. How are TBIP funds used within this program model?

TBIP funds are used to hire teachers to support EL student learning.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

High School students are supported by the EL teacher in their school with regular grade checks

and scaffolding and support provided to content area teachers.

Alternative School or Digital Learning Program Content-Based/Sheltered Instruction

1. Estimated number of students to be served: 0
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors program?

No.
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

1. Does your district have an institutional education facility? If so, please respond to the prompts below:
2. Describe the implementation of the content-based/sheltered instructional program for the 2020-21 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials,

etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

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District Instructional Program, continued

☒ **Supportive Mainstream:**

This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.

Consistent, focused, and effective language development instruction is provided through ELL pull-out/push-in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the goal of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient staff and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in mainstream classrooms.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Supportive Mainstream: Elementary

1. Estimated number of students to be served: 1,911
2. Describe the instructional support for the 2020-21 school year.

Kindergarten EL students receive 15 minutes of support each day from a para-educator, who works with a small group of 2-3 students at a time. This support is provided in each of our 27 elementary schools. Para-educators work on speaking, listening, vocabulary development, as well as reading and writing skills. Additionally, the para-educator also participates in 2 workshops each year to develop their skills in working with young EL students and understand best practices. The para-educator is supervised by the EL teacher.

All elementary schools in district house an EL program. We use a push-in/pull-out or co-teaching model to provide instruction. Several of the schools provide support through an extended school day, to allow the EL students to remain in their classrooms for content instruction. The programs provide 30-60+ minutes per day of support to EL students, depending on the language proficiency level of the students. The instructional focus is on the areas of speaking, listening, reading and writing, along with academic vocabulary development.

The instructional resource for the EL Kindergarten program is aligned to core reading instruction. The lessons focus on the language development areas of speaking, listening, and vocabulary. Reading and writing are mostly covered within the kindergarten classroom, but are reinforced in the context of each unit being taught.

The elementary EL program use materials directly align to the core reading program and provides support in speaking, listening, vocabulary development, reading and writing. There is also a teacher assessment resource that allows teachers to monitor how students are doing with lessons that are presented. Emerging level students in grades K - 5 also have access to Rosetta Stone.

3. Indicate the amount and frequency of elementary supportive mainstream instruction by language proficiency level.

Students who score at the Emerging level receive 30 - 60 minutes of support daily. The type of instruction will vary depending on the student needs. Students who score at the Progressing level may receive support through a pull out, push-in, or co-teaching model. Generally, Progressing students receive 30 - 60 minutes of support on a daily basis. The support may be delivered through the EL teacher providing the general education teacher with strategies to make the content accessible during core instruction and support English Language Development.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

A portion of each EL class is dedicated to pre-teaching content vocabulary and strategies aligned to core instruction in relation to reading, writing, listening and speaking. Students who receive EL support in the pull-out model are not pulled out during core instruction in reading or mathematics. At some of our schools, students receive EL support either before or after the school day to avoid missing core instruction.

Professional Development on SIOP strategies are offered multiple times a year for classroom teachers.

EL teachers work directly with classroom teachers to support them with strategies for making content area accessible to EL students.

5. How are TBIP funds used within this program model?

TBIP funds are used to hire teachers to support EL students.

Supportive Mainstream: Middle School

1. Estimated number of students to be served:
2. Describe the instructional support for the 2020-21 school year.
3. Indicate the amount and frequency of middle school supportive mainstream instruction by language proficiency level.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

Supportive Mainstream: High School

1. Estimated number of students to be served:

2. Describe the instructional support for the 2020-21 school year.
3. Indicate the amount and frequency of high school supportive mainstream instruction by language proficiency level.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

Supportive Mainstream: Alternative School or Digital Learning Program

1. Estimated number of students to be served: 4
2. Describe the instructional support for the 2020-21 school year.

All schools have an EL program including our alternative schools. Each school has a designated EL teacher to provide support in English language development skills to qualifying students on a regular basis. Instructional sessions vary by school but are typically between 30-50 minutes.
3. Indicate the amount and frequency of supportive mainstream instruction by language proficiency level.

Students who score Emerging or Progressing receive regularly scheduled support from an EL teacher. The type of instruction will vary depending on the student needs. We will continue studying/implementing effective co-teaching strategies.

Although, LWSD has choice schools the school follow district standard on instruction time requirements. EL students who attend these schools receive EL support and their teacher

receive mentoring on making content accessible, just like all the other schools in LWSD.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Each EL student's academic progress is monitored closely by their EL teacher. Based on student need, services are provided both directly to the student in the form of instruction as well as to the teacher through planning, coaching, and collaboration.

5. How are TBIP funds used within this program model?

TBIP funds are used to hire teachers to support EL student learning.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

High School students are supported by the EL teacher in their school with regular grade checks and scaffolding and support provided to content area teachers.

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors Program? If so, please respond to the prompts below:
2. Describe the implementation of the instructional program for the 2020-21 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to

TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#)

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

1. Estimated number of students to be served:
2. Describe the implementation of the instructional program for the 2020-21 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [High-Leverage Principles of Effective Instruction for English Learners](#).

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Section approved: Yes

Comments:

Thank you for describing equitable services at your alternative site.

Page 5

Program Model

☐ Newcomer Program: [\(WAC 392-160-028 Sec. 2\)](#)

Newcomer Programs are considered a separate group and are not required to meet the criteria for an alternative instructional program (AIP).

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular TBIP program offered by the district. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year for most students.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the particular district model. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular English language development program. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year, but may be more or less time depending on individual student needs.

Resource: [Newcomer Tool Kit](#)

NOTE: Newcomer Programs should never constitute the entire English language development program for any district, but should serve only as a foundation for students to move into the district TBIP program.

Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. Estimated number of students to be served
2. Entry Criteria:

3. Location:

4. Grade Levels:

5. Describe how the Newcomer program will be implemented. Include the number of hours per day.

6. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.

7. How are TBIP funds used with this program model?

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Program Model Section approved:

Comments:

Page 6

Teacher/Trainer/Coach Qualifications

☒ **Staff Qualifications**

Estimate of staff funded through TBIP

Salaries	Headcount
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Certificated Teachers	46	44.6
Administration	1	0.25
Administrative Support	1	0.2
Paraeducators	0	0
Professional Development Trainor	2	2.0
EL Coach(es)	0	0
Other	0	0
For "Other" indicate job titles and description of duties funded through TBIP:		

Certificated Teaching Staff

1. How is the district recruiting educators with Bilingual Education or English Language Learner endorsements to serve English learners?

EL teachers are required to have an EL endorsement from an accredited college/university/advanced program; and the ability to communicate clearly in English, in both verbal and written format. There is not a requirement that EL teachers speak another language, but it is beneficial when they do. With over 100 languages in the Lake Washington School District, it is difficult to hire staff that represent all of those languages.

2. How is the district meeting the endorsement requirement for TBIP funding as outlined in [RCW 28A.180.040](#) and effective September 1, 2019?

It is our current practice to require teachers hired for the purpose of EL instruction to hold a current EL endorsement.

Staff hired as Professional Development Trainers and/or EL Coaches must have the experience and qualifications in the following areas:

- Instructional Strategies for EL;
- Second Language Acquisition;
- Understanding and implementing ELP standards;
- Alignment of curriculum to ELP standards

(Do not include outside consultants in this section.)

1. Describe Professional Development Trainer's qualifications, experience, and areas of training that will be provided. Fill this out **ONLY** if the position is funded through TBIP.

The Professional Development Trainers (EL Program Specialists) have been EL teachers, supported our exited students and have served in the role of Program Specialist for several years. The Specialists/trainers understand the ELPA21 data and continue to help EL teachers deepen their understanding of the data in order to make data driven decisions for EL students in their schools. The Specialist/trainers are experienced teachers and understand the needs of a diverse population. The Specialists/trainers have taken Beginning and Advanced SIOP trainings, attend EL Consortium Meetings in the Puget Sound region, and attend and present at conferences such as WABE.

The Program Specialists provides workshops for general education teachers on EL strategies (SIOP), and also provide professional development for staff working with the EL program (teachers and para-educators). The Program Specialists/Professional Development trainers received training in the ELPs and have done work with EL teachers to provide professional development to EL and general education teachers to implement the ELPs.

2. Describe EL Coach's qualifications, experience, and support that will be provided to teachers **ONLY** if funded through this grant.

NA

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Comments:

District's Professional Development Plan to address the needs of ELs: Professional development specific to addressing the language acquisition needs of ELs is a requirement for TBIP funding. ([WAC 392-160-028, Sec. 3](#))

3. Describe the professional development plan for staff responsible for providing the English language development services indicated in this application.

Professional Development is provided each year for instructional assistants working with the kindergarten EL students and those para-educators working with the EL teachers. These workshops review best practices of SIOP strategies, the ELPs, and connect to the curriculum resources being used in the K-12 EL program.

The EL teachers participate in professional development throughout the year that reflect best practices in strategies (SIOP) for EL students. They too receive training in the ELPs, connecting to the curriculum resource for their level. EL teachers also have the opportunity to learn about co-teaching strategies and how to best meet the needs of students during core instruction.

4. Describe the district's plan to build the capacity of general education staff to provide meaningful access to content instruction to English learners.

Four time per year professional development is provided every general education teacher in the district on the SIOP instructional model.

The EL teacher serves as a resource for general education teachers to support the use of effective strategies to support EL students during core instruction.

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Comments:

Professional Development Activities:

- ☒ **All of the district's professional development activities listed in this application funded through TBIP/Title III funding comply with the following requirements:**

The district's professional development plan will prepare teachers, administrators, counselors, and others involved in language instruction educational programs to:

- Improve the English language development instruction, meaningful access to content instruction, and assessment of English learners; and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to English learners.

Professional development will be:

- Evidence-based and specific to the instructional needs of English learners.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- One-day or short-term workshops and conferences, must be a component of an established comprehensive professional development program for teachers.

Professional Learning Trainings

Complete this table for each training listed.

Press "NEW" button to create each new Training listing. **Press SAVE** after completing each record.
Allow SAVE to complete before clicking the "NEW" button again.

Training Title		Presenter
SIOP Institute		Pearson Trainer
Training Description		Schedule
3-day SIOP Institute to provide classroom teachers with specific strategies for supporting ELs in their classroom		October 2020(2 sessions) February 2020
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input checked="" type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$60,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
EL Teacher Meetings		Amanda Workman & Nichole Rodriguez
Training Description		Schedule
Provides on-going professional development in ELPS, SIOP strategies, collaboration techniques, understanding EL assessments. Provide instruction on new ELPs and how to share with classroom/content area teachers. ELL teachers will also continue to refine their instructional strategies and alignment with their understanding of ELL assessments, standards and curriculum. They will also engage in collaboration and co-teaching		Specific dates TBD throughout 2020-2021 school year

skills/techniques through an in-depth book study.		
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$14,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
Book Study		Amanda Workman & Nichole Rodriguez
Training Description		Schedule
EL teachers will have a menu of EL professional books to select from, to create two study groups during the year. Each study group will select a book to read and then will meet to discuss the topic and its' relation to current EL practices within their classrooms or the school district. EL teachers will have the opportunity to invite a mainstream/content area teacher to participate in the Study Groups.		Fall 2020 (10 hours) Spring 2021 (10 hours)
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$1,000

- ☐ Support Staff
☐ Other

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
EL Summer School Training		Amanda Workman & Nichole Rodriguez
Training Description		Schedule
Provide instruction on the ELPs, curriculum, and strategies to be used during the elementary and secondary EL Summer Programs.		June 2020
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input type="checkbox"/> Title III: % OR Amt: \$1,500

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
SIOP Coaching & Implementation		Pearson Trainer
Training Description		Schedule
2-day SIOP Coaching training to provide SIOP Leads with specific and additional strategies for supporting the implementation of SIOP in their classrooms and buildings		February 2020
Participants	Focus	Funding Source & Amount

<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$39,000
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REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
Co-Teaching Series		Amanda Workman/Nichole Rodriguez
Training Description		Schedule
Teachers will attend 5-part series to learn about how to effectively implement a co-teaching model to support EL students.		4-5 sessions through the 20-21 SY
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$7,500

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
New EL Teacher Support		Amanda Workman/Nichole Rodriguez
Training Description		Schedule
New EL teachers have a one day session where they meet with EL specialists to discuss curriculum and questions and then have the opportunity to shadow experienced EL teachers in the district.		Fall 2020
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$2,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
Elementary EL Support Class Series		Nichole Rodriguez
Training Description		Schedule
EL teachers provide instruction in a 3-part series to general education teachers on how to best meet the needs of ELs in core instruction.		Fall/Winter 2020
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$5,000

<input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	teachers <input type="checkbox"/> Other (must be specific to ELD)	
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REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
Newcomer EL Support Class		Nichole Rodriguez
Training Description		Schedule
EL teachers provide instruction in a 2-part series to general education teachers on how to best meet the needs of newcomer ELs in core instruction.		Fall/Winter 2020
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input type="checkbox"/> Title III: % OR Amt: \$4,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Conferences

Complete this table for each conference listed.

Press "NEW" button to create each new conference listing. **Press SAVE** after completing each record.

Allow SAVE to complete before clicking the "NEW" button again.

Conference Title	Number to Attend	
WABE	25	
Describe connection to district EL PD Plan EL teachers will have the opportunity to attend workshops available at the WABE conference. WABE provides current information, research, strategies, and ideas in supporting bilingual students.		
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input checked="" type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$16,250

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

5. How does the district ensure professional learning provided through TBIP and Title III implemented? Describe the follow-up support provided to teachers.

For the 2020-21 school year, 1-3 teachers have been identified in each school to be a Lead. These teachers will receive additional training throughout the school year to support implementation of the SIOP model in their buildings, as well as ongoing professional development on SIOP in their buildings.

The EL teachers meet on continuous basis throughout the year to share how the implementation of the various professional development is progressing. Teachers will have opportunity to participate in peer observations and learning walks.

Building administrators will be apprised of the professional development that is provided to EL teachers and will, through classroom observation, support the implementation of r

learning.

FOR OSPI USE ONLY

Section approved:

Comments:

INTERDISTRICT COOPERATIVE AGREEMENT
AMERICAN INDIAN AND ALASKA NATIVE K-12 STUDENTS
2020-2021

September 14, 2020

SITUATION

Interdistrict cooperative contracts for services to American Indian and Alaska Native students in the Bellevue and Northshore School districts resulted when the Eastside Native American Education Consortium was formed in 1984. At that time the Lake Washington School District agreed to be the overseeing agency (sponsoring school district) to receive annual Title VI – Indian Education funds from the U.S. Department of Education. Since the level of Title VI funding does not adequately cover program costs, each school district agreed to contribute a prorated cost per native student enrolled in the Title VI programs.

Estimated cost charged to each participating district for the 2020-2021 is as follows:

Bellevue School District	57	Students @ \$65.00 = \$3,705.00
Northshore School District	89	Students @ \$65.00 = \$5,785.00
Lake Washington School District	120	Students @ \$65.00 = \$7,800.00

RECOMMENDATION

The Board of Directors authorizes the superintendent to enter into Interdistrict Cooperation agreements with Bellevue and Northshore school districts for the Indian Education program for the 2020-2021 school year as presented.

**INTERDISTRICT COOPERATION CONTRACT FOR
NATIVE AMERICAN EDUCATION CONSORTIUM
2020-2021**

WHEREAS, the **Northshore School District** (participating district) has within its boundaries, resident students who qualify for the Native American Education Program; and

WHEREAS, the participating district does not have available Native American education programs which appropriately meet the educational needs of all its Native American resident students; and

WHEREAS, the Lake Washington School District (serving district) provide Native American education programs which appropriately meet the educational needs of those students; and

WHEREAS, it would be an unnecessary duplication of specialized programs for the participating district to institute programs when available programs already exist in the serving district;

THEREFORE, the Lake Washington School District and the participating school district enter into this agreement for the purpose of establishing an Interdistrict cooperation program for Native American students who qualify under Title VI – Indian Education guidelines.

The Lake Washington School District and participating school district further agree as follows:

1. This agreement shall be for the 2020-2021 school year, with education services intended to commence approximately 9-1-2020 and to terminate approximately 6-30-2021. Programs to be provided by the serving district will be located within the participating district.
2. The maximum number of students to be served by the Interdistrict program for the participating district at any one time, contingent upon approval by the serving district will be approximately 89.
3. The programs will be administered by the serving district in accordance with state statutes and Washington Administrative Code and in accordance with policies of the Board of Directors of the serving district.
4. The joint financing arrangements are to be conducted in accordance with regulations of the Office of the State Superintendent of Public Instruction. The budget for 2020-2021 is projected to be \$88,888. The serving district will apply for federal funds through the Indian Education Program/Title VI estimated to be approximately \$71,598. The participating district will agree to pay the serving district a pro rata share of \$5,785. Should federal revenues be less than anticipated, pro rata shares will be adjusted. No adjustments will be made in the total budget figure without mutual consent. **Northshore School District** agrees to pay approximately \$65.00 per FTE enrolled student in the school year 2020-2021 as a share of unfunded costs.
5. When this Interdistrict cooperation is terminated, any unfunded liabilities shall be paid to the serving district by participating district as a share of estimated unfunded cost. Final amount to be determined based on actual Federal funding and actual final expenditures for the school year.

LAKE WASHINGTON SCHOOL DISTRICT

Native American Education Director

Superintendent

Date

NORTHSHORE SCHOOL DISTRICT

Native American Education Director

Superintendent

Date

**INTERDISTRICT COOPERATION CONTRACT FOR
NATIVE AMERICAN EDUCATION CONSORTIUM
2020-2021**

WHEREAS, the **Bellevue Public Schools** (participating district) has within its boundaries, resident students who qualify for the Native American Education Program; and

WHEREAS, the participating district does not have available Native American education programs which appropriately meet the educational needs of all its Native American resident students; and

WHEREAS, the Lake Washington School District (serving district) provide Native American education programs which appropriately meet the educational needs of those students; and

WHEREAS, it would be an unnecessary duplication of specialized programs for the participating district to institute programs when available programs already exist in the serving district;

THEREFORE, the Lake Washington School District and the participating school district enter into this agreement for the purpose of establishing an Interdistrict cooperation program for Native American students who qualify under Title VI – Indian Education guidelines.

The Lake Washington School District and participating school district further agree as follows:

1. This agreement shall be for the 2020-2021 school year, with education services intended to commence approximately 9-1-20 and to terminate approximately 6-30-21. Programs to be provided by the serving district will be located within the participating district.
2. The maximum number of students to be served by the Interdistrict program for the participating district at any one time, contingent upon approval by the serving district will be approximately 57.
3. The programs will be administered by the serving district in accordance with state statutes and Washington Administrative Code and in accordance with policies of the Board of Directors of the serving district.
4. The joint financing arrangements are to be conducted in accordance with regulations of the Office of the State Superintendent of Public Instruction. The budget for 2020-2021 is projected to be \$88,888. The serving district will apply for federal funds through the Indian Education Program/Title VI estimated to be approximately \$71,598. The participating district will agree to pay the serving district a pro rata share of \$3,705. Should federal revenues be less than anticipated, pro rata shares will be adjusted. No adjustments will be made in the total budget figure without mutual consent. **Bellevue Public Schools** agrees to pay approximately \$65.00 per FTE enrolled student in the school year 2020-2021 as a share of unfunded costs.
5. When this Interdistrict cooperation is terminated, any unfunded liabilities shall be paid to the serving district by participating district as a share of estimated unfunded cost. Final amount to be determined based on actual Federal funding and actual final expenditures for the school year.

LAKE WASHINGTON SCHOOL DISTRICT

Native American Education Director

Superintendent

Date

BELLEVUE SCHOOL DISTRICT

Native American Education Director

Superintendent

Date