

# Integrated Student Supports

Overview of Implementation Guide and Resources

**February 2025**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



**Vision**

**Mission**

**Values**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# ISS Protocol

Your go-to people

**Rebecca Estock Marshall**

- Title IA | LAP Program Supervisor

**Dr. Sheila Gerrish**

- Title IA | LAP Program Supervisor

**Annie Pennell**

- LAP Program Supervisor, Team Lead

**Special thank you**

**Melinda Oum-Andreassen**

**Program Specialist for State and Federal Programs**

**Reach out**

[LAP@k12.wa.us](mailto:LAP@k12.wa.us) | [Title1a@k12.wa.us](mailto:Title1a@k12.wa.us)

# Today's Objectives

1

Overview of ISS  
Implementation  
Requirements and  
Support

2

Review of the ISS  
Protocol  
Implementation  
Guide and Templates

3

Discuss next steps for  
schools and LEAs





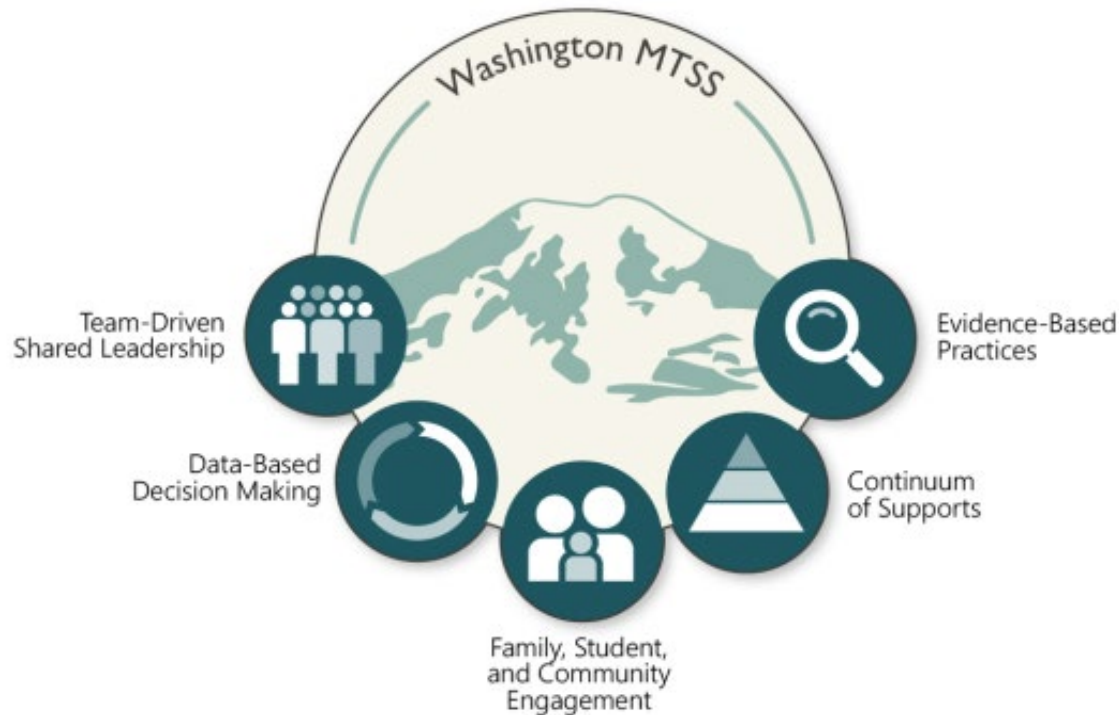
# *Overview of ISS Implementation Requirements and Support*

# Integrated Student Supports (ISS)

A school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement.



# Multi-Tiered System of Supports (MTSS)



- Evidence-based organizational approach
- Equitable, consistent, and flexible systems
- Supports that provide benefits for **every** student

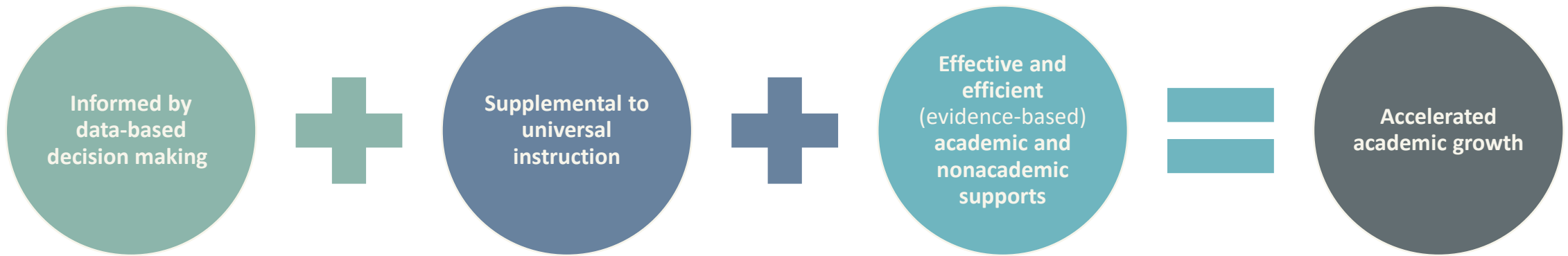
**Learn More:**

<https://www.k12.wa.us/mtss>





# Learning Assistance Program (LAP)



*This chapter is designed to: (1) Promote the use of data when developing programs to assist students who are not meeting academic standards; and (2) guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist students who are not meeting academic standards. ([RCW 28A.165.005](#))*

# Implementation Requirements for ISS



School districts **must** use this protocol to plan and implement evidence-based, data-informed, supplemental supports for **Learning Assistance Program (LAP)** starting in the 2025–26 school year.



School districts **may** use up to 15% of total districtwide base funds and 15% of high poverty funds per eligible school to provide direct supplemental services to LAP-served students through partnerships with community or other out-of-school organizations.



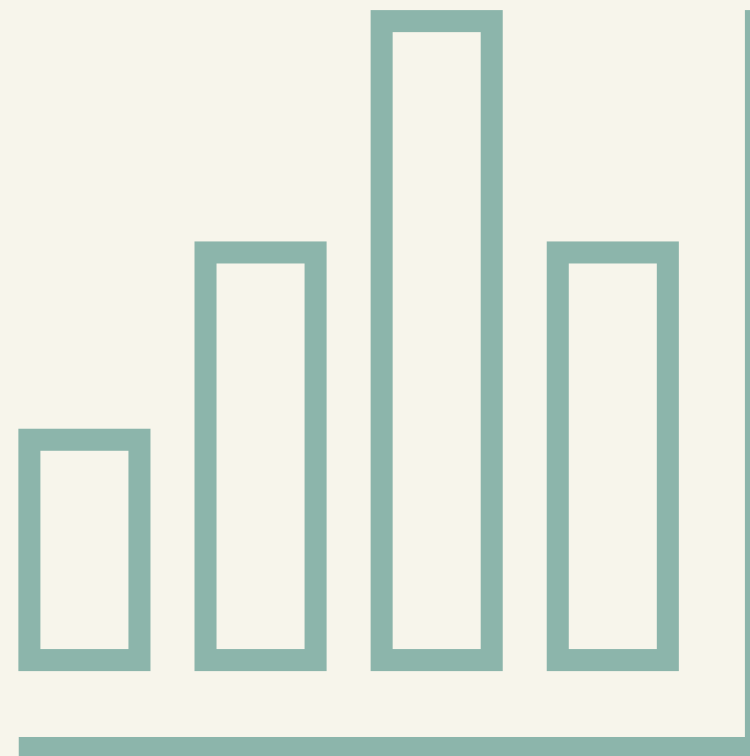
The ISS protocol implementation guide outlines the steps and resources needed to successfully implement ISS through an MTSS framework.



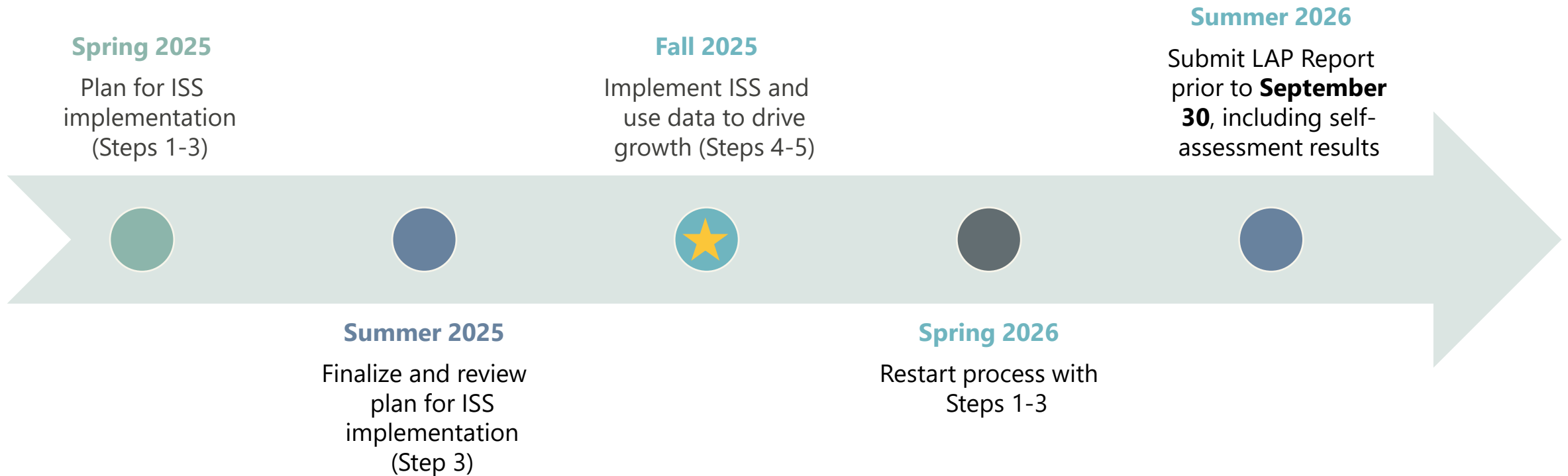
# Reporting Requirements for ISS

The Office of Superintendent of Public Instruction (OSPI) is required to monitor implementation of ISS, which will be done through the LAP Report in EDS.

Starting in 2025-26, schools and LEAs using LAP funds will be expected to complete the ISS self-assessment tool in the LAP Report.



# ISS Protocol Implementation Timeline



# Webinar Series & Technical Assistance

ISS  
Webinars



ISS Drop-In  
Support





# *Overview of ISS Implementation Guide & Templates*

# ISS Protocol Guidance & Resources

## ISS Protocol Overview ([Published](#))

### *Integrated Student Supports (ISS) Protocol Overview*

#### Washington's ISS Protocol

Child Trends (2017) defines integrated student supports (ISS) as "a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement" (p. 12). Their review of research indicates that ISS is a promising approach for improving student learning and promoting healthy development (Moore, H.L. et al., 2017).

The ISS Protocol is implemented through a Multi-Tiered System of Supports (MTSS). MTSS is a framework that guides how supports are organized and delivered by educational professionals, in partnership with families and communities. The ISS Protocol Implementation Guide, which will be published soon, outlines a coordinated set of steps and activities in the MTSS framework. Therefore, MTSS and the ISS Protocol work together to support the needs and inform the services for each and every student.

#### State Requirements

Starting September 1, 2025, local education agencies (LEAs) **must** use the ISS Protocol to plan and implement data-informed, evidence-based supplemental supports for Learning Assistance Program (LAP) as required by Substitute House Bill (SHB) [1208](#). LEAs **may** use up to 15% of their LAP base funds and 15% of high poverty funds per eligible school to provide direct supplemental services to participating students through partnerships with community, or other, out-of-school organizations.

While schools and LEAs will be required to use the ISS Protocol to plan and implement LAP supplemental supports, for optimal student academic and nonacademic outcomes, the Protocol should be used more broadly to integrate related state and federal requirements.

#### Steps in the ISS Protocol

The steps in the Protocol are intended to lead to actionable information that will intentionally address the academic and nonacademic needs of students in an integrated and coordinated manner. There are five steps in the ISS Protocol that are completed by LEA and school teams in an annual cycle:

## ISS Protocol Implementation Guide, School and LEA Process Templates ([Published as drafts](#))

### *Integrated Student Supports (ISS) Protocol Implementation Guide*

### *Integrated Student Supports Template School Level*

Internal working document to support implementation of school-level activities in each step of the protocol on this template can be used to coordinate annual state and federal requirements (see Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including those identified as eligible for Tier 3 Plus, Tier 2, Tier 1, are encouraged to use this template to support annual improvement efforts.

Resources: [Implementation Teams Overview](#), [District Team Membership](#), [Creating an Implementation Team](#), [Teaming Inventory](#)

### *Integrated Student Supports Template School Level*

This template is intended to be a working document to support local education agencies (LEAs) in implementing the LEA-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Protocol Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All LEAs, including those that contain one or more schools identified as eligible for Tier 1, Tier 2, Tier 3, or Tier 3 Plus improvement supports, are encouraged to use this template to support improvement efforts.

#### Getting Started

##### Implementation Teams

Resources: [Implementation Teams Overview](#), [District Team Membership](#), [Creating an Implementation Team](#), [Teaming Inventory](#)

Who are our district implementation team members? List Name, Title/Role.	
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

# Intent of Guidance & Resources

*This process includes components you are likely already engaged in, which is why it is important to begin with a self-assessment*

## Audience & Purpose

This implementation guide is intended for education staff and partners who are engaged in implementation of Washington's Integrated Student Supports (ISS) **Protocol**. **Local education agencies (LEAs)** and schools that receive LAP funds must use the steps outlined in this document to plan and implement LAP supplemental supports. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), are encouraged to use the ISS Protocol to support annual School Improvement Plan (SIP) requirements. The purpose of this implementation guide is to provide steps and resources necessary for LEAs and schools to implement the ISS Protocol with **fidelity** and **intentionality**.

*Bolded words are defined in the glossary for clarity and ease of use*



# Coordinating Related Requirements & Initiatives

Each requirement is linked to their respective webpage

State and Federal Requirements, Part 1

ISS Steps	LAP	Highly Capable	IDEA B	IDEA CEIS	School Improvement	Title IA	Title IC	Title IIA	Title III	Title IVA	Title IVB
Assess strengths and needs	✓	✓	✓	✓	✓	✓	✓	★	✓	✓	✓
Build community partnerships	✓		★	★	✓	★		✓	✓	✓	✓
Plan integrated supports	✓	✓	✓	✓	✓	★		★	✓	✓	
Deliver integrated supports	✓	✓	✓	✓	✓	★	✓		✓	✓	
Use data for growth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

State and Federal Requirements, Part 2

ISS Steps	Building Bridges	Comprehensive School Counseling Programs	High School and Beyond Plans	Literacy (K-4, Dyslexia)	Mental, social, and behavioral health	Ninth Grade Success	Transition to Kindergarten (TK)	Tribal Consultation
Assess strengths and needs	✓	✓	✓	✓	★	✓	✓	
Build community partnerships	✓		✓	★	✓		✓	✓*
Plan integrated supports	✓	✓		★	✓	✓	★	
Deliver integrated supports	✓	✓	✓	★	✓	✓	★	✓
Use data for growth	✓	✓	✓	✓	★	✓	✓	✓

\*Affected LEAs are required to complete and document tribal consultation



Meaningful and mutually beneficial partnerships between schools, community members, and community organizations allow for better alignment across learning environments (home, school, and community), expand the set of resources available to support students, increase the diversity in expertise among the individuals working on students' behalf, and facilitate easier access to supports and services for students and their families (Bronstein, & Mason, 2016).



# Getting Started: Implementation Teams

- This process relies on the work of coordinated teams—likely existing teams—at the school and LEA level.

The LEA team is responsible for establishing aligned systems, resources, policies, and practices. It also ensures that coaching, training, and evaluation capacity are developed across the system so that school-level teams can implement the protocol with fidelity.

With the guidance and support of the LEA team, school teams are responsible for implementing aligned systems and practices that lead to the intentional integration of supports in coordination with community partners and families to ensure positive outcomes for students.

# Team Membership

- Schools and LEAs should review their existing teams to determine what is in place, what function they serve, and whose expertise—staff, families, community members—is utilized (or needed) to support their decision-making process.

## Getting Started

### Implementation Teams

Resources: [Implementation Teams Overview](#), [School Team Membership](#), [Creating an Implementation Team](#), [Teaming Inventory](#)

Who are our school implementation team members? List Name, Title/Role.	
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.



*Additional resources are linked for ease of access*

Committee/ Work Group	Purpose	Expected Outcome	Target Audience	Schedule	Membership	Relation to School Mission & School Improvement Plan (1 = low, 5 = high)	Priority (1 = low, 5 = high)
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5



# Team Procedures

- Teams develop agreements to ensure clarity in purpose, consistency in procedure, and ongoing communication.

## Team Procedures

Resources: [Team Working Agreements](#), [Communication Protocols Worksheet](#), [Example Communication Protocol](#), [Selecting Useable Innovations](#), [Data-Based Decision Making](#)

### What are our team procedures?

Working agreements

Click or tap here to enter text.

Communication protocols

Click or tap here to enter text.

Selection process for evidence-based practices and programs

Click or tap here to enter text.

Data-based decision making

Click or tap here to enter text.

# Steps in the Process



# Step 1: Assess Strengths and Needs

The depth of the strengths and needs assessment process depends upon the schools' and LEA's progress toward their goals. In general, an intensive assessment of strengths and needs should occur every 3-5 years; in between, schools and LEAs may engage in a focused review of their strengths and needs if they are making expected progress on their goals.

## Step 1: Assess Strengths and Needs

Sources: [Comprehensive Needs Assessment Toolkit](#), [Washington State Report Card](#), [District Capacity Assessment](#), [PBIS Districts Fidelity Inventory](#), [Washington 211 Resource Inventory](#), [Finding the Root Cause](#), [NIRN Root Cause Analysis](#)

### A-Level Data

Which assessment did we engage in this year?

- Intensive review of our strengths and needs (every 3-5 years)
- Focused review of our strengths and needs (yearly)

What are the demographics in our LEA?

Total enrollment:

Gender:

Race/Ethnicity:

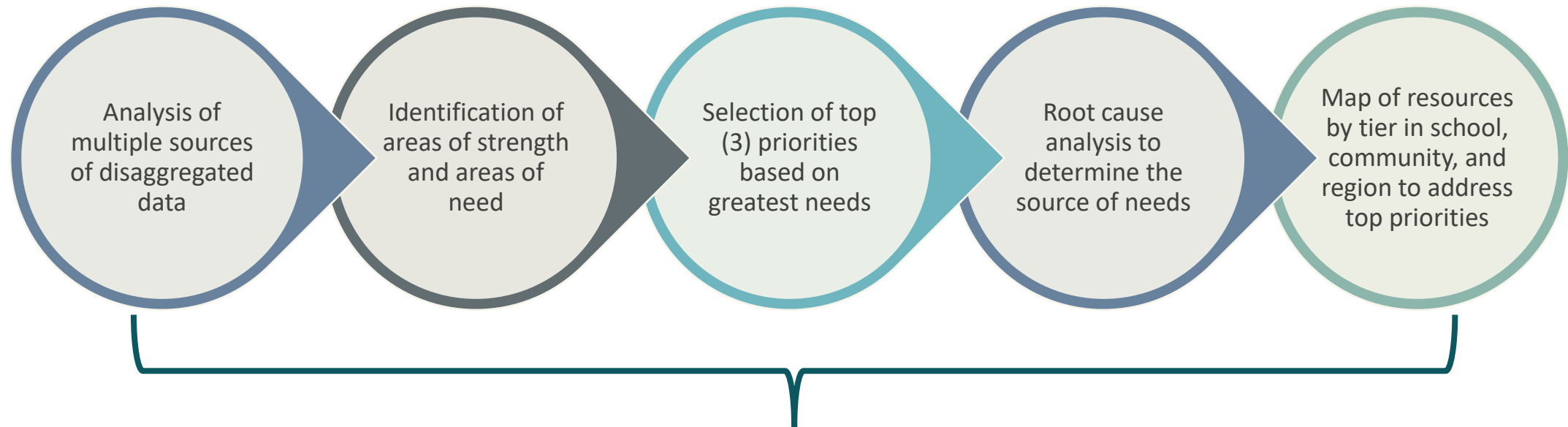
Program and characteristics:

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our LEA?

- |   |  |
|---|--|
| <input type="checkbox"/> <a href="#">Attendance</a>   | <input type="checkbox"/> <a href="#">WaKIDS assessment</a>                       |
| <input type="checkbox"/> <a href="#">Behavior (discipline referrals, etc.)</a>                                | <input type="checkbox"/> Academic screening                                      |
| <input type="checkbox"/> Student, family, and staff perception data (surveys, etc.)                           | <input type="checkbox"/> <a href="#">State summative assessment</a>              |
| <input type="checkbox"/> Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.) | <input type="checkbox"/> <a href="#">On track for graduation</a> (if applicable) |



# Step 1: Assess Strengths and Needs



Comprehensive Needs Assessment (CNA) Toolkit





# Step 1: Assess Strengths and Needs

What resources do we have to address our data-informed priorities **universally**, minimizing the number of students who might need additional support?



What resources do we have to address our data-informed priorities for students who have **some risk** and need **additional, targeted support**?



What resources do we have to address our data-informed priorities for students who have **significant risk** and need **additional, intensive support**?



Mapping Resources to Address Priorities				
What resources are available in the LEA and community/region to address our top priorities?				
Tier 1 (Universal)				
Staff	Instruction and Services	Tools/Materials	Professional Learning	Funding
Tier 2 (Targeted)				
Staff	Supports and Services	Tools/Materials	Professional Learning	Funding
Tier 3 (Intensive)				
Staff	Supports and Services	Tools/Materials	Professional Learning	Funding



# Step 2: Build Community Partnerships

Building on resource mapping from Step 1, this step is focused on reviewing, refining, and/or creating policies and agreements that support meaningful and mutually beneficial partnerships to address identified priorities.

**Who is our point of contact for partnerships at the LEA level?** List Name, Title/Role.  
Click or tap here to enter text.

What are our LEA policies and procedures for establishing partnerships?	Date of Board Approval	Date for Review and Update

# Step 2: Build Community Partnerships

Team(s) should review existing partnerships for alignment with, and/or select new partnerships that support, their **identified priorities**. Each partnership should have a clear agreement that demonstrates alignment with these top priorities.

What partnerships have been built in our LEA to address our top priorities?						
What is the name of the partner?	Which school(s) do they work with?	What services do they provide? *	How do these services align with the results of our strengths and needs assessment process?	What data sharing agreement is in place?	When did the school board approve the agreement?	Who (school implementation team, community partners, families) needs to be informed of this approval?

**Reminder:** if LAP funds are used for **direct supplemental supports and services** for participating students, there is a 15% cap in place for LAP base funding and 15% cap in place for LAP high poverty funding per school.



# Step 3: Plan Integrated Student Supports

*This information—which is required by other state and federal requirements (OSSI, Title IA, etc.)—should be outlined at the school and LEA level once and drive additional school-level planning.*

<b>SMARTIE/Strategic Goal #1</b>				
Click or tap here to enter text.				
<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Funding:</b> List and describe funding source(s) associated with the activities described above.				
1. Click or tap here to enter text.				
2. Click or tap here to enter text.				



# Step 3: Plan Integrated Student Supports

*Aligned with identified priorities, and informed by Steps 1-2, schools outline their academic and nonacademic supports by tier to support optimal coordination and communication among staff, partners, and families.*

**What supports are available to meet the identified needs of students?** Outline the following for optimal coordination of academic and nonacademic supports.

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided:** specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

**Tier 1 (Universal)** - What do all students have access to in Tier 1?

**Academic**

Click or tap here to enter text.

**Nonacademic**

Click or tap here to enter text.

**Tier 2 (Targeted)** - What do some students, based on data-informed needs, have access to in Tier 2?

Area of focus	Decision Rules (Entry & Exit Criteria)	Support to be provided	Duration & Frequency	Time of Day	Location	Staff	Progress Monitoring	Communication

**Tier 3 (Intensive)** - What do a few students, based on data-informed needs, have access to in Tier 3?



# Step 4: Deliver Integrated Student Supports

*To support effective decision-making in Step 5, schools and LEAs track implementation of the plan.*

<b>How are we tracking implementation within the school?</b>	
Documentation of communication (to share implementation progress, barriers, etc.):	
Click or tap here to enter text.	
Documentation of data-based decision-making process (to ensure timely access to supports):	
Click or tap here to enter text.	
Documentation of planned SMARTIE/strategic goals:	Click or tap here to enter text.
Planned: Click or tap here to enter text.	
Provided: Click or tap here to enter text.	
Documentation of materials, training, and coaching to ensure fidelity of implementation:	
Click or tap here to enter text.	

<b>How are we tracking implementation at each school in the LEA?</b>	
Documentation of communication (to share implementation progress, barriers, etc.):	
Click or tap here to enter text.	
Documentation of data-based decision-making process (to ensure timely access to supports):	
Click or tap here to enter text.	
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals:	
Planned: Click or tap here to enter text.	
Provided: Click or tap here to enter text.	
Documentation of materials, training, and coaching to ensure fidelity of implementation:	
Click or tap here to enter text.	

# Step 5: Use Data to Drive Growth

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
<b>Date of Review:</b> <i>When did the data review take place?</i>	<b>Data Review &amp; Evaluation:</b> <i>What is the impact, or student response, to provided supports? Which factors might have contributed to the student response? Was the plan for implementation followed? If not, why?</i>	<b>Actions Items:</b> <i>What adjustments need to be made to improve our impact on student learning? (e.g., policy, funding, professional learning, etc.)</i>	<b>Lead:</b> <i>Who is responsible for each action item?</i>	<b>Timeframe:</b> <i>When do these action items need to be completed?</i>	<b>Communication:</b> <i>What communications need to occur related to these action items? Who, what, how?</i>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



## ***Next Steps: ISS Self-Assessment***



# ISS Self-Assessments

➔ **School-Level Assessment**

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
<b>Getting started</b>	Implementation team has been established and <i>all</i> procedures below have been clearly outlined: <ul style="list-style-type: none"> <li><input type="checkbox"/> Representative members of team (name, title/role)</li> <li><input type="checkbox"/> Working agreements</li> <li><input type="checkbox"/> Communication protocol(s)</li> <li><input type="checkbox"/> Selection process for evidence-based practices and programs</li> <li><input type="checkbox"/> Data-based decision making process</li> </ul>	Impl... been... <i>some</i> ... below... outli... <input type="checkbox"/> R... n... (... <input type="checkbox"/> V... <input type="checkbox"/> C... <input type="checkbox"/> S... e... p... <input type="checkbox"/> D... n...	

➔ **LEA-Level Assessment**

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
<b>Getting started</b>	Implementation team has been established, and <i>all</i> procedures below have been clearly outlined: <ul style="list-style-type: none"> <li><input type="checkbox"/> Representative members of team (name, title/role)</li> <li><input type="checkbox"/> Working agreements</li> <li><input type="checkbox"/> Communication protocol(s)</li> <li><input type="checkbox"/> Selection process for evidence-based practices and programs</li> <li><input type="checkbox"/> Data-based decision making process</li> </ul>	Implementation team has been established, and <i>some</i> of the procedures below have been clearly outlined. <ul style="list-style-type: none"> <li><input type="checkbox"/> Representative members of team (name, title/role)</li> <li><input type="checkbox"/> Working agreements</li> <li><input type="checkbox"/> Communication protocol(s)</li> <li><input type="checkbox"/> Selection process for evidence-based practices and programs</li> <li><input type="checkbox"/> Data-based decision making process</li> </ul>	Implementation team has not been established, and/or procedures have not been outlined.

# School Example

## School-Level Assessment

Step in the Protocol	Fully in Place (2)	Partially in Place (1)	Not Yet in Place (0)
<b>Getting started</b>	Implementation team has been established and <i>all</i> procedures below have been clearly outlined: <ul style="list-style-type: none"> <li><input type="checkbox"/> Representative members of team (name, title/role)</li> <li><input type="checkbox"/> Working agreements</li> <li><input type="checkbox"/> Communication protocol(s)</li> <li><input type="checkbox"/> Selection process for evidence-based practices and programs</li> <li><input type="checkbox"/> Data-based decision making process</li> </ul>	Implementation team has been established, and <i>some</i> of the procedures below have been clearly outlined. <ul style="list-style-type: none"> <li><input type="checkbox"/> Representative members of team (name, title/role)</li> <li><input type="checkbox"/> Working agreements</li> <li><input type="checkbox"/> Communication protocol(s)</li> <li><input type="checkbox"/> Selection process for evidence-based practices and programs</li> <li><input type="checkbox"/> Data-based decision making process</li> </ul>	Implementation team has not been established and/or procedures have not been outlined.

### Example School Review:

- ✓ School-level implementation team identified
- ✓ Team includes representation from staff, families and community members
- ✓ Team agreements have been outlined
- ✓ Data-based decision-making process is outlined

### Action items:

- Outline our communication process
- Outline our process for selecting evidence-based practices and programs



# Action Items

- Facilitate the completion of the school and LEA self-assessments.
  
- Use our drop-in office hours for more support:
  - **March 5<sup>th</sup>, 1:00-2:00 p.m. ([Zoom](#))**
  
- Sign up for the next ISS webinar (Steps 1-3):
  - **March 26<sup>th</sup>, 1:00-2:30 p.m. ([Zoom](#))**



# Top Questions

**Do we complete a different needs assessment for ISS than Title IA, OSSI, etc.?**

**No.** We recommend using the CNA Toolkit, which is linked in our guidance and resources, to perform one comprehensive needs assessment that addresses the requirements from multiple programs.

**How do we coordinate the work of ISS with school improvement planning?**

The process outlined in the ISS implementation guide can support planning for other state and federal programs, including school improvement. We recommend LEAs and schools begin with the ISS self-assessment to determine what is already in place and what needs to be adjusted in their system. Our team is working with OSSI and Title IA to coordinate the use of planning templates.

**Will we need to turn in the school and LEA templates?**

**No.** The school and LEA templates are meant to support the completion of the steps outlined in the ISS implementation guide. In our annual LAP Report in EDS, LAP will collect the school and LEA self-assessment results starting in 2025-26.



# Contact Information

## **Annie Pennell**

Program Supervisor, Learning Assistance Program  
Elementary, Early Learning, and Federal Programs

[annie.pennell@k12.wa.us](mailto:annie.pennell@k12.wa.us)

## **Sheila Gerrish**

Program Supervisor, Title 1, Part A/LAP  
Elementary, Early Learning, and Federal Programs

[sheila.gerrish@k12.wa.us](mailto:sheila.gerrish@k12.wa.us)

## **Rebecca (Estock) Marshall**

Program Supervisor, Title 1, Part A/LAP  
Elementary, Early Learning, and Federal Programs

[rebecca.estock@k12.wa.us](mailto:rebecca.estock@k12.wa.us)





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Connect with us!*



[ospi.k12.wa.us](https://ospi.k12.wa.us)



[youtube.com/waospi](https://youtube.com/waospi)



[instagram.com/waospi](https://instagram.com/waospi)



[twitter.com/waospi](https://twitter.com/waospi)



[facebook.com/waospi](https://facebook.com/waospi)



[linkedin.com/company/waospi](https://linkedin.com/company/waospi)