Integrated Student Supports
Webinar 1: ISS Overview

- When: Wednesday, February 26, 2025, from 1–2:30 pm
- What: Webinar series for Integrated Student Supports, Webinar 1

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.

Key Points

- The ISS protocol implementation guide outlines the steps and resources needed to successfully implement ISS through an MTSS framework.
- As schools and LEAs work through the steps in the implementation guide, they are intended to lead to actionable information that will intentionally address the academic and nonacademic needs of students in an integrated and coordinated manner.
- Starting in 2025–26, schools and LEAs using LAP funds must report the results of the ISS self-assessment tool(s) (on pages 23 and 28, respectively, in the implementation guide) in the LAP Report. This information will be reported to the legislature and used to develop data-informed technical assistance by OSPI.

Action Items

- Facilitate the completion of the school and LEA self-assessments.
- **Sign up for Webinars**, **Dates have been updated** (please see ISS webinar flyer for further details)
    - ISS webinar 2 (Steps 1–3) | May 14, 1–2:30 pm | PdEnroller Registration
    - ISS webinar 3 (Steps 4–5) | June 4, 1–2:30 pm | PdEnroller Registration
- **Sign up for Office Hours**, **Dates have been updated** (please see ISS webinar flyer for further details)
    - Office Hours 1C | April 9, 1–2 pm | PdEnroller Registration
    - Office Hours 2 | May 28, 1–2 pm | PdEnroller Registration
    - Office Hours 3 | June 18, 1–2 pm | PdEnroller Registration

Resources

- **ISS Webinar 1** | Recording | PowerPoint
- The Integrated Student Supports Overview
- **UPDATED** Draft Integrated Student Supports (ISS) Protocol Implementation Guide

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        o   Includes the school and LEA self-assessments
- **UPDATED** Draft ISS School Template
- **UPDATED** Draft ISS LEA Template

Training and Technical Assistance

Upcoming opportunities will be shared via GovDelivery as well as posted on the ISS and LAP webpages.

If you would like additional support or information, please contact the LAP team:

- (360) 725-6100
- LAP@k12.wa.us

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Frequently Asked Questions

Question 1

Comprehensive Needs Assessment (CNA) Process

- Do we complete a different needs assessment process for ISS than for Title IA, Office of System and School Improvement (OSSI), etc.?

  No. The ISS Protocol Implementation Guide suggests schools and LEAs use one needs assessment process, which is outlined in the CNA Toolkit, for a comprehensive assessment that supports planning for multiple requirements.

- What is the difference between the comprehensive needs assessment (CNA) and the ISS self-assessments?

  The CNA process outlined in the CNA Toolkit, which is included in Step 1 of the ISS Protocol Implementation Guide, is intended to support schools and LEAs in comprehensively and collaboratively identifying strengths, needs, and root causes using multiple sources of data.

  Distinct from the CNA Toolkit, the ISS self-assessments (p. 22 and 27 in the ISS Protocol Implementation Guide) are intended to support schools and LEAs in assessing their level of implementation for each step in the ISS Protocol Implementation Guide, which can be part of the CNA process.

  To inform LAP monitoring and technical assistance, results of the ISS self-assessments must be reported in the annual LAP Report in EDS starting for the 2025-26 school year.

Question 2

Coordination with other state and federal programs

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

  The ISS Protocol was developed in coordination with state and federal partners to support schools and LEAs in integrating similar existing state and federal requirements, including school improvement. The process outlined in the ISS Protocol Implementation Guide is not intended to supplant existing teams, systems, and supports that are effective and efficient, and therefore producing positive outcomes for students. The ISS Protocol Implementation Guide, and companion resources, are intended to build upon what is already in place and strengthen the connection between supports in the school as well as the LEA, community, and region. Below are suggestions on how to coordinate state and federal requirements:

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1. Utilize the school and LEA self-assessment (on p. 22 and 27 of the ISS Protocol Implementation Guide) to determine which activities are already in place and which activities need to be integrated into planning and implementation moving forward.
    a. If the planning and implementation for supplemental supports funded through LAP are not part of those existing teams and activities that were identified, ensure that it is integrated moving forward.
    b. If there are several areas of growth, prioritize the top 3 areas to focus on for this first year of required implementation.
2. If helpful, use the school and LEA templates to document implementation of the ISS process. Completed templates may be helpful for onboarding new staff and/or an easy way to document evidence of ratings (e.g., fully in place, partially in place, not yet in place) in the self-assessment.
    a. Key elements of and reminders for school improvement are integrated into these templates to support alignment between improvement and implementation. LEAs with schools identified for improvement supports will still need to submit the L-CAP to secure their OSSI grant. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use the ISS school template as their School Improvement Plan (SIP). Schools identified for improvement supports should pay careful attention to the OSSI reminders throughout the template. Please keep in mind that the ISS templates are more than a plan and document the entire implementation process.
    b. If schools and LEAs already have their own templates for documenting annual improvement and implementation of the activities outlined in the ISS Protocol Implementation Guide, they are welcome to continue using them. The process documents developed by OSPI are intended to be optional support and will not be collected by LAP for annual reporting.

Question 3

Small LEAs and Schools

➤ With the understanding that small schools and LEAs have unique circumstances, how should small schools and LEAs approach ISS?

Teams
Teams may be existing teams, such as MTSS Teams, Comprehensive School Counseling Program Teams, Leadership Teams, etc., that are able to support implementation of the ISS Protocol. Schools and LEAs may need to complete a teaming inventory to identify the most appropriate existing teams to support implementation. There are circumstances when the school and LEA team may need to be combined to lead implementation of ISS, such as in a very small LEA. In this situation, the activities in each step could then be

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PUBLIC INSTRUCTION

completed by one implementation team.

ISS Templates
If an implementation team has been combined in a very small LEA, then the LEA may choose to use the optional school-level template to support their implementation of the ISS Protocol. In this situation it would be important to distinguish between data-informed priorities and support matrices for elementary and secondary students.

Community Partnerships

When implemented as designed, the steps in the implementation guide will provide actionable information that allows schools and LEAs to leverage all necessary existing resources, including those in their communities and region, to address the academic and nonacademic needs of students in an integrated and coordinated manner. Upon completing steps 1 through 3, schools and LEAs may determine a partnership with an out-of-school-organization is needed to address students' needs. These partners may include, but are not limited to: Education Service Districts (ESDs), other schools/LEAs, expanded learning providers, mental health agencies, child welfare, local hospitals, libraries, universities, tribes, and local businesses.

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