

November Resource Toolkit

Continuous Improvement Principles and Framework

The Continuous Improvement Framework

Continuous Improvement Framework

- Elevation of anti-racist practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports

Focus: Office of Native Education



The Office of Native Education (ONE) is the state's advocate between American Indian and Alaskan Native (AI/AN) learners and the educational agencies that serve them.

ONE aids schools in meeting the educational needs of American Indian and Alaskan Native (AI/AN) students. ONE serves as a liaison between OSPI and school districts, tribal governments, State-Tribal Education Compact schools (STECs), tribal schools, Native communities, parent/guardians of Native children, and other groups and individuals.

The Office of Native Education:

- Facilitates the inclusion of native language programs in school districts' curricula.
- Coordinates technical assistance for public schools that serve American Indian and Alaskan Native students.
- Facilitates the development and implementation of the Since Time Immemorial and other curricula including instructional materials in native languages, culture and history, and the concept of tribal sovereignty pursuant to RCW 28A.320.170.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- Provides assistance to districts in the acquisition of funding to develop curricula and instructional materials in conjunction with native language practitioners and tribal elders.

Indian Education

The program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaskan Native (AI/AN) students, including preschool children.

Eligibility

The student must be enrolled in a Tribe, a descendant of an enrolled Tribal Parent, or a descendant of an enrolled Tribal Grandparent.

Get Started

Request & Complete a Title VI Indian Student Eligibility Certification 506 Form with the School District. For more information, please contact your district's Title VI Manager.

Not all districts have an Indian Education Program. If your district does not have one, it is possible to start one. Contact [Dr. Moore](#).

Indian Migrant Education Program

The Washington State Title I, Part C Migrant Education Program is federally funded to ensure high-quality education programs and supplemental support services for migratory children; including [American Indian and Alaskan Native students](#), whose treaty-protected, migratory lifeways in seasonal locations for fishing and gathering are recognized.

Eligibility

- The student is not older than 21 years of age.
- The student made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher.

Get Started

A Migrant Education Program Recruiter is ready to assist you. Please provide your contact information through the online [form](#) or call 1-800-274-6084.

Multilingual Education Program

The Washington State Multilingual Education Program oversees and guides districts serving multilingual English learners. These programs are designed to address the

unique needs of eligible students who come from linguistically and culturally diverse backgrounds. Multilingual Education/Title III provides your child with free, additional, professional language and literacy assistance. This can include additional Tribal History lessons, Tribal Language lessons, or culturally based literary activities.

Eligibility

The student can qualify for support by being American Indian/Alaskan Native, academically at-risk, and by scoring below the Proficient level on the WIDA Screener. Documented tribal affiliation or enrollment is not a requirement for Title III eligibility.

Get Started

Please contact your district's Multilingual/ Title III Coordinator.

If the learner qualifies for services, the district must provide these services even if there is not a Multilingual Education/Title III program.

Contact: [Dr. Kristin Percy Calaff](#) 564-999-3144 or | Tribal Language Liaison Kayla Guyett kayla.guyett@k12.wa.us

Dual Credit Program

This is a program in which a student enrolls in a class that has the potential to earn both high school and college credit. Running Start (RS) is intended to provide students a program option consisting of attendance at certain higher education institutions and the simultaneous earning of high school and college/university credit. College in the high school (CHS) courses are college-level courses taught by high school teachers in the high school. Career & Technical Education (CTE) dual credit courses are high school courses that have an articulation agreement with post-secondary partners and the LEA so that students receive both high school and post-secondary credit.

RS - students must be in grade 11 or 12 and place into college level english (ENGL 100).

CHS - students must be grade 9-12 & opt in to earn credits.

CTE - students must be enrolled in a school offering a CTE dual credit course.

Get Started

For more information, please contact: [Shandy Abrahamson](#), Career Connect Learning Tribal Engagement Specialist

Homeless Student Stability

The McKinney-Vento Act is a federal law that ensures immediate enrollment and educational stability for children and youth experiencing homelessness by providing support and resources for eligible students.

Eligibility

The McKinney-Vento Act defines children and youth experiencing homelessness as "individuals who lack a fixed, regular, and adequate nighttime residence." This includes children and youth:

sharing housing due to loss of housing, economic hardship, or a similar reason; or

living in motels, hotels, trailer parks, or campgrounds due to

lack of alternative accommodations; or

living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations; or other qualifying statuses.

Get Started

Please contact [OSPI](tel:3607256505) (360) 725-6505

Head Start

ECEAP (pronounced "E-Cap") is the Early Childhood Education and Assistance Program funded by Washington State for children 3 and 4. Head Start is funded by the federal government for children ages 3 and 4 and, in some locations, pregnant women and children birth to age 3.

Programs vary but include:

- Free early learning childcare or preschool to support child's development and learning.
- Family support, Child health coordination, and nutrition. Services responsive and appropriate to each child's and family's heritage and experience.

Eligibility

Most children are eligible for ECEAP and Head Start based on their age and family income, but there may be other ways to be eligible so please reach out to see if you are eligible.

Child has a family member who attended an Indian Boarding School, or whose family participates in traditional hunting, gathering or fishing

Environmental factors such as homelessness, family violence, chemical dependency, foster care, or incarcerated parents

Developmental factors such as developmental delay or other special needs.

Get Started

Contact [Head Start](#) or local [ECEAP](#)

Johnson O. Malley

Education contracts under the Johnson-O'Malley Act shall be for the purpose of financially assisting those efforts designed to meet the specialized and unique educational needs of [eligible Indian students](#), including programs supplemental to the regular school program and school operational support, where such support is necessary to maintain established State educational standards.

Eligibility

At least one-fourth (1/4) degree Indian blood descendant or a member of an Indian Tribe.

Get Started

Please contact [ONE](#) about Johnson O'Malley Act.

Special Education IEP

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. In exchange for federal money, schools must guarantee that all children with disabilities will receive a "free, appropriate public education."

Eligibility

Students determined eligible for special education services must meet all three of the following criteria:

The student must have a disability or disabilities.

The student's disability/disabilities adversely affect educational performance.

The student's unique needs cannot be addressed through education in general education classes alone - with or without individual accommodations and requires specially designed instruction (SDI).

Eligibility is based on a comprehensive initial evaluation. The requirements for determining whether a student has a Specific Learning Disability can vary by district.

Impact Aid Program Flyer

The Impact Aid Program is a federal fund to support School Districts with additional support to help educate federally connected children. These may be the children of members of the uniformed services, children who live on Indian lands, children who live on federal property or federally subsidized low rent housing, and children whose parents work on federal property.

Eligibility

Among other possible ways to be eligible, these highlight the eligibility of Native Student Learners:

- Child resides on eligible Indian lands (no employment requirement).
- Child resides on federal property.
- Child resides with a parent employed on federal property located in the same state as the school district.

Get Started

Please contact your district's Impact Aid Program manager. In some districts, this position is called the Military Support Liaison.

Tribal Consultation by Type

The purpose of Tribal Consultation is to ensure that Tribal governments or representatives and state or federal education agencies have meaningful opportunities to provide input, feedback, and recommendations on education policies, programs, and services that impact the success of American Indian/Alaskan Native (AI/AN) students. This includes but is not limited to curriculum development, teacher training, student assessment, special education, language, and cultural preservation.

Tribal consultation is a crucial component of ensuring that AI/AN students receive a high-quality education that is responsive to their cultural and linguistic backgrounds, and that respects their sovereignty and self-determination as Indigenous peoples. During Tribal Consultation, state and federal education agencies must engage in a government-to-government relationship with Tribal governments. This means that education agencies must respect and consider the unique cultural, linguistic, and educational needs of AI/AN students, families, and communities.

The Every Student Succeed Act (ESSA) ensures new provisions for all students to be successful via stakeholder input. A key component, for Native students and Tribal stakeholders, is the development of meaningful Tribal consultation through respectful relationships between school districts, Tribes, and schools to foster informed policies and programs. In Washington state, the legislature acknowledged this need for accountability and maintaining meaningful Tribal Consultation by passing [House Bill 1426 \(2021-22\)](#) and [Substitute Senate Bill 5252 \(2021-2022\)](#), to go above and beyond the minimum ESSA requirements.

District Requirements

ESSA Tribal Consultation is required by all districts receiving Title VI Indian Education Grant Awards of more than \$40,000 and/or that have a Native American student population of over 50 percent (ESEA section 1111(a)(1)(A)). Tribal consultation is required for all Title programs covered by ESSA, not solely Title VI – Indian Education. Beginning with fiscal year 2017, affected Local Education Agencies (LEAs) must consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA before submitting plans.

For further information and resources please contact [Maxine Alex](#)

Since Time Immemorial: Tribal Sovereignty in Washington State

In 2015, the Legislature passed [Senate Bill 5433](#) modifying the original 2005 legislation, now requiring the *Since Time Immemorial: Tribal Sovereignty in Washington state* or other tribally-developed curriculum be taught in all schools. The use of the *Since Time Immemorial* curriculum has been endorsed by all 29 federally recognized tribes. ONE hosts the following educational support materials by level through the following links:

- [Early Learning](#)
- [Elementary](#)
- [Middle School](#)
- [High School](#)
- [STI-Connected Tribal Sovereignty Curriculum Resources](#)
- [Videos](#)
- [Partnering with Tribes](#)
- [pK-12 Implementation Resources](#)

Resources

Quick List and Eligibility for All Native Student Support Programs

Contacts

Implementation of Native Education

The Office of Native Education (ONE) is not just the state's advocate between American Indian and Alaskan Native (AI/AN) learners but an alliance of educators wishing to identify and assist students to achieve success for the future without losing site of tradition. The work they do is to make sure all learners in our state have an interaction with the curriculum that is meaningful and committed to long-term sustainability. To truly improve our learning system, we must identify all students and provide them with the opportunity to be successful in the pathways and communities they live in by those that represent those communities; the Office of Native Education strives for this goal in Washington State for all our native students.