

Activity Category				
Testing Process and Eligibility	Building	Parents	Advanced Learning & District Administration	APP Task Force
Eligibility, Recruitment and Application Process	<ul style="list-style-type: none"> <li>• Be familiar with nomination process</li> <li>• Assist in recruiting and nominating appropriate students by reviewing student performance and talking with parents</li> <li>• Posting notices and distributing application materials</li> <li>• Collecting and submitting application materials to AL office</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with programs and eligibility requirements</li> <li>• Nominate, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Establish timeline and overall schedule of activities</li> <li>• Create, disseminate, and process applications</li> <li>• Conduct outreach activities</li> <li>• Provide buildings with needed information</li> <li>• Be available to address parent questions</li> <li>• Communicate to central district staff and Board information related to these activities</li> </ul>	<ul style="list-style-type: none"> <li>• Give suggestions on application documents and parent information materials</li> <li>• Assist in recruitment efforts</li> <li>• Provide parent-to-parent interaction and information concerning the testing process</li> </ul>
Eligibility Criteria	<ul style="list-style-type: none"> <li>• Be familiar with criteria so can communicate with parents/families</li> </ul>	<ul style="list-style-type: none"> <li>• If applying, be familiar with eligibility criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Set criteria based on best practices, research, and state guidelines (WAC)</li> <li>• Provide documentation that explains criteria and make it accessible to staff and families/community</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suggestions for how best to communicate information to families and community</li> <li>• Help communicate criteria</li> <li>• Provide parent-to-parent interaction and information concerning eligibility criteria</li> </ul>
Testing Process	<ul style="list-style-type: none"> <li>• Be familiar with the process and timeline</li> <li>• Collaborate with testers for space, dates, and times for testing at school sites during the week and for Saturday testing</li> <li>• Inform AL about any issues or concerns as the testing process unfolds</li> </ul>	<ul style="list-style-type: none"> <li>• Have the child participate in testing during assigned times</li> <li>• Prepare student for the testing process</li> </ul>	<ul style="list-style-type: none"> <li>• Manage testing staff and materials</li> <li>• Communicate with parents concerning testing times, dates, and locations</li> <li>• Reserve space, dates, and time for testing</li> <li>• Troubleshoot concerning any problems</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suggestions for improving our communication with families involved in the testing process</li> <li>• Help communicate process to families</li> <li>• Provide insight/suggestions to families how to prepare students for the testing experience</li> </ul>
Reevaluation SPC: 2nd and 5th grades APP: 5th and 8th grades	<ul style="list-style-type: none"> <li>• Be familiar with the process and timeline</li> <li>• Review student performance data to determine status</li> <li>• Develop, implement, and monitor individual student learning plans in collaboration with student's family and AL office</li> <li>• Make final decision prior to close of Open Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• For students identified through data review as needing an individualized learning plan:</li> <li>• Participate in the development, implementation, and monitoring of the individualized student learning plan</li> <li>• Participate in the final decision prior to close of Open Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Establish process and procedures for reevaluation in consultation with staff and district guidelines (also state and federal law)</li> <li>• Set criteria for test performance</li> <li>• Ensure schools have individual student performance data as soon as is available and prior to elementary conferences</li> <li>• Support plan development, implementation, and monitoring</li> <li>• Support final decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suggestions for how to communicate process and plan components to parents</li> <li>• Provide feedback on the plan</li> <li>• Provide support parent-to-parent concerning reevaluation issues</li> </ul>

Curriculum	Building	Parents	Advanced Learning & District Administration	APP Task Force
<p>Essential Academic Learning Requirements &amp; Grade Level Equivalents</p>	<ul style="list-style-type: none"> <li>• Be familiar GLEs for the program grade and subject being taught (e.g., familiar with how the GLEs have been accelerated in reading and math; be familiar with GLEs for Social Studies at the students' assigned grade level)</li> <li>• Align all instruction and projects with GLEs</li> <li>• Follow curricular maps established by staff and Advanced Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar what is expected at the different grade levels</li> <li>• Have understanding of how GLEs have been accelerated in reading and math</li> <li>• Work with teacher and building administration concerning any issues related to curricular content and his/her individual student concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Develop materials and guidelines for teachers that clearly explain how GLEs are accelerated in reading and math for the different programs</li> <li>• Provide professional development to staff concerning the GLEs in all areas, and in their acceleration in reading and math</li> <li>• Work with individual teachers and staffs around curricular mapping</li> <li>• Continue to develop curricular maps for programs to be implemented district-wide</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback concerning course content within and across grades</li> <li>• Support staff professional development</li> <li>• Assist other families in understanding how reading and math curricula have been accelerated within programs</li> <li>• Become familiar with EALRs and GLEs, and how they have been accelerated in reading and math to address student learning needs</li> </ul>
<p>Curricular Materials</p>	<ul style="list-style-type: none"> <li>• Select, following district guidelines and assistance from AL, curricular materials that are aligned with program GLEs and provide appropriate rigor for student groups</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss concerns with teacher and/or building administrator concerning any issues related to the materials being used and his/her individual student concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Work with buildings in their selection of curricular materials</li> <li>• Provide professional development in rigor and the alignment of GLEs and instructional materials</li> <li>• Research and share with teachers exemplary instructional materials</li> <li>• Provide professional development in the use of purchased curricular materials</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the curricular materials being used</li> <li>• Be familiar with the issues of rigor and accelerated as related to instructional materials</li> <li>• Bring issues concerning the quality of and/or alignment of materials to program identified GLE goals</li> <li>• Serve on district curriculum adoption committees</li> </ul>

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<p>Course offerings at the middle school level</p>	<ul style="list-style-type: none"> <li>• Provide curricular options that reflect student learning needs, including courses that allow for acceleration in reading and mathematics</li> <li>• Provide AL with copies of course syllabi for courses attended by district-identified academically highly gifted and gifted students</li> <li>• Schedule students into appropriate coursework, and work with AL about any concerns regarding an individual student's placement</li> <li>• Work with AL about student performance concerns when assistance is needed</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with what the school offers</li> <li>• Assist their student in developing an appropriate course of study with the assistance of building staff (recognize the workload of counselors)</li> <li>• Work with staff on any issues with the student's schedule or class assignment</li> <li>• Work with staff on any curricular issues as they may develop</li> <li>• Work with AL Consulting Teacher or Manager with issues that cannot be resolved through working with building staff</li> </ul>	<ul style="list-style-type: none"> <li>• Work with schools in developing course offerings and developing the master schedule to ensure that student learning needs are met, especially in the areas of reading and mathematics</li> <li>• Provide professional development to teachers to support their knowledge base in the areas they are teaching</li> <li>• Review course syllabi for rigor and acceleration, as appropriate, and to ensure alignment with grade-level expectations</li> <li>• Provide Consulting Teacher and Manager support to buildings regarding any student placement issues and/or student performance issues that require assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the curricular materials being used</li> <li>• Be familiar with the issues of rigor and accelerated as related to instructional materials</li> <li>• Bring issues concerning the quality of and/or alignment of materials to program identified GLE goals</li> <li>• Serve on district curriculum adoption committees</li> <li>• Serve as a "reality check" in terms of student experiences in the classroom</li> </ul>
<p>Course offerings at the high school level</p>	<ul style="list-style-type: none"> <li>• Provide curricular options that reflect student learning needs, including courses that allow for acceleration in reading and mathematics</li> <li>• Provide an array of Honors, Advanced Placement and/or the International Baccalaureate program to support student development of a course of study that prepares them for college</li> <li>• Provide AL with copies of course syllabi for courses attended by district-identified academically highly gifted and gifted students</li> <li>• Schedule students into appropriate coursework, and work with AL about any concerns regarding an individual student's placement</li> <li>• Work with AL about student performance concerns when assistance is needed</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with what the school offers</li> <li>• Assist their student in developing an appropriate course of study with the assistance of building staff (recognize the workload of counselors)</li> <li>• Work with staff on any issues with the student's schedule or class assignment</li> <li>• Work with staff on any curricular issues as they may develop</li> <li>• Work with AL Consulting Teacher or Manager with issues that cannot be resolved through working with building staff</li> </ul>	<ul style="list-style-type: none"> <li>• Work with schools in developing course offerings and developing the master schedule to ensure that student learning needs are met, especially in the areas of reading and mathematics</li> <li>• Provide professional development to teachers to support their knowledge base in the areas they are teaching</li> <li>• Review course syllabi for rigor and acceleration, as appropriate and to ensure alignment with grade-level expectations</li> <li>• For AP and IB courses, review course syllabi as above, with additional analysis of coherence to criteria set by the College Board or IB</li> <li>• Provide Consulting Teacher and Manager support to buildings regarding any student placement issues and/or student performance issues that require assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the curricular materials being used</li> <li>• Be familiar with the issues of rigor and accelerated as related to instructional materials</li> <li>• Bring issues concerning the quality of and/or alignment of materials to program identified GLE goals</li> <li>• Serve on district curriculum adoption committees</li> <li>• Serve as a "reality check" in terms of student experiences in the classroom</li> </ul>

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<p><b>Certification and Transformation Planning</b></p>	<ul style="list-style-type: none"> <li>• Complete certification process</li> <li>• Include a goal directly related to AL program in the building's transformation plan</li> <li>• Work collaboratively with AL on implementation of program transformation goal area</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with your building's certification process</li> <li>• Potentially serve on a site-based committee that develops the goal for AL program for the transformation plan</li> <li>• Provide suggestions and feedback to the building concerning their transformation goal related to the AL program</li> <li>• Serve on the building's certification committee and assist in the development of the certification document area</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit buildings to provide the ALO program at their site</li> <li>• Support buildings through the certification process through professional development experiences and assistance in completing the rigor analysis and in designing the program</li> <li>• Provide information on the website concerning the certification process</li> <li>• Provide information on the website concerning each certified program</li> <li>• Assist buildings in the preparation of the annual transformation AL program specific goal</li> <li>• Review buildings' transformation plans as the on-going certification process</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback concerning the certification process</li> <li>• Review and provide comments, on a global level, of the transformation plan goals developed by program sites and what they represent for the program as a whole</li> </ul>
<p><b>Program Guiding Principles Related to Models of how students are served in programs</b></p>	<ul style="list-style-type: none"> <li>• Adhere to program principles established for the individual programs</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with building administration issues you may have with how services are being delivered at the building</li> <li>• Contact AL with issues that cannot be resolved with building staff</li> </ul>	<ul style="list-style-type: none"> <li>• Provide buildings with professional development and documentation of program guiding principles</li> <li>• Work with buildings to resolve any issues they may have in following program guiding principles</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback and suggestions concerning guiding program principles and potential changes</li> <li>• Assist in the gathering of needed parent/family input into program guiding principles and provide to the Manager of AL</li> </ul>

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<p><b>Student Assignment and Enrollment</b></p>	<ul style="list-style-type: none"> <li>• Provide set-aside seats to meet student needs</li> <li>• Move waitlists as appropriate</li> <li>• Provide School Tours that include information concerning AL programs available at the site</li> <li>• Provide web-based information on AL programs available at the site, or provide a link on the building home page to the AL page</li> <li>• Ensure Enrollment Guide information includes description of AL program options available at the site</li> </ul>	<ul style="list-style-type: none"> <li>• Enroll during on-time enrollment, selecting the appropriate program based on student eligibility</li> <li>• Work with Enrollment and/or the building concerning any enrollment issues</li> <li>• Contact AL if have problems that cannot be resolved through contact with Enrollment and/or the building</li> <li>• Attend School Tours to become familiar with the options available</li> <li>• Serve on a site-based committee that provides information to parents concerning the school and its programs</li> </ul>	<ul style="list-style-type: none"> <li>• Work to complete all testing and appeals prior to the close of on-time enrollment</li> <li>• Work with buildings early in projecting student numbers and number of seats potentially needed for the next school year</li> <li>• Work with Enrollment around enrollment practices, forms, and communications with parents that directly affect families having students eligible for program enrollment</li> <li>• Work with building staff on the development of the text for the Enrollment Guide</li> <li>• Craft Enrollment Guide text describing available AL programs</li> <li>• Ensure website provides up-to-date information describing available programs and include links to individual building websites</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback on the information available on websites and in the Enrollment Guide</li> <li>• Provide suggestions for how best to communicate enrollment procedures to parents</li> </ul>
<p><b>Transportation</b></p>	<ul style="list-style-type: none"> <li>• Work directly with Transportation concerning any student's transportation needs</li> </ul>	<ul style="list-style-type: none"> <li>• Work through your building principal with any transportation issues</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with Transportation to solve any problems</li> <li>• Work with Task Force to gather parent/family input into any proposed changes in transportation and bring that information forward to Transportation and other central administrative staff, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Bring district-wide questions and issues concerning transportation to Task Force</li> </ul>
<p><b>Program Placement (e.g., capacity issues, selection of program sites)</b></p>	<ul style="list-style-type: none"> <li>• Provide input and participate in discussions concerning building capacity and/or ability to host programs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide input to building administration with any concerns about the building hosting a program</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Program Placement Committee meetings during which the placement of AL programs are discussed</li> <li>• Work with Task Force to gather parent/family input into any proposed changes in program placement and bring that information forward to the Program Placement Committee</li> <li>• Work with building staff around any program placement issues</li> </ul>	<ul style="list-style-type: none"> <li>• If needed, assist in the gathering of needed parent/family input into proposed changes in program placement and provide that information to the Manager of AL</li> <li>• Assist in crafting information to be distributed to parents concerning any proposed changes in program placement</li> </ul>

Assessment	Building	Parents	Advanced Learning & District Administration	APP Task Force
Formative and Summative Assessments	<ul style="list-style-type: none"> <li>Work with AL in the development, implementation, scoring and interpretation of formative and summative assessments the reflect program curricula</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with teacher(s) any concerns you have with your child's performance and the use of formative and summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Assist building staff in the development, implementation, scoring and interpretation of formative assessments the reflect program curricula</li> <li>Provide professional development experiences for staff in formative and summative assessment</li> <li>Provide professional development experiences for families in formative and summative assessment</li> <li>Work with content experts and program staff in developing appropriate assessments, pilot them, and evaluate their effectiveness in identifying what students know and can do and use for instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>Provide input in the use of formative and summative assessment</li> <li>Assist in providing professional development experiences for families in formative and summative assessment</li> <li>Review outcomes of testing protocols and provide feedback to AL</li> </ul>
Testing Out-of-Level	<ul style="list-style-type: none"> <li>Explore, with AL, the potential use of out-of-level testing practices, especially in the areas of reading and math</li> </ul>	<ul style="list-style-type: none"> <li>Be familiar with practices that may involve out-of-level testing</li> <li>Explore, with AL, the potential use of out-of-level testing practices, especially in the areas of reading and math</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development experiences for staff out-of-level testing assessment</li> <li>Provide professional development experiences for families in out-of-level testing assessment</li> <li>Work with content experts and program staff in developing appropriate out-of-level testing assessments, pilot them, and evaluate their effectiveness in identifying what students know and can do and use for instructional planning_</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the potential use of out-of-level testing practices, especially in the areas of reading and math</li> <li>Provide input in the use of out-of-level testing</li> <li>Assist in providing professional development experiences for families in out-of-level testing</li> <li>Review outcomes of testing protocols and provide feedback to AL</li> </ul>
Grades and reporting systems	<ul style="list-style-type: none"> <li>Use elementary program-specific progress reports as outlined in program procedures</li> <li>Use middle and high school reporting systems used for general education students</li> <li>Keep parents informed of student progress</li> <li>Collaborate with AL concerning student performance issues</li> </ul>	<ul style="list-style-type: none"> <li>Work with your student completion of assignments and homework</li> <li>Monitor your student's progress</li> <li>Contact and work collaboratively with your child teacher's around any concerns you have with your child's performance</li> <li>Building counselor(s) or administrative staff may also be helpful in addressing individual student performance concerns</li> </ul>	<ul style="list-style-type: none"> <li>Provide appropriate, program-based tools for reporting student progress, especially in accelerated areas of reading and mathematics</li> <li>Provide professional development in assessing and report student progress</li> <li>Work with teachers and other building staff, and parents, to address issues of individual student performance, or the performance of a particular group of students</li> </ul>	<ul style="list-style-type: none"> <li>Bring issues concerning the reporting of student progress, on a district-wide system level, to Task Force</li> <li>Provide feedback and suggestions into the tools used for reporting student progress</li> <li>Craft, with the assistance of AL, information that assists parents in working with teachers and staff around any issues they may have with their child's performance and provide tips for assisting their student in having a successful learning experience</li> </ul>

Teachers/Staff	Building	Parents	Advanced Learning & District Administration	APP Task Force
Recruitment	<ul style="list-style-type: none"> <li>• Actively recruit individuals with knowledge and skills in working with AL students</li> <li>• Actively recruit qualified teachers of color and/or who are bilingual and reflect the learners in the program</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assist buildings in the recruitment process</li> <li>• Ensure website provides up-to-date program information</li> <li>• Work with recruitment around the recruiting of teachers for AL programs</li> <li>• As possible, attend job fairs to promote positions in AL programs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suggestions for recruitment activities</li> </ul>
Hiring	<ul style="list-style-type: none"> <li>• Complete hiring in a timely way</li> </ul>	<ul style="list-style-type: none"> <li>• Potentially serve on a hiring committee</li> </ul>	<ul style="list-style-type: none"> <li>• Potentially assist in the hiring process</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Retention	<ul style="list-style-type: none"> <li>• Provide on-site mentoring and/or support for new teachers</li> <li>• Provide and/or support teacher involvement in professional development activities</li> <li>• Provide and/or support opportunities for teacher leadership roles</li> <li>• Provide building-based opportunities for teachers to work collaboratively with other staff and the administration in designing the program and its curriculum, assessment, and instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with your teacher(s) on issues</li> <li>• If possible, volunteer to assist the teacher or program in some way</li> </ul>	<ul style="list-style-type: none"> <li>• Provide mentoring and support through the AL Consulting Teacher</li> <li>• Provide professional development opportunities tailored to teachers' needs and interests</li> <li>• Provide teacher leadership opportunities in AL</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suggestions for retention efforts</li> </ul>
Professional development	<ul style="list-style-type: none"> <li>• Provide on-site mentoring and/or support</li> <li>• Provide and/or support teacher involvement in professional development activities</li> <li>• Provide and/or support opportunities for teacher leadership roles</li> <li>• Provide building-based opportunities for teachers to work collaboratively with other staff and the administration in designing the program and its curriculum, assessment, and instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with your teacher(s) on issues</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development opportunities tailored to teachers' needs and interests</li> <li>• Provide teacher leadership opportunities in AL</li> <li>• Inform teachers and staff of upcoming conferences and other events that may be of interest to them</li> <li>• Provide mentoring and support through the AL Consulting Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suggestions for professional development efforts</li> </ul>

	<b>Building</b>	<b>Parents</b>	<b>Advanced Learning &amp; District Administration</b>	<b>APP Task Force</b>
<b>Advocacy at State and Federal Level</b>	Provide AL with input concerning advocacy issue	Consider membership in a professional organization	Continue membership in the WA Coalition Attend Coalition meetings Provide Coalition updates on the program website	Identify a representative to become involved with the WA Coalition and provide updates to Task Force members Attend Coalition meetings Become involved in advocacy activities, as appropriate
<b>Parent Education</b>	Work with parent group around any issues they have concerning the program Work with AL to provide professional learning experiences for parents around specific issues	Seek out information concerning programs and needs of the student population Be familiar with the program website and visit frequently to keep updated on activities Join an association such as NAGC, SEND or Northwest Gifted Child	Work collaboratively with building staff and Task Force, provide professional learning experiences tailored to family needs and areas of interest Inform parents of upcoming conferences and other events that may be of interest to them	Work collaboratively with AL to provide professional learning experiences tailored to family needs and areas of interest Help inform parents of upcoming conferences and other events that may be of interest to them Develop an e-mail list for individual buildings and for families as a whole Help provide information to parents concerning local and national organizations

Procedures and Communication with Staff and Family/Community	Building	Parents	Advanced Learning & District Administration	APP Task Force
Website	<ul style="list-style-type: none"> <li>• Consult the website for the latest AL information</li> <li>• Provide feedback concerning the website</li> <li>• Use the AL website as a resource for curricular, assessment, and instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the program website and visit frequently to keep updated on activities</li> <li>• Provide feedback to AL concerning information presented on the website or the manner of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Continually update and expand the website</li> <li>• Consider website suggestions from buildings, families, and Task Force and revise as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Periodically review and discuss the type of information presented on the website and provide suggestions for improvement and/or inclusion of information</li> </ul>
<b>Procedure Manual</b>	<ul style="list-style-type: none"> <li>• Become familiar with and consult the Procedure Manual concerning program practices</li> <li>• Attend trainings on contents of the Procedure Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and consult the Procedure Manual concerning program practices</li> <li>• Attend trainings on contents of the Procedure Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the crafting and posting of the Procedure Manual</li> <li>• Provide staff and parent professional development in program procedures and practices</li> <li>• Support building staff in their implementation of program procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Provide input and recommendations into what needs to be included in the Procedure Manual</li> <li>• Provide feedback on content and ease of use</li> <li>• Attend trainings on contents of the Procedure Manual</li> <li>• Become familiar with and consult the Procedure Manual concerning program practices</li> <li>• Assist in dissemination of information presented in the Procedure Manual</li> </ul>
<b>Family and Community Engagement</b>	<ul style="list-style-type: none"> <li>• Support and encourage family involvement in building-based activities</li> <li>• Support and encourage family involvement in building committees, including BLT</li> <li>• Support PTSA and related activities</li> <li>• Engage in dialogue concerning issues being discussed by families through the Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in building-based activities</li> <li>• Become active on building-based committees</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with building staff to resolve parent issues at the building site, as appropriate</li> <li>• Actively participate in Task Force activities, and actively seek parent feedback and suggestions</li> <li>• Communicate parent issues to central administrative staff and the Board, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct outreach to families concerning program activities and issues</li> <li>• Work to include families, especially those who are underrepresented in our programs</li> <li>• Establish parent-to-parent opportunities for interaction</li> </ul>

Under-representation	Building	Parents	Advanced Learning & District Administration	APP Task Force
	<ul style="list-style-type: none"> <li>• Encourage enrollment of students who are bilingual and/or students of color through publications and School Tours</li> <li>• Provide curriculum that is culturally relevant</li> <li>• Incorporate instructional and assessment practices that are culturally responsive</li> <li>• Participate in district-sponsored professional development activities focused on cultural competence</li> <li>• Participate in professional development activities focused on working with students who culturally, racially, linguistically, and socioeconomically diverse advanced learners</li> </ul>	<ul style="list-style-type: none"> <li>• Reach out to families enrolled in your building program</li> <li>• Encourage families to nominate their students</li> <li>• Help to get the “word out” at your building about programs</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage enrollment of students who are bilingual and/or students of color through publications and outreach to families</li> <li>• Develop and disseminate curriculum guides that ensure that program curriculum is culturally relevant</li> <li>• Develop and disseminate guides that describe instructional and assessment practices that are culturally responsive and effective with students who are advanced learners</li> <li>• Collaboratively work with staff providing district-sponsored professional development activities focused on cultural competence to ensure inclusion of issues for working with advanced learners</li> <li>• Provide professional development experiences focused on working with students who culturally, racially, linguistically, and socioeconomically diverse advanced learners</li> <li>• Evaluate all testing-related procedures to ensure equitable access to program services (e.g., nominations/referral, tools, consideration of student factors such as being bilingual or qualify for free/reduced lunch and potential impact on performance on norm-referenced tests)</li> <li>• Provide extensive outreach to communities that are traditionally underrepresented in AL programs</li> <li>• Evaluate effectiveness of recruitment and outreach efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in outreach activities</li> <li>• Provide parent-to-parent informational nights concerning programs and program opportunities</li> <li>• Encourage and support the participation of families, especially those who are currently underrepresented in the programs</li> </ul>