



# Strategic Plan Update & 2015-16 Annual Report



March 2017

## Message from the Superintendent

As the third largest school district in Washington state, Lake Washington is proud to serve over 29,000 students. Our mission and vision is focused on graduating Every Student Future Ready: prepared for college, prepared for the global workplace, prepared for personal success. As a public school system, we are accountable to our students, parents, community members and taxpayers. Each year we are pleased to provide this annual report to the community, highlighting our progress toward accomplishing our mission, vision, and strategic goals.

As our student enrollment continues to grow, we remain committed to our four core values of being student centered, learning focused, results oriented, and community connected. Our core values guide our work to accomplish our five strategic goals:



Dr. Pierce with Rose Hill Elementary Natural Leaders

1. Ensure academic success for every student
2. Provide safe and innovative learning environments
3. Recruit, hire, and retain highly effective personnel
4. Use resources effectively and be fiscally responsible
5. Engage our communities

This report, organized around each strategic goal, provides a summary of the initiatives and efforts underway throughout the 2015-16 school year.

Note: A complete fiscal accounting for the district is available on its website at: [www.lwsd.org/News/publications/Pages/Budget-Summary.aspx](http://www.lwsd.org/News/publications/Pages/Budget-Summary.aspx). State auditor reports are posted there when complete.

Updated data for the key performance indicators tied to each goal communicate our progress toward achieving our goals, and ultimately, our vision of *Every Student Future Ready*.

We are working hard to provide the very best education to students and the very best service and value to our families and community members. The community plays an important role in our success and the success of our students. Thank you for your continued support and involvement in helping make Lake Washington an outstanding school district. We are proud to be LWSD!

-Dr. Traci Pierce, Superintendent

## Goal 1: Ensure academic success for every student

### Key indicators

Every student can achieve academic success, no matter their background, home situation or family resources. It is our responsibility to help each and every student to learn, grow and be challenged to do their best. One way that we track student success is through state assessments.

Spring 2016 marks the second year that students took the new online Smarter Balanced Assessments (SBA). These

assessments are given in grades 3 through 8 and in high school in English Language Arts (ELA) and Mathematics. Using the 2015 SBA results, the school board and superintendent set new targets last year for LWSD's goals. Tests that have not changed, like the MSP in science for grades 5 and 8, have the same targets as before.

Test scores in the district continue to improve. For most subject area scores by grade, the percent of students at

standard in 2016 rose from 2015. The percent of fifth graders at standard in math stayed the same.

The SBA math exam continues to have low participation in 11th grade. Many of these students have already taken the End of Course (EOC) exam. They met the state math test graduation requirements using those scores. Therefore, many chose not to take the SBA math exam. For state reporting purposes, those students counted as not at standard, receiving a zero for the test.

# Goal 1: Ensure Academic Success for Every Student

Student Learning Milestone	Indicator	Spring 2012	Spring 2015	Spring 2016	Target 2018
<b>Early Literacy and Reading Skill Development</b>	% of kindergartners at benchmark on End-of-Year Dynamic Indicators of Early Literacy (DIBELS) assessment	87%	85%	<b>89%</b>	95%
<b>3rd Graders on Track for Success</b>	% of 3rd graders meeting or exceeding state standards in English language arts/literacy		79%	<b>81%</b>	91%
	% of 3rd graders meeting or exceeding state standards in math		81%	<b>83%</b>	92%
<b>5th Graders' Overall Academic Readiness for Middle School</b>	% of 5th graders meeting or exceeding state standards in English language arts/literacy		84%	<b>85%</b>	92%
	% of 5th graders meeting or exceeding state standards in math		73%	<b>73%</b>	90%
	% of 5th graders meeting or exceeding state standards in science	87%	87%	<b>88%</b>	95%
<b>8th Graders' Overall Academic Readiness for High School</b>	% of 8th graders meeting or exceeding state standards in English language arts/literacy		81%	<b>82%</b>	92%
	% of 8th graders meeting or exceeding state standards in math		72%	<b>74%</b>	85%
	% of 8th graders meeting or exceeding state standards in science	85%	83%	<b>87%</b>	93%
<b>High School Students on Track for Graduation</b>	% of 9th graders earning 6.0 credits	84%	84%	<b>88%</b>	92%
	% of 10th graders accumulating 12.0 credits	74%	76%	<b>81%</b>	90%
	% of 11th graders meeting or exceeding state standards in English language arts/literacy		15/73%*	<b>90%</b>	97%
	% of 11th graders meeting or exceeding state standards in math		14/66%*	<b>6/65%*</b>	87%
	% of 10th graders meeting or exceeding state standards in biology	79%	87%	<b>87%</b>	90%
<b>High School Students Graduating Future Ready</b>	% graduation rate	89% class of 2013	92% class of 2015	<b>91%</b> class of 2016	100% class of 2018
	% of 11th and 12th grade students enrolled in a dual credit college-level course		95%	<b>Not available</b>	95% class of 2018
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% class of 2012	82% class of 2013	81% class of 2014	88% class of 2018

\*Note: Many 11th grade students opted to not take the SBA tests since they had passed the HSPE and Math End of Course exams in 10th grade. Students who did not take the test were counted as not making the standard. The first number is the percent of all students who took the SBA and met standard. The second number is the percent of those who took the test who met standard.

## Progress Update

In 2015-16, the district expanded and added programs to help every student succeed, aided by increased state funding. That included efforts to reduce achievement gaps for students. Efforts also address the increased state requirements for graduation, at 24 credits. These higher standards will better prepare students for their future.

### Full-day Kindergarten at Title 1 Schools

The state funded free full-day

kindergarten for all students at schools with more low-income students.

These schools qualify for federal Title I funding. Einstein, Frost, Muir and Rose Hill Elementary Schools all offered free full-day kindergarten. Access to full-day kindergarten helps decrease the achievement/opportunity gap for low-income students.

### Advancement Via Individual Determination (AVID)

Three middle schools piloted AVID. This program helps schools close the achievement gap by helping students

develop college readiness. Two middle schools offered an elective course for identified students. These schools are also implementing AVID strategies school-wide. More middle and high schools will launch AVID over the next few years.

### 24-credit graduation requirement

In 2014, the state legislature passed a law that directed the State Board of Education to implement a 24-credit graduation requirement for the Class of 2019 and beyond. Our current schedule is six classes a year in our

high schools, or 24 total. The new graduation requirements, therefore, limit flexibility for students to explore different subjects, take more courses in an interest area or make up credits needed. Work is ongoing to explore ways to provide more opportunities and flexibility as well as to support students in meeting the new requirements successfully.

### **Credit recovery for 9th grade students**

Students in the class of 2019 are the first required to earn 24 credits to graduate. Since students take six courses each year over four years, just one failed course puts them at risk of not graduating. A new credit recovery program was offered to students in the class of 2019 who failed English 9, Physical Science or Algebra 1. The program uses a blended model of learning. It includes teacher support as well as an online tool, Fuel Education. Up to 120 high school students had this opportunity. Students who failed a course first semester could participate in the program during second semester. Those who failed first and/or second semester could participate in a blended recovery summer program.

### **Highly Capable Program Expansion**

The K-1 Highly Capable program, in its second year, continued to serve identified students in their neighborhood schools. The program served 67 first grade students and 76 kindergarten students in 2015-16. This program uses two full-time specialists. They work with identified students in small groups during the school day in their own school. The specialists provide services for Math number sense,

problem solving and logical reasoning. They also consult with K-1 classroom teachers to provide strategies and resources to challenge these students. These specialists help teachers learn to provide appropriate levels of challenge for Highly Capable students in general education classrooms.

Highly Capable services expansion in 2015-16 also included:

- Additional grades 2/3 Full-Time Quest classroom at Smith and additional grades 4/5 Full-Time Quest classroom added at Alcott.
- Additional 8th grade Quest classroom at Evergreen Middle School.

### **Curriculum changes**

Curriculum updates continued: the district reviews all curricula on a cycle every eight to ten years. The district selected new grades 6-8 science and math curriculum materials to align with new state learning standards. Middle school math and science teachers received training on the standards and new curricula.

High school science teachers began using new curriculum materials in physical science, biology, chemistry and physics. These materials were adopted in the spring of 2015. Teachers received training in using the new materials and how they aligned with new science standards. To support the new curriculum and a third lab science graduation credit requirement, each high school received funding for science staffing, science training and laboratory science materials. This support was the result of 2014 state funding for high school lab science.

### **College and Career Readiness Specialists**

In 2015-16, the district added College and Career Readiness Specialists to each high school. These specialists help students complete their High School and Beyond Plan graduation requirement. Students create plans to achieve their school, career and life goals. They learn about career opportunities. They find educational pathways to help their aspirations become reality. Students receive help with college applications, financial aid applications and plans to pay for college. They also gain an understanding of the financial impact the choices they make today will have on their future success and happiness.

### **Special Services Program Review**

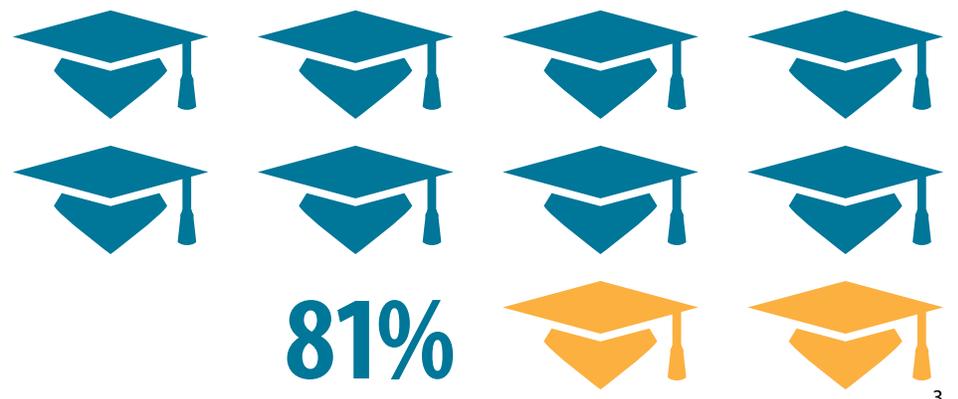
The Special Services department engaged in a comprehensive program review. The goal was to analyze current programs and services to better understand how to ensure academic success for students receiving support through special education or section 504 services. The department worked with the Urban Leadership Collaborative to conduct an external review. Information from a number of different sources were used to complete the program review and inform the five-year action plan. The review focused on these areas:

1. Service Delivery Models
2. Curriculum, Assessment and Instructional Supports/Assistive Technology
3. Professional Development
4. Resources
5. Policy and Procedures
6. Interdepartmental Considerations
7. Parent and Family Engagement

# Good News

## LWSD students more likely to go to college

Did you know that 81% of our students enter a 2- or 4-year college directly after high school, compared to only 62% of students statewide? The district's target is to reach 88% post-secondary enrollment by 2018.



# Goal 2: Provide safe & innovative learning environments

## Key indicators

To succeed academically, students must be in an environment that reflects connection, value and challenge. An environment that integrates technology also enhances student communication, collaboration and critical thinking. Safe, well-maintained and modernized school facilities as well as reliable technology are basic needs for student success.

District anti-bullying programs appear to be having an impact. More parents now agree their student's school maintains an environment free of bullying.

One key indicator declined, the percentage of students who report feeling safe at school. Our districtwide safety committee, which includes police and fire services from all jurisdictions, continues to identify ways to improve safety in our buildings.

The district's technology department has continued to improve its support for staff and students. The percentage of Help Desk tickets resolved at first tier has improved from 53% to 92% over four years. The current performance already exceeds the 2018 target of 85%.

## Progress update

**Safety:** The district expanded its social and emotional supports for students through a suicide prevention plan. This plan included training for staff, risk-assessment services for students and the

addition of mental health social workers at high schools. The district partners with agencies such as Youth Eastside Services (YES) and Evergreen Health Care to provide mental health support staff for middle and high school students.

The district continued its focus on increased safety by installing interior window treatments. Their purpose is to prevent an intruder from seeing into classrooms during a lockdown. Different window treatments were installed based on the kind of window. Most classrooms have opaque roller shades that can be pulled down. Installation began during the 2015-2016 school year. It is scheduled to be completed in early 2017.

**Facilities:** During 2015-16, resources were provided to create an interior and lifecycle painting program. The goal of the program is to increase the district's service level and provide predictability on when schools can expect interior painting. Interior school walls will now be painted every five to six years. The program includes proactive maintenance through regularly scheduled painting of interior corridors and common spaces. It also includes exterior painting as needed during summer break. The program added two full-time painters and painting supplies. During the 2015-16 school year, facilities staff assessed and prioritized interior common spaces of all existing schools to create an ongoing schedule.



**Technology:** Through community support, the February 2014 Capital Levy provided funds to replace student computers every four years. In 2015-16, students in grades 6 and 9 received new student computers that will stay with the student through that level (middle or high school). A portion of cart-based computers in elementary schools were also replaced.

The levy also funded improvements to servers and network infrastructure. In 2015-16, the district:

- Replaced aging server equipment
- Expanded use of Microsoft Azure cloud to improve storage and backup
- Upgraded to Windows 10 operating system. This change allows students to access school technology resources from Internet connections anywhere
- Implemented software installation and management system to improve efficiency, reliability and flexibility of the software installation process

Focus Area	Indicator	Fall 2012	Fall 2016	Target 2018
Student Safety	% of middle and high school students who report they feel safe at school	91%*	86%*	95%
	% of parents who agree that "My children feel safe at school"	97%	96%	100%
	% of parents who agree that "My children's school maintains an environment free of bullying or other types of intimidation"	74%	81%	85%
Facility Conditions	% of schools that have a Building Condition Score at or above the state standard for buildings of their age	100%	100%	100%
	% of community members who agree that "School facilities are well-maintained and provide a healthy environment"	81%	71%	90%
Technology	% of community members who agree that "LWSD schools integrate technology and technology application expectations into all grade levels"	82%	80%	90%
	% of Help Desk tickets resolved at first tier	53%	92%	85%

\*student data is from annual student web survey conducted in the spring



Lifecycle programs replace major systems, like roofs, to protect taxpayer investment in school buildings.

- Invested in hardware and software to strengthen data network security
- Installed upgraded wireless access points to improve connectivity

Work to modernize aging network and voice equipment also began. Upgrades were completed in several schools.

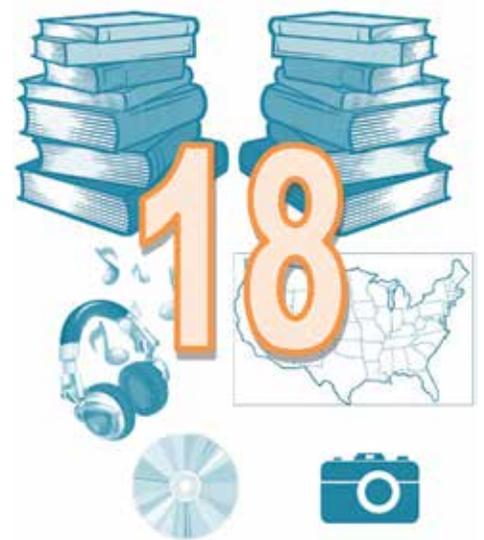
In addition to these capital investments, ongoing operational support for technology increased. The number of technicians in schools to help school staff and students increased. The number of hours these technicians are on-site rose. At middle and high schools, technicians are now available four hours per day. At elementary schools, they are on-site two hours a day.

**Technology skills:** The LWSD Technology Framework continues to serve as the foundation for instructional technology focus. The framework includes Technology Standards and the Technology Skills Continuum. These documents guide instructional emphasis and expectations for student performance. The framework also includes the Parents' Guide to Technology. That document outlines technology use within the district.

### School libraries are the place to be

Did you know that the LWSD library system has over **495,000 items**? That is equal to nearly 18 items per student. The 495,000 items include hardcopy books, ebooks, audio-books, videos, magazines, kits, maps, pictures, cameras and games.

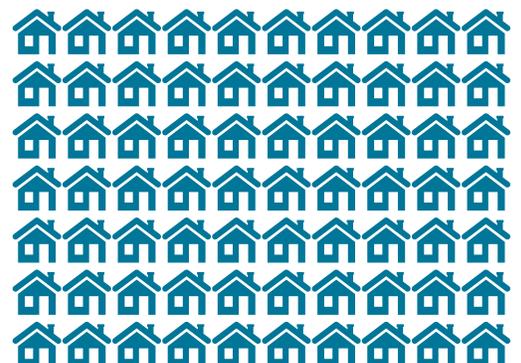
**Rosa Parks Elementary** leads the district in the average number of library items checked out per patron since September at 48. **Alcott** and **Wilder** are neck-and-neck for second place at over 47.6 items/patron.



### LWSD has the power

Did you know that Lake Washington School District has **15 schools** with solar arrays? These solar panels have a total kW capacity of 260 kW and create an average of **584,000 kWh**. That's enough to power **70 homes!** These arrays save the district **\$46,000** annually.

70



# Goal 3: Recruit, hire & retain highly effective personnel

## Key indicators

Every employee of our district plays a role in contributing to the academic success of our students. The learning environment may begin on the bus, continue in the classroom, library, cafeteria and conclude with after school activities or athletics. All of the professionals in each of those environments have an impact on student success.

As our district grows, the need for more teachers and support staff grows each year. Competition to hire the best teachers grows each year. Retaining staff members has become even more important.

Key indicators show the district's retention rates are remaining the same or improving. Increased support through professional development has been critical to retaining teachers as well as staff who serve in non-teaching roles.

## Progress update

In 2015-16, the district increased support for the professional learning coach program. There are four coaches supporting elementary teachers. Three coaches each support middle school and high school teachers. Professional learning coaches work directly in schools with teachers who want to get better at a specific aspect of their

teaching practice. Four additional coaches focus on helping teachers with grades K-5 literacy. These kinds of hands-on, individual learning opportunities in their own classroom can have a significant positive impact on teacher effectiveness.

The district continued to provide additional funds for the special services department to enhance programs and services for students with disabilities. Program funding supports the special services staff in their efforts to meet the needs of students. Allocating resources to enhance areas such as curriculum for Learning Centers and teacher/specialist staffing helps to recruit and retain high quality staff.

Focus Area	Indicator	Fall 2012	Fall 2015	Target 2018
Personnel	% teacher retention rate	92%	<b>92%</b>	95%
	% administrator retention rate	92%	<b>95%</b>	95%
	% classified staff* retention rate	88%	<b>91%</b>	95%
	% of community members who agree that "the overall quality of teaching in LWSD schools is excellent"	78%	<b>79%</b>	90%
	% of community members who agree that "the overall quality of leadership in the LWSD and its schools is excellent"	63%**	<b>66%</b>	90%

\*Classified staff hold positions that do not require a teaching certificate. \*\*Baseline data is from Fall 2013.

## New Teachers Succeed

That first year in the classroom is a daunting one for most new teachers. The award-winning New Teacher Support Program is there to help and support brand new teachers from the start. Each teacher is assigned a consulting teacher. The consulting teacher helps them develop lesson plans and prepare to welcome their new class(es). The program ensures new teachers have the best chance for success in their first year in the profession.



Rush Elementary principal Lucy Davies, Consulting Teacher Kathy Colombo and teacher Trevor Long (Redmond Middle School)

### Distinguished Educator

The [Allen Distinguished Educators](#) (ADE) program awarded \$25,000 to a teacher from **Nikola Tesla STEM High School**. [Alyson Nelson](#) (pictured at left) was recognized as 2016 ADE for her engineering program that demonstrates the best in classroom innovation across the country. Nelson was one of seven awardees selected from the 81 initial applications from 31 states. Nelson's students are bringing their personal passions to her biomedical engineering classes and solving major issues in the world. For example, one class designed a new type of prosthetics that will allow users to play guitar or participate in high-intensity sports like skateboarding and skiing. Nelson also partners with a sociology teacher to engage her students in researching causes of pandemic infections and to seek ways to care and cure patients.



*Alyson Nelson, teacher at Nikola Tesla STEM High School*



*All teachers new to the district, including experienced teachers, spend time in August learning LWSD curriculum, programs and systems. The Educator Introduction Academy sets teachers up for success.*

# Goal 4: Use resources effectively & be fiscally responsible

## Key indicators

To meet the other goals, we must focus our resources toward accomplishing those goals. That's why we place high importance on Goal 4. School districts are accountable to their communities for the use of public funds. Using resources effectively toward achieving the district's goals and providing the community with the information needed to determine if that is happening is important.

The district continues to have bond ratings as high as any school district in the state. It continues to meet or exceed its minimum 5% fund balance requirement. Providing increased information to the community on district use of resources and financial practices is an area of focus.

## Progress update

In 2015-16, the district continued its process to align all budget additions with strategic goals.

The district also continues to improve fiscal reporting and accountability. It expanded the budget document to include additional narratives, financial information and graphs. The district is submitting its budget for feedback to the Association of School Business Officials (ASBO) as a first

Focus Area	Indicator	Fall 2012	Fall 2016	Target 2018
Fiscal Accountability	% bond rating agencies that rate district's credit as Aaa, AA+, or better	100%	100%	100%
	% time that district maintains a minimum 5% fund balance	100%	100%	100%
	% of community members who agree that "the district uses resources effectively and practices sound financial management"	57%*	54%	95%

\*Baseline data is from Fall 2013.

step in preparing for the Meritorious Budget Award. The Meritorious Budget criteria require school districts to provide additional information and transparency to the community about how taxpayer dollars are spent.

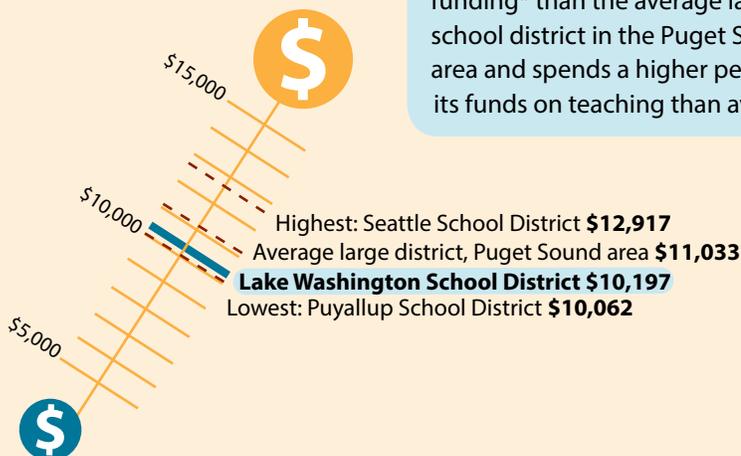
Lake Washington School District saved taxpayers over \$6.9 million in August 2016 by lowering the interest costs of \$60 million of its debt through issuing refunding bonds. This bond refinancing reduces the amount the district will pay in debt service between now and 2026.

Conserving resources is another way the district uses funding as efficiently as possible. The district has reviewed its recycling and garbage programs. It made adjustments to "right size" dumpsters, use durable cafeteria materials and suspend service during school breaks. The district is a 7-time

Best Workplace for Waste Prevention and Recycling. It has aligned heating systems with occupancy schedules. Temperatures are reduced during school breaks. Water is conserved through installation of high-efficiency plumbing fixtures and the use of low-water cleaning procedures. Resource conservation is part of the planning for new buildings as well.

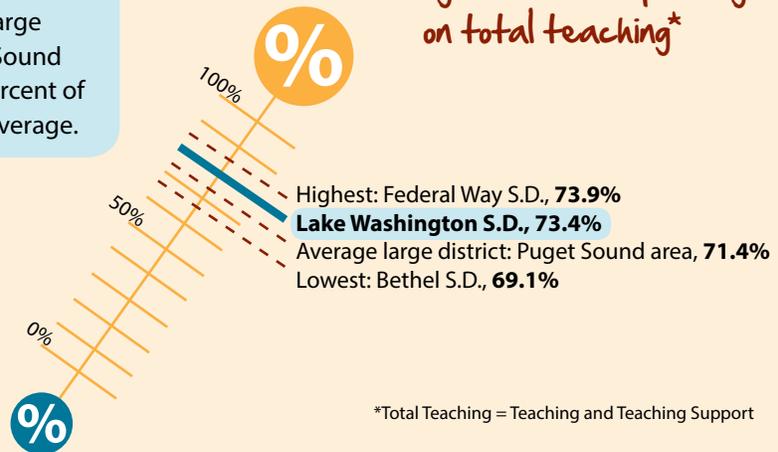
The cumulative savings from this conservation effort is \$11.45 million over the last 10 years. The utility cost has remained consistent even as the district has added over half a million square feet of space to accommodate growing enrollment. Energy use has been cut by 27% for electricity and 30% for natural gas. Water for irrigation has been reduced by 80% through an expanded budget document.

## Revenue per student



Lake Washington receives lower funding\* than the average large school district in the Puget Sound area and spends a higher percent of its funds on teaching than average.

## % of general fund spending on total teaching\*

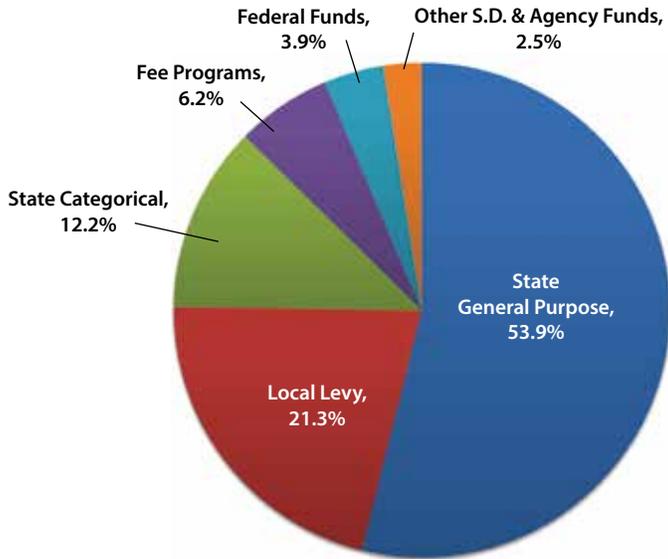


\*Total Teaching = Teaching and Teaching Support

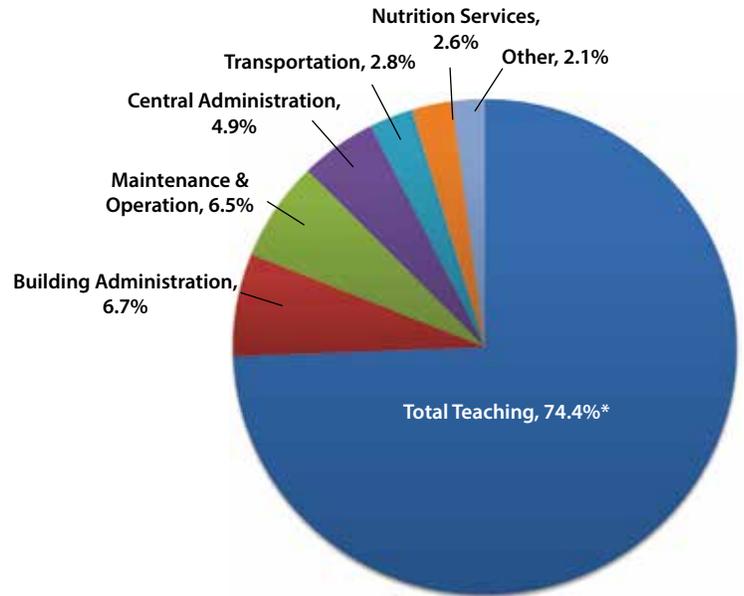
From Office of Superintendent of Public Instruction, data for 2014-15, latest available data for comparisons. Data for 16 districts with 15,000 or more in King, Snohomish and Pierce counties.

# 2015-16 Financial Report

**Revenues 2015-16**  
(Where the money comes from)



**Expenditures 2015-16**  
(Where the money goes)



\*Total Teaching = Teaching and Teaching Support

All Funds 2015-16	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
General	\$32,564,975	\$300,827,423	\$288,241,774	\$45,150,624
ASB	\$1,126,934	\$3,115,203	\$3,089,938	\$1,152,199
Debt	\$12,612,943	\$49,117,927	\$47,034,624	\$14,696,246
Capital	\$38,577,440	\$199,599,173	\$38,253,024	\$199,923,589
Transportation Vehicle Fund	\$2,465,203	\$907,923	\$609,136	\$2,763,990

## Good News

### Less waste = more savings

LWSD has seen a **42% reduction** in solid waste cost per student. How did we achieve this reduction?

Our support services team has implemented several efforts, including:

- Right-sizing pick-up services—making sure that schools had the right size dumpsters and correct pick-up schedules.
- Implementing waste reduction programs—like composting in lunch rooms.



# Goal 5: Engage our communities

## Key indicators

Strong communities build strong schools, and strong schools build strong communities. Genuine community engagement helps the district achieve all of its goals. In 2015-16, the district engaged in significant public participation efforts around district facilities and funding for those facilities. Outreach included presentations at community meetings, mailings to the community, social media presence and advertising and more. Yet fewer community members agree with the statement that “I receive information about LWSD on a regular basis.” This result shows the challenge the district has in reaching community members who are not parents of students in the district. Other indicators are similar to past ratings. We will continue to explore different ways to reach community members where they live and where they get their information.

## Progress update

### Building on Success

The Long-Term Facilities Planning Task force completed its work in the fall of 2015. This representative group of community members and staff studied, analyzed and made recommendations about the district’s long-term facility needs given a growing student population. The task force engaged in a series of community outreach and engagement activities to get community feedback throughout the process. The Task Force recommendations were accepted in full by the School Board. They became a springboard for a successful 2016 bond measure. This measure funded projects to meet the district’s most immediate facility needs. Three more measures between 2018 and 2026 would be needed to raise funds for the rest of the task force’s recommended projects.

Focus Area	Indicator	Fall 2012	Fall 2016	Target 2018
Communication and Engagement	% of community members who agree that “I receive information about LWSD on a regular basis”	73%	<b>69%</b>	85%
	% of community members who agree that “I have online access to information about school and district programs”	86%	<b>82%</b>	92%
	% of community members who agree that “LWSD schools gather feedback on important issues”	62%	<b>60%</b>	82%
	% of community members who agree that “I feel welcome in LWSD schools”	87%	<b>86%</b>	93%

After the bond passed in April, the district began work immediately to plan three new schools and to rebuild and enlarge Juanita High School as well as other projects. Community meetings in June 2016 shared the designs of three new schools and sought feedback from parents, neighbors and community members.

A group of construction industry experts were invited to participate in a committee to provide advice on new school design and construction. This group ensures alignment of project plans with district design standards.

It advises the district toward making school buildings and sites effective and efficient in design, construction and operation. The task force recommended establishment of this group.

### Communications Program

Communication is an important aspect of having an involved community. The district continued efforts to enhance communications based on an audit conducted by the National School Public Relations Association in 2014-15. A focus on expanding the use of social media to engage with parents and community members helped the district’s Facebook



The April 2016 bond measure funded three new school buildings plus expanding and rebuilding three others. Families gave feedback on designs for the new schools.

following increase by 66%. This effort has helped reach more families who rely on this form of communication to get information and engage with the district.

A highly involved and engaged community enhances students' school experience. The district's schools are fortunate to have a highly involved corps of volunteers that provide tremendous support to our students every day. Community, business and outside agencies partner with the district to enrich the lives and educational opportunities of students every day.

**Special Services Program Review:**

Parent, community and stakeholder input was a significant part of the Special Services program review efforts (see Goal #1). Initially, Director Paul Vine met with multiple groups to seek

feedback about the perceived strengths and areas for growth. This information helped to inform the efforts of the Urban Leadership Collaborative. This group met with parents, community and school stakeholders to gain a deeper understanding of the current state of the special services department programs and services.

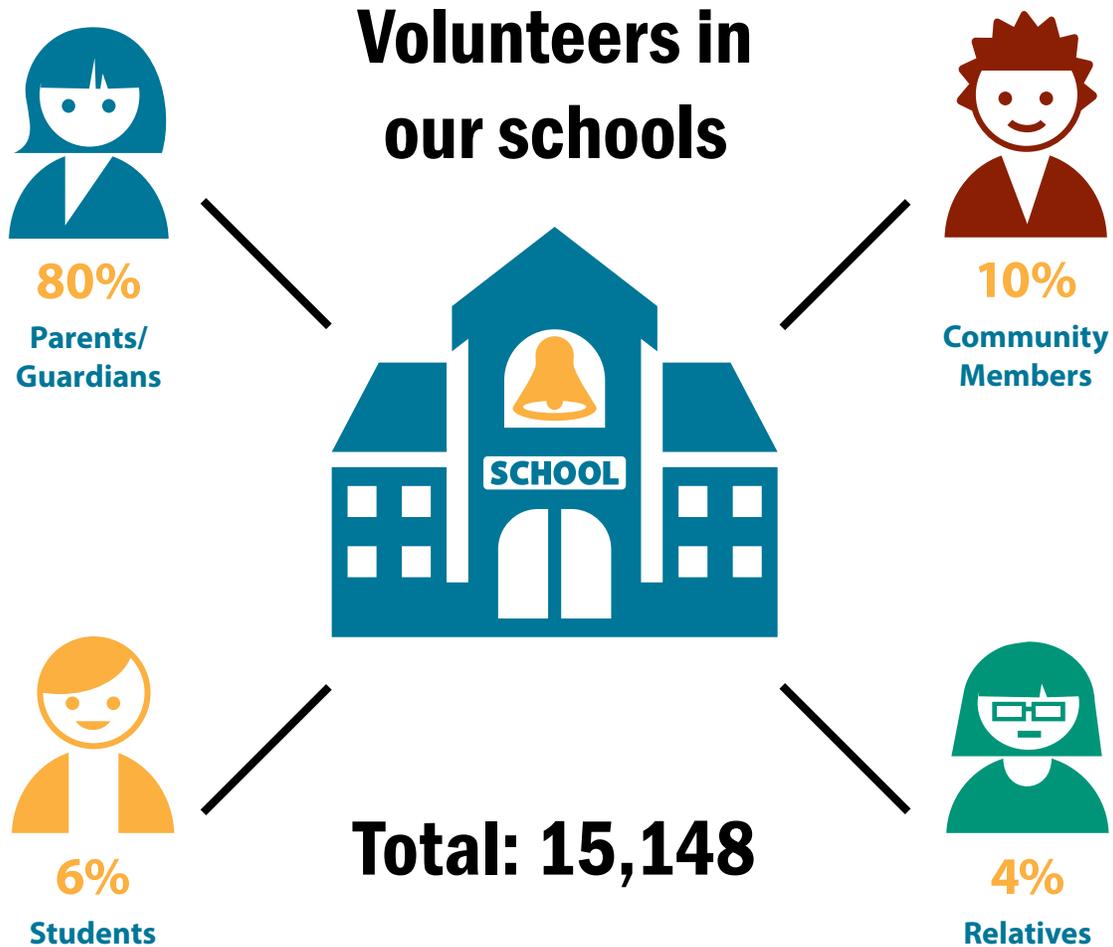
**College & Career Readiness Task Force**

In March 2015, the district convened a "College and Career Readiness Task Force." The Task Force includes parents, staff members, and administrators. The task of the committee is to study, analyze and make recommendations regarding impacts of the new state 24-credit requirements and the potential for a seven-period day or other ways to expand options for grades 9-12. Additionally, the task force will

study and analyze school schedule and start time implications. The committee has been researching and seeking feedback on potential options. Their goal is to develop recommendations in 2017. You can follow the work of the Task Force [online](#).

**School Home Communications Task Force**

This group of parents, teachers, office staff and principals spent the spring of 2016 reviewing school mass communications tools such as school newsletters and website. The goal is to improve regular school communication with parents. The communications department used the preliminary recommendations to develop a pilot program for school newsletters for 2016-17. The recommendations have also informed a district project to develop a new district website in 2016-17.



ECRWSS  
**POSTAL CUSTOMER**

## Lake Washington School District Board of Directors

The Lake Washington School District Board of Directors has the legal responsibility to direct the schools of the district. The board represents the citizens of the district. They direct the operational organization through the superintendent, who functions as the Chief Executive Officer.

Board members represent and are elected by the district as a whole. However, each director must be a resident of the specific director district whose seat they hold. That system ensures geographic diversity of representation on the board.

The Board governs the district through the use of "Policy Governance." In this framework for organizational leadership, the Board establishes and

monitors organizational performance. They set Executive Limitations, policies that set limits and boundaries for achieving organizational goals and student outcomes. They define desired outcomes for our students and district through ends results.

These elected officials receive no pay for their service. They serve four-year terms. Many of these Board members have served for multiple terms, providing stability in district governance.

Board meetings are broadcast live on Comcast Channel 26 and streamed live on the district website. Videotapes of past board meetings, along with agendas, minutes and associated documents, are also available on the district website. The online video archive includes all regular board meetings dating back to January 2009.

**Twenty-five Lake Washington School District schools** received Washington Achievement Awards from the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) this year. OSPI announced that 258 schools statewide, including the 25 in LWSD, were honored. LWSD schools received 47 recognitions, including 17 awards for overall excellence.

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

<b>Civil Rights Coordinator</b>	Director of Human Resources 16250 NE 74th Street Redmond, WA 98052 (425) 936-1266 <a href="mailto:civilrights@lwsd.org">civilrights@lwsd.org</a>
<b>Title IX Coordinator</b>	Director of Student Services 16250 NE 74th Street Redmond, WA 98052 (425) 936-1289 <a href="mailto:titleix@lwsd.org">titleix@lwsd.org</a>
<b>Section 504/ADA Coordinator</b>	Director of Special Services 16250 NE 74th Street Redmond, WA 98052 (425) 936-1407 <a href="mailto:section504@lwsd.org">section504@lwsd.org</a>

## Superintendent and Board of Directors



**Dr. Traci Pierce**  
Superintendent



**Christopher Carlson**  
School Board,  
President,  
District 2



**Siri Bliesner**  
School Board,  
Vice President  
District 5



**Nancy Bernard**  
School Board,  
District 3



**Eric Laliberte**  
School Board,  
District 1



**Mark Stuart**  
School Board,  
District 4,  
Legislative  
Representative