

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

January 13, 2020

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

## CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

### Lake Washington School District Acronyms

**AP:** Advanced Placement

**AVID:** Advancement Via Individual Determination

**B/SR:** Board/Superintendent Relationship

**CADR:** College Academic Distribution Requirements

**CDSA:** Common District Summative Assessments

**CEDARS:** Comprehensive Education Data and Research System (CEDARS)

**CIA:** Certificate of Individual Achievement

**CLT:** Central Leadership Team

**COE:** Collection of Evidence

**CTE:** Career & Technical Education

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills

**DLT:** District Leadership Team (manager level and above, includes both certified and classified)

**ELL:** English Language Learners

**ELPA21:** English Language Proficiency Assessment for the 21st Century

**eMAS:** Elementary Mobile Access for Students

**ESEA:** Elementary and Secondary Education Act

**ESSA:** Every Student Succeeds Act

**GC:** Governance Culture (See Policy Governance)

**GC/CM:** General Contractor/Construction Management

**HiCap:** Highly Capable Program

**HSBP:** High School and Beyond Plan

**KISN:** Kindergarten Intensive Safety Net

**KPI:** Key Performance Indicators

**LDA:** Locally Determined Assessment

**LEAP:** Learning Enhancement & Academic Planning

**MTSS:** Multi-Tiered Systems of Support

**NSBA:** National School Board Association

**OE:** Operational Expectations (See Policy Governance)

**OSPI:** Office of Superintendent of Public Instruction

**PBIS:** Positive Behavioral Interventions and Supports

**PCC:** Professional Community & Collaboration

**PDSA:** Plan, Do, Study, Act

**PLC:** Professional Learning Community

**Policy Governance:** A governance process used by the school board. This sets forth “Results (R)” that the superintendent must reach, while abiding by “Operational Expectations (OE).” R include the district’s mission. OEs provide the boundaries for how the superintendent and staff can get to the goals. See the board policy section on web site for more information.

**Quest:** Highly Capable program for students in gr. 2-8

**Results (R):** Results (*See Policy Governance - formerly known as End Results*). Goals set forth by the board, including the mission of the district.

**RCW:** Revised Codes of Washington

**RTI:** Response to Intervention

**SALT:** Strategic Advisory Leadership Team

**SBA:** Smarter Balanced Assessment

**SBE:** State Board of Education

**SCAP:** School Construction Assistance Program

**SEL:** Social Emotional Learning

**SGP:** Student Growth Percentile

**SIOP:** Sheltered Instruction Observation Protocol

**SIP:** School Improvement Plan

**sMAS:** Secondary Mobile Access for Students

**STEM:** Science, Technology, Engineering, and Mathematics

**UDL:** Universal Design for Learning

**WA-AIM:** Washington – Access to Instruction and Measurement

**WAC:** Washington Administrative Codes

**WaKIDS:** Washington Kindergarten Inventory of Developing Skills

**WaNIC:** Washington Network for Innovative Careers

**WCAS:** Washington Comprehensive Assessment of Science

**WCAP:** Washington Comprehensive Assessment Program

**WIDA AMS:** Alternative ELL Assessment

**WSIF:** Washington School Improvement Framework

**WSSDA:** Washington State School Directors Association

January 9, 2020

Siri Bliesner  
President, Board of Directors  
Lake Washington School District No. 414  
Redmond, WA 98052

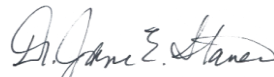
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of January 13, 2020 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74<sup>th</sup> Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Recognitions
4. Host School
5. Public Comment
6. Board Reorganization
7. Consent Agenda
8. Non-Consent Agenda
9. Public and Community Affairs
10. Superintendent Report
11. Board Member Comments
12. Adjourn

Sincerely,

A handwritten signature in cursive script, appearing to read "Dr. Jane E. Stavem".

Dr. Jane Stavem  
Superintendent

# LAKE WASHINGTON SCHOOL DISTRICT

## Board of Directors' Meeting

### L.E. Scarr Resource Center Board Room

January 13, 2020

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**5:00 p.m.**     **Study Session** - *Location: Hughes, Resource Center*

*Topics:*

- Bond Sale Update
- Personnel – Hiring Timeline

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<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	<b>Convene, Roll Call</b>		
	<b>Approve Agenda</b>		
	<b>Recognitions</b>		
	▪ <i>January – School Board Appreciation</i>		
	<b>Host School</b>		
	▪ <i>Rosa Parks Elementary School – Melissa Doering, Principal</i>		
	<b>Public Comment</b>		
	<b>Board Reorganization</b> – President, Vice President, and Legislative Representative		
	<b>Consent Agenda</b>		
	▪ Vouchers		
	▪ Minutes – December 9 study session and board meeting	1	1
	▪ Human Resources Report	2	6
	▪ 2019-20 Board Meeting Schedule Revision	3	8
	▪ Operational Governance Policies (OGP) 1-6 Second Reading/ Approval	4	9
	- OGP-1, School Board Legal Status and Director Districts		
	- OGP-2, Board Member Qualifications and Elections		
	- OGP-3, Board Meetings		
	- OGP-4, Quorum		
	- OGP-5, Board Organization		
	- OGP-6, Orientation of Directors		
	▪ Operational Expectations (OE) 3-4 Reasonable Interpretation and Indicators, Approval	5	10
	- OE-3, Treatment of Community Stakeholders		
	- OE-4, Personnel Administration		

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
	<ul style="list-style-type: none"> <li>Results (R) 1-3               <ul style="list-style-type: none"> <li>Reasonable Interpretation and Indicators Approval                   <ul style="list-style-type: none"> <li>R-1, Mission of Lake Washington School District</li> <li>R-2, Academic Content Knowledge and Skills</li> <li>R-3, Life Skills and Citizenship</li> </ul> </li> </ul> </li> </ul>	6	11
	<ul style="list-style-type: none"> <li>Donations</li> </ul>	7	12
	<b>Non-Consent Agenda</b>		
	<ul style="list-style-type: none"> <li>Strategic Plan Connections – Facility Update</li> </ul>	8	14
	<b>Public and Community Affairs</b>		
	<b>Superintendent Report</b>		
	<b>Board Member Comments</b>		
	<b>Adjourn</b>		

**Next Board Meetings:**

**January 25, 2020**  
**8:30 a.m. Study Session** – Location: Hughes, Resource Center  
 Topics:  

- Equity Training
- Annual Work Plan Review
- Board Meeting Debrief/Self-Assessment
- Strategic Plan Update
- Review of Operational Expectations (OE) Reasonable Interpretation and Indicators (OE 5-13)

**February 10, 2020**  
**5:00 p.m. Study Session** – Location: Hughes, Resource Center  
 Topics: Legislative Connection  
**7:00 p.m. Board Meeting** – Location: Board Room, Resource Center

**L.E. Scarr Resource Center**  
**16250 NE 74<sup>th</sup> Street**  
**Redmond, WA 98052**

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Study Session  
December 9, 2019

The December 9, 2019 study session was called to order by  
President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

Members present: Siri Bliesner, Mark Stuart, Chris Carlson,  
Eric Laliberte, and Cassandra Sage.

ROLL CALL

Present: Superintendent Jane Stavem.

The following topics were discussed:

TOPICS

- School Start Times
- 2<sup>nd</sup> Review of Operational Expectations (OE) Indicators  
(Group 1)
  - *OE-3, Treatment of Community Stakeholders*
  - *OE-4, Personnel Administration*
  - *OE-5, Financial Planning*
  - *OE-6, Financial Administration*
  - *OE-7, Asset Protection*
  - *OE-8, Communication with and Counsel to the Board*
  - *OE-12, Facilities*
  - *OE-13, Technology*

The meeting was adjourned at 6:25 p.m.

ADJOURNMENT

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
December 9, 2019

The board meeting was called to order by President Bliesner at 7:00 p.m.

CALL TO ORDER

Members present: Siri Bliesner, Mark Stuart, Chris Carlson, Eric Laliberte, and Cassandra Sage.

ROLL CALL

Present: Superintendent Jane Stavem.

Chris Carlson moved to approve the December 9 agenda.  
Seconded by Eric Laliberte.

APPROVAL OF AGENDA

Motion carried.

Dr. Stavem asked Siri Bliesner, Chris Carlson, and Eric Laliberte to step forward. She administered the oath of office to them.

OATH OF OFFICE

Two teachers expressed their support of the Lake Washington Educational Support Professionals (LWESP) members and encouraged a favorable outcome for LWESP bargaining.

PUBLIC COMMENT

A video was shown depicting the school culture and interviews with students at Juanita High School.

HOST SCHOOL

JUANITA HIGH SCHOOL

Kelly Clapp, Juanita High School Principal, reported on the status of the construction. This is the final year on construction and staff and students are looking forward to moving into the new building. She noted that they took this opportunity to focus on brand and identify; they updated the school's crest which she shared.

She highlighted the demographics, programs, and activities offered at Juanita. Currently, there are 1,484 students. The Future program, for juniors and seniors, has 22 students. She reviewed assessment and graduation data. Juanita and the University of Washington are participating in a pilot program to develop strategies to help ensure that students are successful. This is the second year of using AVID along with positive behavior interventions supports.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
December 9, 2019

Chris Carlson moved to approve the consent agenda. Seconded  
by Eric Laliberte.

CONSENT AGENDA

Siri Bliesner, yes; Mark Stuart, yes; Chris Carlson, yes; Eric  
Laliberte, yes; and Cassandra Sage, yes.

Motion carried.

The following November 2019 vouchers were approved:

APPROVAL OF  
VOUCHERS

General Fund

366480-366807 \$5,283,548.38

Payroll

2982-2987 \$1,856.20

Accounts Payable Direct Deposit \$ 17,312,573.58

Acquisition Card 1,096,649.91

Deferred Comp 164,466.00

Department of Revenue 10,020.41

Dept. of Retirement Systems 3,811,789.16

Dept. of Retirement Systems 1,081,674.36

American Fidelity HSA 10,914.92

DSHS - Division of Child Support 3,480.23

Payroll Direct Deposit 15,927,226.18

Payroll Tax Withdrawal 5,636,964.83

TSA Envoy 407,054.29

VEBA 7,481.56

Vision/(NBN) 97,334.62

Key Bank Processing Fees \$ 16,988.39

\$45,584,618.44

Capital Projects

700579-700638 \$2,708,742.24

ASB

64423-64574 \$116,474.12

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

3180-3199 \$3,978.95



LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
December 9, 2019

Approval of the minutes of the November 18 study session and board meeting.

APPROVAL OF MINUTES

Approval of the December 9, 2019 Human Resources Report.

APPROVAL OF HUMAN  
RESOURCES REPORT

Authorizes the superintendent or her designee to approve construction Change Order No. 4 with Lydig Construction, Inc. for the Timberline Middle School project in the amount of \$329,509 plus sales tax. Approval of this change order results in a revised GMP of \$61,720,685.

GC/CM CONSTRUCTION  
CHANGE ORDER NO. 4  
TIMBERLINE MIDDLE  
SCHOOL (SITE 72)

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Audubon Elementary PTSA to Audubon Elementary School in the amount of \$1,626.68 to provide stipend for choir.

Acceptance from Elizabeth Blackwell PTSA to Blackwell Elementary School in the amount of \$4,932.00 to provide stipends for running club and basketball club.

Acceptance from Ella Baker PTSA to Baker Elementary School in the amount of \$1,083.00 to purchase library books.

Acceptance from Ben Franklin PTA to Franklin Elementary School in the amount of \$7,000.00 to purchase playground equipment.

Acceptance from Ben Rush PTA to Rush Elementary School in the amount of \$8,830.00 to purchase Nature Vision program (\$7,830.00); provide bus transportation (\$500.00); and support extracurricular activities (\$500.00).

Acceptance from Samantha Smith PTSA to Smith Elementary School in the amount of \$4,000.00 to purchase art supplies.

Acceptance from H.D. Thoreau Elementary PTA to Thoreau Elementary School in the amount of \$5,325.90 to provide stipends for outdoor education and student leadership.

Acceptance from Harish Kulkarni and Aparna Varadharajan to Rose Hill Middle School in the amount of \$2,500.00 to support robotics.

Acceptance from Boeing Employees Credit Union to Eastlake High School in the amount of \$3,000.00 to support DECA.

Acceptance from Lake Washington High School Boosters to Lake Washington High School in the amount of \$1,072.49 to support extra-curricular activities.

**TOTAL \$39,370.07**

NON-CONSENT AGENDA

Mike Van Orden, Associate Superintendent, Teaching and Learning Services, conveyed that during the last legislative session, House Bill 1599 (HB 1599), Multiple Pathways to Graduation, was approved. HB 1599 expands the ways Washington students show their readiness for their next steps after high schools and includes new and updated requirements for:

- the state assessment system,
- the High School and Beyond Plan (HSBP),
- course credits and enrollment,
- graduation “pathway options,” and
- waivers.

A draft of Procedure #2410P, Graduation Requirements, for Students in the Class of 2020 and Beyond, includes new and updated graduation requirements which was shared at the November 4 study session and presented to the Board for a first reading at the November 18 board meeting. Since that time, the procedures have been further updated based on subsequent state rulemaking and guidance. He highlighted the revisions and responded to board members’ questions.

Eric Laliberte moved to approve the 2410P, Graduation Requirements, as presented. Seconded by Chris Carlson.

Motion carried.

Eric Laliberte noted that district staff and board members will be meeting with area legislators to share the district’s 2020 Legislative Priorities prior to the start of the legislative session. A meeting was held with Senator Manka Dhingra this morning.

Dr. Stavem reported that there will be no changes in the school start/dismissal times for the upcoming school year. She wanted to share this information at this time to allow families to make plans. The district will continue to monitor this issue and provide updates.

2410P, GRADUATION  
REQUIREMENTS  
SECOND  
READING/ APPROVAL

PUBLIC AND COMMUNITY  
AFFAIRS

SUPERINTENDENT  
REPORT

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
December 9, 2019

Board members provided highlights of the 2019 Washington State School Directors Association (WSSDA) Annual Conference.

BOARD MEMBER  
COMMENTS

The board recessed at 8:15 p.m. to meet in executive session for the purpose to consider the selection of a site or the acquisition of real estate by lease or purchase and the minimum price at which real estate will be offered for sale or lease.

EXECUTIVE SESSION

Eric Laliberte moved to adjourn. Seconded by Chris Carlson.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 9:00 p.m.

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report

## January 13, 2020



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Dellinger, Tyler	Technical Support Specialist	Resource Center	\$29.77	07/29/19	Repl. K. Kilstrom
Kilstrom, Cameron	Technical Support Specialist	Resource Center	\$29.77	08/05/19	Repl. D. Rooney
Kuite, Yolande	Custodian	Dickinson Elem	\$21.28	08/19/19	Repl. M. Reckling
Lallas, Jody	Health Services Specialist	Special Services	\$43.80	09/11/19	Repl. T. Simpson
McKee, Michael	Electrician	Facilities/Maintenance	\$36.78	06/17/19	Budgeted
Rogers, Amy	Instructional Assist	Extended Day	\$20.89	06/03/19	Budgeted
Saura, Carmen	Data Scientist	Resource Center	\$106,585.00	09/24/19	Budgeted
Sharma, Manju NC	.2 Teacher	Rose Hill MS	D-0	01/27/20	Leave Replacement
Sharp, Christopher	Dean of Students	Baker Elem	Doctorate-0	01/30/20	Budgeted
Thomas, Joelle	Behavioral Hlth Serv Clinical Spec	Special Services	\$43.80	09/16/19	Budgeted
Zackery, Brittni	Counselor	Bell Elem	C-0	01/06/20	Repl. C. Winter

### RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Allard, Jeffrey	Locksmith	Facilities/Maintenance	12/18/17	12/20/19	Resignation
Allen, Jim	Teacher	Redmond HS	08/28/17	01/24/20	Resignation
Baker, Deanna	Special Ed Para Ed	Juanita Elem	08/31/16	01/01/20	Resignation
Cooney, Brendan	Instructional Assist	Extended Day	02/28/19	01/10/20	Resignation
Demir, Ali	Teacher	Rose Hill MS	09/04/19	01/06/20	Resignation
Divanji, Bharti	Instructional Assist	Juanita HS	11/28/16	12/18/19	Resignation
Eagleston, Allison	Teacher	Dickinson Elem	01/16/18	12/20/19	Resignation
Eaton, Christine	Instructional Assist	Parks Elem	08/29/18	12/20/19	Resignation
Elsemore, Claudia	Project Manager II	Resource Center	09/05/95	03/31/20	Retirement
Jordan, Jan	HR Specialist	Resource Center	04/06/17	12/20/19	Resignation
Khalsa, Gursimrat	Health Services Specialist	Special Services	10/22/18	01/27/20	Resignation
Lind, Jennifer	Instructional Assist	Rose Hill MS	03/14/16	12/09/19	Resignation
Mayer, Kelli	Secretary	Kamiakin MS	03/18/13	01/03/20	Resignation

# Human Resources Board Report

## January 13, 2020



### RETIREMENTS/RESIGNATIONS/TERMINATIONS - Cont'd

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Miera, Robert	Teacher	Finn Hill MS	08/26/19	01/17/20	Resignation
Neal, Rodger	Truck Driver	Warehouse	09/07/78	03/06/20	Retirement
Nordby, Brent	Groundsperson	Facilities/Maintenance	02/29/16	12/12/19	Resignation
Reeve, Cedric	Special Ed Para Ed	Rose Hill MS	09/04/17	01/21/20	Resignation
Rengasamy, Krithika	Special Ed Para Ed	Dickinson Elem	08/19/08	12/04/19	Resignation
Stafford, Amy	Special Ed Para Ed	Finn Hill MS	12/01/16	12/02/19	Resignation
Tirado, Icis	Teacher	Bell Elem	08/24/05	01/13/20	Resignation
Weertman, Renee	Teacher	Parks Elem	02/12/13	04/03/20	Resignation

### CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Brewe, Sarah	Juanita HS	.6 C/.1 NC to .6 C/.2 NC	11/27/19
McEvers, Anna	Timberline MS	.5 P3 to .5 P3/.5 NC	10/25/19
Ruchi, Loomba	Special Services	.7 C to .7 C/.1 NC	01/06/20

### CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Chock, Garrick	Special Ed Para Ed	Dean of Students	01/06/20	Budgeted	C-0
Cruz Rodriguez, Carlos	School Secretary	Admin Secretary II	08/01/19	Repl. K. McRae	\$23.52
McEnroe, Sarah	Admin Secretary III	Admin Assistant	09/16/19	Budgeted	\$68,805.00
Richey, Dianne	Head Custodian I	Head Custodian II	10/07/19	Repl. L. Bennett	\$25.34

## 2019-20 BOARD MEETING SCHEDULE

January 13, 2020

### SITUATION

The board meeting schedule for 2019-20 school year was submitted for board approval at the June 10, 2019 board meeting. An additional study session, 5:00 p.m., and board meeting, 7:00 p.m., is being recommended to be scheduled for February 24, 2020.

A revised copy of the 2019-20 board meeting schedule is attached.

### RECOMMENDATION

The Board of Directors approves the revised 2019-20 board meeting schedule as presented.

## Lake Washington School District 2019-20 Board Meeting Dates

June 6, 2019 and January 13, 2020 \*

September 9 -	Study Session – 5:00 p.m., Sammamish Board Meeting – 7:00 p.m., Board Room
September 23 -	Study Session – 5:00 p.m., Sammamish Board Meeting – 7:00 p.m., Board Room
October 7 -	Study Session – 5:00 p.m., Sammamish Board Meeting – 7:00 p.m., Board Room
October 21 -	Study Session – 5:00 p.m., Sammamish Board Meeting – 7:00 p.m., Board Room
November 4 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
November 18 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
December 9 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
January 13 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
January 25-	Study Session – 8:30 a.m., Hughes {Note: Saturday}
February 10 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
<b>February 24*</b>	<b>Study Session – 5:00 p.m., Hughes</b> <b>Board Meeting – 7:00 p.m., Board Room</b>
March 9 -	Study Session– 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
March 20-22	Study Session, Sleeping Lady, Leavenworth (NOTE: Friday, Saturday, and Sunday)
March 30 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room

April 20 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
May 4	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
May 18 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
June 1 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
June 22 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
August 10 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
August 24 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room



OPERATIONAL GOVERNANCE POLICIES (OGP) 1-6  
SECOND READING/APPROVAL

January 13, 2020

SITUATION

Operational Governance Policies (OGP) are now being submitted for second reading/approval. These policies focus on board functions and tasks and were formerly exhibits contained in the Governance Process (GP) policies.

These Operational Governance Policies (OGP) were presented for first reading and will be further discussed at the January 13 study session and presented for second reading/adoption at the January 13 Board Meeting:

- OGP-1, School Board Legal Status and Director Districts
- OGP-2, School Board Member Qualifications and Elections/~~Board Member Qualifications~~
- OGP-3, OGP-3, ~~Regular Board Meetings/Special Board Meetings/Executive Sessions/Study Sessions~~
- OGP-4, Quorum
- OGP-5, Board Organizational ~~Meeting~~
- OGP-6, Orientation of Directors

RECOMMENDATION

The Board of Directors approves OGP-1, School Board Legal Status and Director Districts; OGP-2, Board Member Qualifications and Elections; OGP-3, Board Meetings; OGP-4, Quorum; OGP-5, Board Organization; and OGP-6, Orientation of Directors as presented.

## ***Policy Type: Operational Governance Policies***

### **School Board Legal Status and Director Districts**

The Board of Directors of the Lake Washington School District No. 414, King County, Washington is a body corporate created under the laws of the state of Washington to direct the schools of the district. The board consists of five members, elected at large by the qualified electors of the district. All directors represent the district as a whole but must be a resident of the director district he/she represents to be eligible for election.

#### **Director District Boundaries**

It is the responsibility of the Board of Directors to establish boundaries of the internal director districts of the School District and to reconfigure the director districts as necessary.

The Board of Directors, with the assistance of administration, the Educational Service District, and the State Redistricting Commission, shall develop a plan of proposed director districts within eight months of any of the following events:

- Receipt of federal decennial census data,
- Consolidation of the District with one or more other Districts,
- Transfer of territory to or from the District,
- Annexation of territory to or from the District, or
- Approval by a majority of the District's voters of a proposal to divide the District into director districts.

When reconfiguring director districts, the newly established director districts shall meet the following criteria:

- The districts shall be as nearly as possible equal in population,
- The districts shall be as compact as possible and consist of geographically contiguous area,
- The districts shall not favor or disfavor any racial group or political party, and
- The districts shall as much as possible coincide with natural boundaries and existing communities.

At least one week before the Board of Directors considers adoption of the plan of director districts, the Board shall hold a public hearing on the plan. Within thirty days of adoption of the plan of director districts, the legal descriptions and maps depicting the director districts shall be submitted to the county auditor. If the plan is submitted after the fourth Monday in June of an odd-numbered year, the plan will not take effect until the following year.

Any registered voter in the District may challenge the plan within 45 days of its adoption by requesting the superior court review the plan for compliance with the four criteria listed above.

Current Director District DescriptionsDirector District 1:

Starting at the intersection of I-405 and BNSF RR.  
 Southwesterly on BNSF RR to the extension of 14<sup>th</sup> Pl.  
 West on 14<sup>th</sup> Pl to 6<sup>th</sup> St.  
 North on 6<sup>th</sup> St and extension to the extension of 17<sup>th</sup> Ave.  
 North on 17<sup>th</sup> Ave to 18<sup>th</sup> Ave.  
 West on 18<sup>th</sup> Ave to Market St.  
 North on Market St to 18<sup>th</sup> Ave W.  
 Northwest on 18<sup>th</sup> Ave W to 10<sup>th</sup> St W.  
 Northerly on 10<sup>th</sup> St W to Ross Point Ln.  
 West and Northerly on Ross Point Ln and extension to Juanita Bay.  
 Southwesterly through Juanita Bay to School District boundary.  
 Clockwise following School District boundary to the northern crossing of I-405.  
 Southerly on I-405 to the point of the beginning.

Director District 2:

Starting at the intersection of I-405 and BNSF RR.  
 Southwesterly on BNSF RR to the extension of 14<sup>th</sup> Pl.  
 West on 14<sup>th</sup> Pl to 6<sup>th</sup> St.  
 North on 6<sup>th</sup> St and extension to the extension of 17<sup>th</sup> Ave.  
 North on 17<sup>th</sup> Ave to 18<sup>th</sup> Ave.  
 West on 18<sup>th</sup> Ave to Market St.  
 North on Market St to 18<sup>th</sup> Ave W.  
 Northwest on 18<sup>th</sup> Ave W to 10<sup>th</sup> St W.  
 Northerly on 10<sup>th</sup> St W to Ross Point Ln.  
 West and Northerly on Ross Point Ln and extension to Juanita Bay.  
 Southwesterly through Juanita Bay to School District boundary.  
 Counterclockwise following School District boundary to Lake Sammamish.  
 Northerly through Lake Sammamish to Eastern Marymoor Park boundary.  
 Northerly on the Eastern park boundary to bike path.  
 Northwest on bike path to SR 520.  
 Southwesterly on SR 520 to NE 60<sup>th</sup> St.  
 West on NE 60<sup>th</sup> St and extension to 148<sup>th</sup> Ave NE.  
 North on 148<sup>th</sup> Ave NE to Old Redmond Rd.  
 West on Old Redmond Rd to NE 70<sup>th</sup> St.  
 West on NE 70<sup>th</sup> St to 120<sup>th</sup> Ave NE.  
 North on 120<sup>th</sup> Ave NE to NE 75<sup>th</sup> St.  
 West on NE 75<sup>th</sup> St and extension to I-405.  
 North on I-405 to the point of the beginning.

Director District 3

Starting at the intersection of the abandon rail line/bike path and SR 520.  
 Southwesterly on SR 520 to NE 60<sup>th</sup> St.  
 West on NE 60<sup>th</sup> St and extension to 148<sup>th</sup> Ave NE.  
 North on 148<sup>th</sup> Ave NE to Old Redmond Rd.  
 West on Old Redmond Rd to NE 70<sup>th</sup> St.  
 West on NE 70<sup>th</sup> St to 120<sup>th</sup> Ave NE.  
 North on 120<sup>th</sup> Ave NE to NE 75<sup>th</sup> St.  
 West on NE 75<sup>th</sup> St and extension to I-405.  
 North on I-405 to School District boundary.  
 Clockwise following School District boundary to Sammamish River Trail.  
 Southerly following Sammamish River Trail to NE 90<sup>th</sup> St.  
 East on NE 90<sup>th</sup> St to 161<sup>st</sup> Ave NE.  
 South on 161<sup>st</sup> Ave NE to NE 83<sup>rd</sup> St.  
 East on NE 83<sup>rd</sup> St to 164<sup>th</sup> Ave NE.  
 South on 164<sup>th</sup> Ave NE to Gilman St.  
 Southerly on Gilman St to bike path.  
 Southeast on bike path to the point of the beginning.

Director District 4:

Starting at the intersection of abandon rail line/bike path and Gilman St.  
 North on Gilman St to 164<sup>th</sup> Ave NE.  
 North on 164<sup>th</sup> Ave NE to NE 80<sup>th</sup> St.  
 East on NE 80<sup>th</sup> St and extension to Avondale Rd.  
 South on Avondale Rd to NE Union Hill Rd.  
 Meandering Easterly on NE Union Hill Rd to the western boundary line of Township 25,  
 Range 06 E, and Section 09.  
 North to the NW corner of said section.  
 East on section line to NE 80<sup>th</sup> St.  
 Easterly on NE 80<sup>th</sup> St to School District boundary.  
 Clockwise on School District boundary to Lake Sammamish.  
 Northerly through Lake Sammamish to Eastern Marymoor Park boundary.  
 Northerly on the Eastern park boundary to bike path.  
 Northwest on bike path to the point of the beginning.

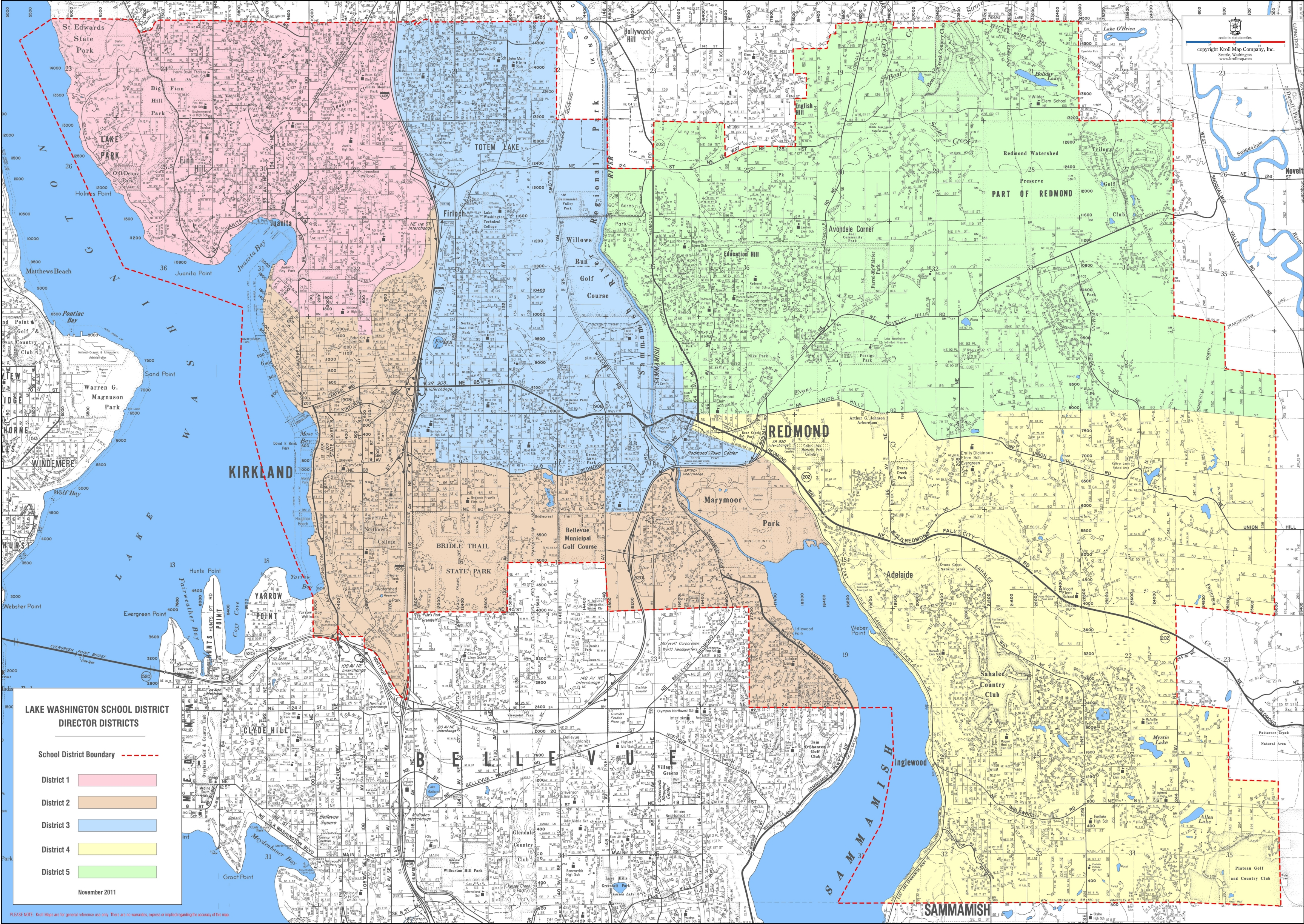
Director District 5

Starting at the intersection of 164<sup>th</sup> Ave NE and NE 80<sup>th</sup> St.  
 East on NE 80<sup>th</sup> St and extension to Avondale Rd.  
 South on Avondale Rd to NE Union Hill Rd.  
 Meandering Easterly on NE Union Hill Rd to the western boundary line of Township 25,  
 Range 06 E, and Section 09.  
 North to the NW corner of said section.  
 East on section line to NE 80<sup>th</sup> St.  
 Easterly on NE 80<sup>th</sup> St to School District boundary.  
 Counterclockwise on the School District boundary to Sammamish River Trail.  
 Southerly following Sammamish River Trail to NE 90<sup>th</sup> St.  
 East on NE 90<sup>th</sup> St to 161<sup>st</sup> Ave NE.  
 South on 161<sup>st</sup> Ave NE to NE 83<sup>rd</sup> St.  
 East on NE 83<sup>rd</sup> St to 164<sup>th</sup> Ave NE.  
 South on 164<sup>th</sup> Ave NE to the point of the beginning.

Adopted: XX.XX.XX

Legal References: RCW.28A.343.030 Directors' Districts in certain school districts –  
 Election to authorize division in school districts not  
 already divided into director districts  
 RCW 28A.343.040 Division or redivision of district into director  
 districts  
 RCW 28A.343.050 Dissolution of directors' districts  
 RCW 28A.315.195 Transfer of territory by petition – Requirements-  
 Rules-Costs  
 RCW 29A.76.010 Redistricting by counties, municipal corporations,  
 and special purpose districts





**LAKE WASHINGTON SCHOOL DISTRICT**  
**DIRECTOR DISTRICTS**

School District Boundary - - - - -

District 1

District 2

District 3

District 4

District 5

November 2011

scale in statute miles  
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**Policy Type: Operational Governance Policies****Board Member Qualifications and Elections**

1. Qualifications
  - a. Citizen of the United States and State of Washington
  - b. Registered voter of director district
  - c. Reside in the appropriate director district
2. Term
  - a. Four years and/or until successor is elected and qualified, except as otherwise provided by law.
  - b. Terms staggered, as provided by law, and insofar as possible, not more than a majority of one shall be elected to full terms at any regular election.
  - c. Newly-elected directors shall begin their term of office at the first official meeting following certification of the election results and the newly-elected director has taken and subscribed to an oath of office.
3. Number

The board shall consist of five members, elected by ballot by the registered voters of the district.
4. Dates
  - a. Filing for primary shall be as specified by law in the year such regular district elections are held.
  - b. The superintendent shall notify local newspapers regarding the filing dates for director positions.
  - c. If more than two candidates file for any director position, all positions shall be on the primary ballot.
  - d. General election is first Tuesday following first Monday in November in odd numbered years.
5. Information
  - a. Filing and election information for director may be obtained from the King County elections department.
6. Candidate Orientation
  - a. All public information about the school system shall be made available to candidates. Additionally, the Board directs the superintendent to cooperate impartially with all candidates in providing them with information about school governance, Board operations, and school programs.
  - b. Orientation for candidates for the Board of Directors may include;
    - i. Encouragement to attend public meetings of the Board
    - ii. Meeting with the candidate to provide background information on the school system and board service and/or arranging such other candidate orientation sessions as the candidate may reasonably request;

**Policy Type: Operational Governance Policies**

- iii. Providing the candidate with directions on how to access publications of the District, materials from the Washington State School Directors' Association (WSSDA), the official minutes of Board meetings and District administrative policies;
  - iv. Reviewing the District budget and related fiscal documents.
7. Unexpired Term Fulfillment – Vacancy  
In case of a board vacancy:
- a. If a majority of directors remains, the Board shall fill vacancy by appointment
    - i. The Board will solicit applications of individuals seeking to fill the position after suitable public notice.
    - ii. The Board will appoint one of the candidates to serve until the next regularly scheduled Board election, at which time a director shall be elected for the unexpired term, if any.
  - b. If there is not a majority of directors, the Puget Sound Educational Service District Board members shall appoint a sufficient number to constitute a legal majority of the Board.
  - c. If a majority fails to act within ninety (90) days from the creation of such vacancy, the Puget Sound Educational Service District board members shall make appointments.
  - d. If the vacancy is created by a board member who has submitted a resignation, that board member may not vote on the selection of his or her replacement.
  - e. Appointees shall meet the requirements provided by law

Adopted: XX.XX.XX

Legal References: RCW 28A.320 Provisions applicable to all districts  
 RCW.28A.342.300 Directors – Terms – Numbers  
 RCW 28A.343.320 Directors – Declarations of candidacy –  
 Positions as separate offices  
 RCW 28A.343.340 Directors – When elected – Eligibility  
 RCW 29A.04.151 Resident  
 RCW 42.12.010 Causes of vacancy



**Policy Type: Operational Governance Policies****Board Meetings****1. Regular**

The Board of Directors shall meet in the Board Room of the district's administration center as determined by the Board-approved annual calendar. Any schedule changes will be announced on the district web site and through notification of local media.

Regular meetings are open to the public.

**Exceptions:**

- (a) an emergency exists and it is unsafe to meet in the place designated;
- (b) the regular meeting is to be held at another location: notice of such change of location shall be made according to law and policy pertaining to special meetings; or
- (c) board quorum cannot be met.

**2. Special**

A majority of the Board of Directors or its presiding officer may call a special meeting for any time and at any place by following legal requirements for notice. Final disposition shall be limited to the business stated in the notice. Notices of a special meeting may be dispensed with if it has been called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

Special meetings are open to the public.

**3. Adjourned**

The Board of Directors may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment or at the time and place of regular meetings, with notice given as required by law. An adjourned meeting shall become a regular or special meeting depending upon its original purpose.

Adjourned regular and adjourned special meetings are open to the public.

***Policy Type: Operational Governance Policies*****4. Executive Sessions**

The Board of Directors may hold executive sessions during a regular or special meeting for any of the following reasons:

- (a) National security;
- (b) Selection of a site or the acquisition of real estate by lease or purchase or minimum price at which real estate would be offered for sale or lease, when the board determines publicity regarding such consideration would cause a likelihood of increased/decreased price;
- (c) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;
- (d) Hearing complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing;
- (e) Conferring with legal counsel to discuss pending or contemplated litigation, settlement offers, or matters of a similarly sensitive nature;
- (f) Planning or adopting the strategy or position to be taken during the course of collective bargaining negotiations, grievance or mediation proceedings, or reviewing the proposals made in such negotiations or proceedings while in progress.
- (g) Other reasons as allowed by law.

Executive sessions are closed to the public. Any minutes or notes taken at these sessions may be withheld from the public.

**5. Study Sessions**

The board will meet in study sessions as determined by the Board approved annual calendar. No board vote will be taken at these meetings. Any schedule changes will be announced on the district web site and through notification of local media.

Study sessions provide the board an opportunity to study topics in-depth.

Study sessions may also be used as an opportunity to meet with selected groups and persons whose insights and opinions will be helpful to the Board. These meetings will be called linkage sessions.

Study Sessions are open to the public.

## ***Policy Type: Operational Governance Policies***

### **6. Closed Sessions**

The Open Public Meetings Act does not apply to certain Board activities and public notice is not required prior to holding a closed session for any of the following purposes:

- a. Quasi-judicial hearings required by statute or Washington Administrative Code to be held by the board to consider such matters as the discharge or non-renewal of an employee or expulsion or suspension of a student are not special or regular meetings within the meaning of this policy. All such hearings shall be conducted in the manner and upon such notice as provided by statute or rule.
- b. Collective bargaining sessions with employee organizations or professional negotiations with an employee, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement, or when the Board is planning or adopting the strategy or position to be taken during the course of collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress while in progress.

Closed sessions are closed to the public.

### **Attendance at Board Meetings**

Whenever possible each Board Director shall give advance notice to the president and superintendent of his/her inability to attend a Board meeting.

- A majority of the Board may excuse a Board Director's absence from a meeting if the absence is for reasons other than illness or active or training military duty, and if requested to do so.
- The Board may declare a Board Director's position vacant after four (4) consecutive unexcused absences from regular board meetings.
- If a Board Director is on active duty or training status with the military, the Board shall grant an extended leave of absence to cover the period of service or training. The extended leave of absence may not have the effect of extending the Board Director's term. The Board also has the authority to appoint a temporary successor to the absent Board Director's position. The temporary successor shall serve until the Board Director returns or the end of the Board director's term.

***Policy Type: Operational Governance Policies***Meeting Conduct

- All board meetings will be conducted in an orderly and business-like manner using Roberts Rules of Order (Revised) as a guide, except when such rules are superseded by Board bylaws or policies.
- The order of business will be that indicated in the agenda. Any additions or changes in the prepared agenda may be requested by the superintendent or a Board member and must be approved by majority vote of the Board members present.
- All votes on motions and resolutions shall be by “voice” vote unless an oral roll call vote is requested by a member of the Board.
- No action shall be taken by secret ballot at any meeting required to be open to the public.

Audience Participation

- The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of such comment, the Board will provide a thirty (30) minute period at the beginning of the meeting during which visitors may express an opinion. Each individual is provided up to three (3) minutes.
- Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.

Minutes

- The Secretary of the Board shall keep minutes of all board meetings.
- Minutes become official after approval by the Board and shall be retained and archived as a permanent record of the District, as required by law.
- Minutes shall be comprehensive and shall show:
  1. The date, time and place of the meeting.
  2. The presiding officer.
  3. Board Members in attendance.
  4. Items discussed during the meeting and the results of any voting that may have occurred.
  5. Action to recess for executive session with a general statement of the purpose.
  6. Time of adjournment.
  7. Signature of presiding officer and date minutes approved.

**Policy Type: Operational Governance Policies**Recordings

- Regular board meetings shall be broadcast live, recorded, and posted to the District's website within two days.
- Executive and closed sessions are never broadcasted or recorded.
- Special meetings or study sessions may be broadcast or recorded, if feasible.
- Recorded meetings shall be maintained on file and archived accordingly, as required by law.

Adopted: XX.XX.XX

Legal References: RCW 28A.320 Provisions applicable to all districts  
 RCW.28A.330.100 Additional powers of the Board  
 RCW 28A.343.380 Directors – Meetings  
 RCW 28A 42.30 Open Public Meetings Act  
 RCW 42.30.110 Executive sessions  
 RCW 42.30.140 Chapter controlling – Application  
 RCW 28A.343.390 Directors — Quorum — Failure to attend meetings  
 RCW 73.16.041 Leaves of absence of elective and judicial officers  
 RCW 28A.330.030 Duties of president  
 RCW 28A.320.040 Directors — Bylaws  
 RCW 28A.330.070 Office of Board — Records available for public inspection  
 RCW 42.30.060 Open Public Meetings — Voting by secret ballot prohibited  
 Ch.42 U.S.C. §§ 12101-12213, Americans with Disabilities Act

***Policy Type: Operational Governance Policies*****Quorum**

A majority of the members of the board present at a meeting shall constitute a quorum for the transaction of the business of a regular meeting. "Present" or "in attendance" is defined as either physically present or present via a telecommunication platform as described below. When a quorum of three are present at any meeting, it shall be the practice to defer to another meeting any action which lacks unanimous concurrence. Should there be less than three members of the board present at a regular meeting, a time for the adjourned meeting shall be set by the members present, and such adjourned meetings shall be deemed a regular meeting. Adequate notice of the adjourned meeting shall be given to the absentee members.

Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform—including videoconference or teleconference-- that provides, at a minimum, simultaneous aural communication between those present.

Adopted: XX.XX.XX

Legal References:	RCW 28A.320	Provisions applicable to all districts
	RCW.28A.330.100	Additional powers of the Board
	RCW 28A.343.390	Directors – Quorum
	RCW 28A 42.30	Open Public Meetings Act

## ***Policy Type: Operational Governance Policies***

### **Board Organization**

At the second regular meeting in January, the board shall elect from among its members a president and a vice president to serve one-year terms. Officers shall not be elected following the appointment of a director to fill a vacancy on the board unless a majority of the board is appointed. If a board member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the president and the vice president, the board shall elect a president pro tempore who shall perform the functions of the chair during the latter's absence. The superintendent shall act as board secretary.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the minutes of the previous meeting:

1. Welcome and introduction of newly-elected board members by the current president.
  2. Give facilitation of meeting to Superintendent for nominations.
  3. Call for nominations for president to serve during the ensuing year by Superintendent.
  4. ~~3~~Election of a president through roll call vote
  5. ~~4~~ Assumption of office by the new president, who now facilitates nominations
  6. ~~5~~ Call for nominations for vice president to serve during the ensuing year.
  7. ~~6~~ Election of a vice president through roll call vote
  8. ~~7.~~Call for nominations for legislative representative to serve during the ensuing year
  9. Election of a legislative representative
- No person shall be declared elected or selected unless he or she receives a majority vote of all the members of the board.
  - Policies shall continue from year to year and board to board until and unless the board changes them.

Adopted: XX.XX.XX

Legal Reference: RCW 28A.330.010 Board President, Vice President, or President Pro Tempore – Secretary  
RCW 28A.330.020 Certain board elections, manner, and vote required – Selection of personnel, manner

## ***Policy Type: Operational Governance Policies***

### **ORIENTATION OF DIRECTORS**

The Board will support newly-elected or appointed directors to understand the governing model, policies and procedures of the Board and Administrative Regulations of the District. To facilitate this process, new directors will be provided with:

- Information and training on Coherent Governance model
- Training on Open Government, as required by law
- Electronic access to:
  - Board Policies and District Administrative Policies/Regulations;
  - WSSDA publications (e.g., Open Public Meetings, Conflict of Interest, Parliamentary Procedure);
  - Results for the District and strategic plan, if developed;
  - Student rights, responsibilities, and conduct;
  - District staff handbook;
  - Collective bargaining agreements;
  - District budget;
  - Financial status reports (most recent copies);
  - Board minutes (past year);
  - Access to relevant district data; and
  - Staff member job descriptions and staff organizational charts.

The Board president or a designee and the superintendent will assist each new director in the review of these materials and will review the role and function of the various administrators employed by the District, which shall include in person meetings with cabinet level staff members. The orientation should be completed within 90-days of being seated on the Board of Directors.

The orientation will include, as per District Regulation, how to:

1. arrange for visits to schools and administrative offices,
2. request information regarding school operations,
3. respond to a complaint concerning staff or program, and
4. handle confidential information.

Directors will be encouraged to attend meetings, workshops, and conferences to increase their knowledge and competencies.

Adopted: XX.XX.XX



OPERATIONAL EXPECTATIONS (OE) 3-4  
REASONABLE INTERPRETATION AND INDICATORS, APPROVAL

January 13, 2020

SITUATION

The Operational Expectations (OE) reasonable interpretation and indicators for OE-3 and 4 are now being submitted for approval. The board had an opportunity to review and discuss the interpretation and indicators for OE-3 and 4 at the December 9 study session.

- OE-3, Treatment of Community Stakeholders
- OE-4, Personnel Administration

RECOMMENDATION

The Board of Directors approves the reasonable interpretation and indicators for OE-3, Treatment of Community Stakeholders, and OE-4, Personnel Administration, as presented.

## OPERATIONAL EXPECTATIONS (OE) POLICY

### OE-3 Treatment of Community Stakeholders

<input checked="checked" type="checkbox"/> Reasonable Interpretation and Indicators (RI)	_____	Date
_____ Monitoring Report	_____	Date for Remonitoring

#### **SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy, OE-3, Treatment of Community Stakeholders, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

☒ Has reasonably interpreted the Board's values

\_\_\_\_\_ Is Compliant

\_\_\_\_\_ Is Compliant with the exceptions noted

\_\_\_\_\_ Is Non-Compliant

Executive Summary:

Signed: \_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_

#### **BOARD ACTION:**

With respect to Operational Expectations Policy, OE-3, Treatment of Community Stakeholders, the Board finds that the organization:

\_\_\_\_\_ Has reasonably interpreted the Board's values

\_\_\_\_\_ Has failed to reasonably interpret the Board's values

\_\_\_\_\_ Is Compliant

\_\_\_\_\_ Is Compliant, with the exception of specific policy sub-parts

\_\_\_\_\_ Is Non-Compliant

Commendations/Direction:

Signed: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

### OE-3: Treatment of Community Stakeholders

**The Superintendent shall maintain an organizational culture that treats families and members of the community with respect, dignity, and courtesy.**

**Superintendent Interpretation:**

- I interpret “maintain an organizational culture” to mean that the school district and all employees operate using the core values of trust, respect, honesty, caring and integrity to guide their interactions with each other and with stakeholders outside the organization.
- I interpret “treats families and members of the community with respect, dignity, and courtesy” to mean that the school district values individual differences of opinion, reasonably includes people in decisions that affect them, provides open and honest communication and maintains an open, responsive and welcoming environment.

**The Superintendent will:**

**3.1 Protect confidential information**

**Superintendent Interpretation:**

- I interpret “protect information” to mean that the school district will follow the legal guidelines to assure that confidential information is only shared with legally authorized individuals.
- I interpret “confidential information” to mean that the school district will have systems and a process in place to assure that confidential information, defined as being protected under federal or state law, is only retrievable by authorized personnel. Electronic systems have been created, maintained, and consistently updated to assure the protection of private data. All technology systems have multiple levels of security.

**Indicators of Compliance:**

- Percentage of Uniform Complaint Procedure (a written statement alleging discrimination, harassment or a violation of a federal or state law or regulation) claims related to breach of confidentiality or violations of the Family Education Rights and Privacy Act
- All computer systems are password protected and users are assigned with appropriate security credentials to access resources
- All computers have up-to-date security protocols for information systems (such as a data back- up systems in place, up-to-date firewalls, and regular security audits)
- The District has policies that govern the protection of confidential information.

**Evidence of Compliance:**

In Compliance

Not In Compliance

**Board Findings:**

In Compliance

Not In Compliance

**The Superintendent will:**

**3.2 Effectively handle complaints.**

**Superintendent Interpretation:**

- I interpret “effectively handle” to mean that the school district has a system in place that is designed to routinely review and appropriately and completely respond to all district complaints.
- I interpret “effective handling of complaints” to mean that complaints or concerns are received, reviewed and responded to in a timely manner using an appropriate and respectful approach and acted upon whenever necessary.
- The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race,

<p>ancestry, national origin, religion, color, mental or physical disability or age in any program or activity that receives or benefits from state financial assistance</p> <ul style="list-style-type: none"> <li>• I interpret “complaints” to be written or oral statements that express discontent with aspects of district operations or those that identify specific grievances an expression of displeasure.</li> <li>• Uniform complaint procedures shall be used when addressing complaints alleging failure to comply with state and/or federal laws.</li> </ul>		
<p><b>Indicators of Compliance:</b></p> <ul style="list-style-type: none"> <li>- Number of uniform complaints filed.</li> <li>- Percentage of complaints investigated and resolved in within the required timelines.</li> <li>- Percentage of appealed claims.</li> </ul>		
<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

<p><b>3.3 Protect against any retaliation and illegal discrimination.</b></p> <p><b>Superintendent Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Protect: prevent or provide safeguards</li> <li>• Retaliation: Act of revenge</li> <li>• Illegal discrimination: Unlawful treatment that violates Federal and/or State laws.</li> </ul>		
<p><b>Indicators of Compliance:</b></p> <ul style="list-style-type: none"> <li>– Complaints and concerns are promptly addressed in accordance with applicable district policy and procedures and state/federal laws.</li> </ul>		
<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

<p><b>The Superintendent will:</b></p> <p><b>3.4. Maintain a systemic organizational culture that:</b></p> <ol style="list-style-type: none"> <li>Values individual differences of opinion;</li> <li>Reasonably includes people in decisions that affect them;</li> <li>Provides open and honest communication in all written and interpersonal interactions;</li> <li>Focuses on common achievement of the Board’s <i>Results</i> policies;</li> <li>Is open, responsive, respectful, and welcoming; and</li> <li>Provides access to appropriate information about school and district programs and academic progress.</li> </ol> <p><b>Superintendent Interpretation:</b></p> <ul style="list-style-type: none"> <li>• I interpret “Systemic organizational culture” to mean that there is an expected level of service that is pervasive throughout the district, its buildings and operations.</li> <li>• I interpret “values individual differences of opinion” to mean that the district seeks and incorporates multiple perspectives.</li> <li>• I interpret “reasonably includes people in decisions that affect them” to mean that stakeholder perspectives are appropriately incorporated whenever possible when making decisions that impact them.</li> <li>• I interpret “provides open and honest communication in all written and interpersonal interactions” to mean that the school district provides accurate and truthful information in all forms of communication and makes every effort to be open and transparent while following confidentiality laws and district processes and timelines.</li> </ul>		
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<ul style="list-style-type: none"> <li>• I interpret “focuses on common achievement” to mean that the Superintendent and staff shall use opportunities to educate and inform the public about the district’s academic goals, measures, and progress.</li> <li>• I interpret “maintains an open, responsive, respectful, and welcoming” to mean that the school district is a safe environment for stakeholders to offer perspectives. The district responds to complaints or requests by listening and acting in a fair manner. The district welcomes and includes stakeholders from all aspects of the district when possible or appropriate.</li> <li>• I interpret “provides access to appropriate information” to mean the ability to obtain information that educates and informs district stakeholders through school and district communication mechanisms.</li> <li>• I interpret “school and district programs” to mean activities that reflect the programs and services offered at each school as part of the range of district opportunities including everything pertaining to a basic education.</li> <li>• I interpret “academic progress” to mean formal and informal opportunities and documents that indicate a level of mastery or proficiency and reflect the ongoing success of the student in achieving expected outcomes of a course of study or grade level standards.</li> </ul>		
<b>Indicators of Compliance:</b> <ul style="list-style-type: none"> <li>- The District monthly hosts community forums, focus groups, committees with a variety of stakeholders throughout the district.</li> <li>- The District communicates on a semi-annual basis regarding its strategic goals and progress towards those goals.</li> <li>- At least ninety-five percent of respondents indicating agree completely, agree mostly, or agree slightly on the characteristic “high levels of family and community involvement” on Nine Characteristics Survey.</li> <li>- At least ninety-five percent of respondents indicating agree completely, agree mostly, or agree slightly on the characteristic “high levels of collaboration and communication” on Nine Characteristics Survey.</li> </ul>		
<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

### 3.5 Actively encourage community volunteers.

#### Superintendent Interpretation:

- I interpret “actively encourage community volunteers” to mean providing information about District volunteer opportunities in a manner that conveys an appreciation and invitation to be involved in a capacity that does not receive monetary compensation in Lake Washington School District, and ongoing initiatives that result in repeated volunteer activities.

#### Indicators of Compliance:

- The number of district published opportunities that provide ongoing information about volunteer opportunities.
- The number and percentage of volunteers who renew their application after their first two years of approval.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

## OPERATIONAL EXPECTATIONS (OE) POLICY

### OE-4 Personnel Administration

<input checked="checked" type="checkbox"/> Reasonable Interpretation and Indicators (RI)	_____	Date
_____ Monitoring Report	_____	Date for Remonitoring

#### **SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy, OE-4, Personnel Administration, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

☒ Has reasonably interpreted the Board's values

\_\_\_\_\_ Is Compliant

\_\_\_\_\_ Is Compliant with the exceptions noted

\_\_\_\_\_ Is Non-Compliant

Executive Summary:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

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#### **BOARD ACTION:**

With respect to Operational Expectations Policy, OE-4, Personnel Administration, the Board finds that the organization:

\_\_\_\_\_ Has reasonably interpreted the Board's values

\_\_\_\_\_ Has failed to reasonably interpret the Board's values

\_\_\_\_\_ Is Compliant

\_\_\_\_\_ Is Compliant, with the exception of specific policy sub-parts

\_\_\_\_\_ Is Non-Compliant

Commendations/Direction:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

#### OE-4: Personnel Administration

**The Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of district employees in a manner necessary to enable the District to achieve its Results policies.**

**The Superintendent will:**

**Superintendent Interpretation:**

- I interpret “recruitment” to mean efforts to attract and select the most talented and diversified pool of candidates.
- I interpret “employment” to mean work defined by the District for anyone who receives monetary compensation for services rendered.
- I interpret “development” to mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- I interpret “evaluation” to mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee consistent with OE-4.8 and provides support and feedback to facilitate continuous improvement and growth.
- I interpret “compensation” to mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- I interpret “district employee” to mean anyone who receives compensation in exchange for services.

**4.1 Assure that no person is employed by the district without first clearing thorough background inquiries and checks.**

**Superintendent Interpretation:**

- I interpret this statement to mean that prior to an offer of employment, required processes are followed to assure a candidate has no history or record that would prevent their employability.

**Indicator of Compliance:**

- 100% of employees are screened through a consistent reference check process.
- 100% of employees meet minimum qualifications as stated on the job posting.
- 100% of employees have the educational, certificate, and endorsement as required by the job posting.

**Evidence of Compliance:**

In Compliance

Not In Compliance

**Board Findings:**

In Compliance

Not In Compliance

**4.2 Select only highly qualified and the best-suited candidates for all positions.**

**Superintendent Interpretation:**

- I interpret “highly qualified” to mean that the individual holds the appropriate degree, certification, or licensure, and/or specific knowledge and skills required for a position.
- I interpret “best-suited” to mean candidate selection aligns with the criteria and expectations of the position and the expectations of the hiring committee, director, and/or superintendent.

**Indicator of Compliance:**

- The percentage of staff renewed following the first year of employment is no less than 95%.
- The district has a documented valid and reliable hiring process.
- 100% of contracted employees meet the requirements according to contract specifications.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**4.3 Ensure recruitment and retention practices that are equitable to support a diverse workforce that is representative of the community and student body.**

**Superintendent Interpretation:**

- I interpret “representative of the community and student body” to mean that the ethnicity percentages of the District staff align with the District’s student ethnicity percentages.

**Indicator of Compliance:**

- The district has a written plan designed to increase workforce diversity.
- The district implements specific strategies and programs to engage and retain diverse workforce.
- The district demonstrates increasing diversity of the workforce using reportable data.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**4.4 Effectively handle complaints and concerns.**

**Superintendent Interpretation:**

- I interpret “effectively handle” to mean that the school district has a system in place that is designed to routinely review and appropriately and completely address all district complaints.
- I interpret “effective handling of complaints” to mean that complaints or concerns are received, reviewed and responded to in a timely manner using an appropriate and respectful approach and acted upon whenever necessary.
- The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability or age in any program or activity that receives or benefits from state financial assistance
- I interpret “complaints” to be written or oral statements that express discontent with aspects of district operations or those that identify specific grievances an expression of displeasure.
- Uniform complaint procedures shall be used when addressing complaints alleging failure to comply with state and/or federal laws.
- I interpret “concerns” to mean disagreement, dissatisfaction, or questions related issues that are perceived to affect working conditions or experience of staff. Concerns are interpreted to be different than complaints in that there is not a legal threshold that governs response timelines or procedures.

**Indicator of Compliance:**

- 100% of complaints are resolved within required timelines according to law.
- 100% of concerns are resolved using district protocols, procedures, in alignment with collective bargaining agreement requirements.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance



#### **4.5 Maintain adequate job descriptions for all staff positions.**

##### **Superintendent Interpretation:**

- I interpret “adequate job descriptions” to mean the District keeps current and accurate outlines of employment duties that reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

##### **Indicator of Compliance:**

- Job descriptions are documented and will accurately reflect the job duties, essential functions, knowledge, skills, and abilities of the employees and will be maintained by the Human Resources department.
- Human Resources implements a documented process to ensure all job descriptions are reviewed and updated in a timely manner.

##### **Evidence of Compliance:**

In Compliance

Not In Compliance

##### **Board Findings:**

In Compliance

Not In Compliance

#### **4.6 Protect confidential information.**

##### **Superintendent Interpretation:**

- I interpret “protect” to mean the District has established protocols to maintain and preserve employee information in accordance with applicable law.
- I interpret “confidential” to mean controlled access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

##### **Indicators of Compliance:**

- The District maintains specific safeguards to ensure compliance with required confidentiality of district staff information.
- Any report of a breach of confidentiality by any central office or District staff member is thoroughly investigated and appropriate action taken.

##### **Evidence of Compliance:**

In Compliance

Not In Compliance

##### **Board Findings:**

In Compliance

Not In Compliance

#### **4.7 Assure that compensation, benefit plans, and working conditions attract and retain high-quality employees by compensating employees, within available and projected resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.**

##### **Superintendent Interpretation:**

- I interpret “compensation and benefit plans” to mean that District salaries and benefits are commensurate with equivalent positions when compared to similar school districts.
- I interpret “working conditions” to mean the environment where staff spends a majority of time engaged in assigned duties.
- I interpret “applicable marketplace” to those organizations in our local, state and regional demographics which serve as relevant models for comparability of compensation and working conditions.
- I interpret “organizations” to mean school districts and relevant business/industry.

<b>Indicators of Compliance:</b>		
<ul style="list-style-type: none"> <li>- Compensation will be established for employees to maintain a competitive stance, given affordability due to budget.</li> <li>- District climate survey indicates the number of staff who are satisfied with working conditions. Baseline year 2019-20.</li> <li>- The district retention metrics are commensurate with industry averages.</li> <li>- Staff are provided the opportunity to complete an exit survey when leaving the district.</li> </ul>		
<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**4.8 Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Results policies and their compliance with the Operational Expectations policies.**

**Superintendent Interpretation:**

- I interpret "evaluate" to mean the assessment of employee's work based on LWSD Results and Operational Expectations policies and defined expectations and standards.
- I interpret "achieving" to mean employee performance contributes to accomplishing District goals.
- I interpret "compliance" to mean employees are assessed pursuant to the appropriate evaluation.

**Indicators of Compliance:**

- 100% of all certificated staff and Educational Staff Associates (ESAs) are evaluated in accordance with state laws using the Charlotte Danielson Instructional Framework.
- 100% of all principals and assistant principals are evaluated in accordance with state laws using the AWSP Leadership Framework.
- 100% of Central Leadership administrators are evaluated annually using the LWSD Central Leadership framework.
- 100% of all classified administrators and staff are evaluated annually using the LWSD designated forms.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**4.9 Assure that all staff members are qualified and trained to perform the responsibilities assigned to them.**

**Superintendent Interpretation:**

- I interpret "qualified" to mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.
- I interpret "trained" to mean employees are given instructions, coached, and given feedback to learn assigned job responsibilities.

**Indicator of Compliance:**

- Staff is evaluated as proficient or higher on their annual performance evaluation.
- District staff receives required training annually.
- District provides ongoing training opportunities for all job classifications.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**4.10 Maintain an organizational culture that attracts, retains, and positively affects the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support, courtesy, and respect.**

**Superintendent Interpretation:**

- I interpret “organizational culture” to mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted.
- I interpret “responsibly perform their jobs” to mean employees fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- I interpret “environment of support, courtesy, and respect” to mean a respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

**Indicator of Compliance:**

- District climate survey indicates the percentage of staff believes the District culture allows them to work in an environment of support and courtesy. Baseline year.
- 100% of staff receive required training annually.
- 100% of staff have access to job relevant professional learning.

**Evidence of Compliance:**

In Compliance

Not In Compliance

**Board Findings:**

In Compliance

Not In Compliance

**4.11 Reasonably include personnel in decisions that affect them.**

**Superintendent Interpretation:**

- I interpret this statement to mean that when appropriate and timely, staff are asked and able to share and contribute their insight into matters that will impact them personally and/or professionally.

**Indicator of Compliance:**

- Percent of staff who complete an annual district and school surveys. Baseline year 2019-20.
- The percent of staff either “agree” or “strongly agree” with the survey statements will positively trend over three or more years. Baseline year 2019-20.
- Staff member participation and representation on district and building committees, task forces, focus groups and teams.

**Evidence of Compliance:**

In Compliance

Not In Compliance

**Board Findings:**

In Compliance

Not In Compliance

The Superintendent may not:

**4.12 Retaliate against any employee for initiating a legitimate complaint based upon an alleged violation of policy.**

**Superintendent Interpretation:**

- I interpret “retaliate” to mean a negative action that violates employee rights.
- I interpret “initiating” to mean bringing a written document to initiate action without coercion by an employee, supervisor or administrator.
- I interpret “legitimate complaint” to mean a written statement of all claims in accordance with established district procedures.
- I interpret “alleged violation of policy” to mean an action or situation that is presumed to be outside of the established parameters of expected District protocols.

**Indicator of Compliance:**

- 100% of formal employee complaints reported (according to district policy and procedures) to the office of the Superintendent are investigated without any retaliation toward the reporting employee.

**Evidence of Compliance:**

In Compliance

Not In Compliance

**Board Findings:**

In Compliance

Not In Compliance

RESULTS 1-3  
REASONABLE INTERPRETATION AND INDICATORS, APPROVAL

January 13, 2020

SITUATION

The Results (R) reasonable interpretation and indicators are now being submitted for approval. The board has had an opportunity to review and discuss the interpretation and indicators for R-1, R-2, and R-3 at the September 9 and November 18 study sessions.

- R-1, Mission of Lake Washington School District
- R-2, Academic Content Knowledge and Skills
- R-3, Life Skills and Citizenship

RECOMMENDATION

The Board of Directors approves the reasonable interpretation and indicators for Results-1, Mission of the Lake Washington School District; Results-2, Academic Content Knowledge and Skills; and Results-3, Life Skills and Citizenship as presented.

## RESULTS (R) POLICY

### R-1 Mission of Lake Washington School District

<input checked="" type="checkbox"/>	Reasonable Interpretation and Indicators (RI)	_____	Date
<input type="checkbox"/>	Monitoring Report	_____	Date for Re-monitoring

#### **SUPERINTENDENT CERTIFICATION:**

With respect to Results Policy, R-1, Mission of Lake Washington School District, the Superintendent certifies that the proceeding information is accurate and complete and that the organization:

\_\_\_\_\_ Has reasonably interpreted the Board's values

Executive Summary:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

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#### **BOARD ACTION:**

With respect to Results Policy, R-1, Mission of Lake Washington School District, the Board finds that the organization is:

\_\_\_\_\_ Has reasonably interpreted the Board's values

\_\_\_\_\_ Has failed to reasonably interpret the Board's values

Commendations/Direction:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

## R-1: MISSION OF LAKE WASHINGTON SCHOOL DISTRICT

Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Every student will be *Future Ready*:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

### Superintendent Interpretation:

Students must have opportunities to learn a rich curriculum in inclusive classrooms and have access to learning opportunities that encourage ongoing growth and development. Every student can learn and achieve at high levels and it is our responsibility to help each student learn, grow, and be challenged while they acquire knowledge and skills that will help them be successful in an ever- changing world. Students must be equipped to lead a life that is personally rewarding and professionally meaningful.

Further, I define these terms to mean the following:

- **Each Student:** Every child enrolled in Lake Washington School District school or program
- **Graduate:** Student who completes the required course of study in Lake Washington School District
- **Prepared:** Equipped to move to the pursuit of their choice for school, work, and life
- **Rewarding Life:** Able to participate in activities that are of interest and add value personally and globally
- **Responsible Life:** Ready to assume obligations and duties with reliability and support the ability to be a self-sufficient adult
- **Contributing Member:** Able to participate in meaningful activities that promote well-being, community involvement, and an awareness of being part of the greater good in society
- **Community:** The broader group of people, places, and activities that include common interests, work, identity, and location opportunities
- **Greater Society:** The connections of multiple communities and mindset that understands the interconnectedness of one's own existence with the world around them
- **College:** Place of higher learning after high school that provides education and grants degrees or certification in an area of interest and aptitude
- **Global:** The broad scope of mindset and skills that include all places rather than a limited view of place and connection
- **Workplace:** A place where people are employed and expected to possess the skills necessary for success
- **Personal:** Important to the individual interests, skills, and development of every person
- **Success:** The achievement of something desired or worked for that aligns with personal and professional goals and aspirations

Indicators	Targets	
	All	Student Groups <sup>2</sup>
% of students graduating in 4 years (on-time rate)	>95%	Top 2 of 10 benchmarking districts <sup>3</sup>
% of students not dropping out of school during high school	>98%	4-year rate of change for focus student groups <sup>4</sup> is positive and greater than the rate of change for comparative groups
% of students graduating in 7 years (extended rate)	>98%	
% of graduates enrolling in a post-secondary institution within 2 years	>85%	4-year rate of change for focus student groups <sup>4</sup> is positive and greater than the rate of change for comparative groups
% of graduates completing at least one dual credit course with a B or higher during high school	>95%	
% of 9 <sup>th</sup> graders earning credit for all courses attempted	>95%	
% of 10 <sup>th</sup> graders meeting the college and career readiness benchmark score on the evidence-based reading/writing section of the PSAT	>90%	
% of 10 <sup>th</sup> graders meeting the college and career readiness benchmark score on the math section of the PSAT	>80%	

<sup>1</sup> As measured by data from National Student Clearinghouse.

<sup>2</sup> Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

<sup>3</sup> Benchmarking districts defined as districts in Washington State with >4000 students with a free/reduced lunch rate of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island.

<sup>4</sup> Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance



## RESULTS (R) POLICY

### R-2 Academic Content Knowledge and Skills

<input checked="" type="checkbox"/>	Reasonable Interpretation and Indicators (RI)	_____	Date
_____	Monitoring Report	_____	Date for Re-monitoring

#### **SUPERINTENDENT CERTIFICATION:**

With respect to Results Policy, R-2, Academic Content Knowledge and Skills, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

\_\_\_\_\_ Has reasonably interpreted the Board's values

Executive Summary:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

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#### **BOARD ACTION:**

With respect to Results Policy, R-2, Academic Content Knowledge and Skills, the Board finds that the organization is:

\_\_\_\_\_ Has reasonably interpreted the Board's values

\_\_\_\_\_ Has failed to reasonably interpret the Board's values

Commendations/Direction:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

## R-2: ACADEMIC CONTENT KNOWLEDGE AND SKILLS

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems.

Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in:

### Superintendent Interpretation:

Every student will demonstrate academic achievement to their fullest potential and be equipped with the ability to successfully apply their learning in multiple settings.

- **Mastery:** Students demonstrate a pre-determined level of achievement before moving on.
- **Content Knowledge:** Facts, concepts, principles and theories that students must “know” or understand as part of a course or subject. Required content knowledge is typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to “do” as part of the course or subject. Required skills are typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Competency:** The ability to express a concept or perform a skill successfully.
- **Create:** To make or produce something original or new; to turn ideas into action.
- **Collaborate:** The ability to use team-related skills including effective management of team dynamics and challenges, making group decisions, and learning from and contributing to the learning of others.
- **Think Critically:** Evaluating information and arguments while observing patterns and connections, constructing meaningful knowledge, and applying information and experiences to the real world.
- **Solve Problems:** Finding solutions to an issue or challenge by defining, developing, selecting and implementing a solution.
- **Reasonable Progress:** Measurable, incremental improvement over time towards defined goals and established indicators.
- **Multiple Measures:** A variety of assessments or evaluations of student performance that may include classroom, district, and state assessments.

### 2.1 Literacy & Language

**2.1.1** Students will develop an interest in, and facility with the literacy and language skills necessary to comprehend, create, respond to, and engage with diverse texts, and reason with evidence while fostering an understanding of self and others that supports engaging with and effecting change in the world around them.

### Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in literacy and language skills and apply those skills to develop competencies that lead to academic, professional, and personal success.

Further, I define these terms to mean the following:

- **Interest:** Wanting to know or learn something based on individual preference, need, or enjoyment.
- **Facility:** The ability to do or learning something well that involves literacy and language skills.
- **Literacy:** The basic skills of reading and writing.
- **Language Skills:** Listening, speaking, reading and writing.
- **Comprehend:** The ability to understand the spoken word and written text to gain meaning from what one hears or reads.

- **Create:** The ability to make or produce something original or new.
- **Respond:** Sharing an informed reaction to text through verbal and written responses.
- **Engage:** Students are active participants and can respond to text by summarizing, analyzing, or evaluating what they read or hear.
- **Diverse Texts:** Students experience a variety of types of literature and informational content from multiple authors for a variety of purposes.
- **Reason with Evidence:** The ability to use relevant examples, citations, facts and/or information to support a line of thinking, conclusion, point of view, or argument.

Indicators	Targets	
	All	Student Groups <sup>1</sup>
% of grade 2 students meeting end of year benchmark on DIBELS Next (reading assessment)	>90%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of grade 3, 5, 8 and 10 students meeting state standards on Smarter Balanced English Language Arts (ELA) assessment	>90%	Top 2 of 10 benchmarking districts <sup>2</sup>  4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of grade 9 students earning full ELA credit with a grade of C or higher	>95%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of ELL students making sufficient progress as measured on the English Language Proficiency Assessment for the 21 <sup>st</sup> Century (ELPA21)	>90%	n/a

- <sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners (ELL); students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), White
- <sup>2</sup> Benchmarking districts defined as districts with >4000 students with a free and reduced lunch (FRL) of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, and Mercer Island
- <sup>3</sup> Focus student groups include: students receiving special education services, English Language Learners, students from low-income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

## 2.2 Mathematical Reasoning and Practices

**2.2.1** Students will become increasingly proficient in mathematics, learning math concepts and develop math skills fluency and reasoning, enabling them to understand mathematical information and challenges that are part of personal and professional competencies.

### Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in math on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Further, I define these terms to mean the following:

- **Proficient:** Having a defined degree of competence or skill as indicated by formative and summative assessments.
- **Concepts:** Abstract mathematical ideas, principles, operations and relations.
- **Skills fluency:** Carrying out mathematical operations using appropriate applications with accuracy.
- **Reasoning:** Using logical thoughts, explanations and justifications when engaging in mathematical challenges.
- **Mathematical challenges of daily life, society and the workplace:** Students experience mathematical ideas and problems in the contexts in which they naturally arise and have the skills to define and solve them accurately.

Indicators	Targets	
	All	Student Groups <sup>1</sup>
% of grade 3, 5, 8 and 10 students meeting state standards on Smarter Balanced mathematics assessment	>85%	Top 2 of 10 benchmarking districts <sup>2</sup>  4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of grade 9 students earning full math credit with a grade of C or higher	>95%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups

<sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), White

<sup>2</sup> Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, and Mercer Island

<sup>3</sup> Focus student groups include: students receiving special education services, English Language Learners, students from low-income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

## 2.3 Science

**2.3.1** Students will gain scientific knowledge and develop scientific habits of mind, the capacity to engage in scientific inquiry, and the ability to reason in a scientific context. Students should engage in the practices that encourage curiosity, inspire interest, and motivate problem-solving related to the challenges in our society.

### Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in science on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Further, I define these terms to mean the following:

- **Scientific Knowledge:** Ideas, concepts, principles acquired through methods of science.
- **Scientific Habits of Mind:** Patterns of intellectual behaviors that lead to productive actions.
- **Scientific Inquiry:** Using a continuous, incremental process that involves generating and testing hypotheses, and collecting evidence to reach evidence-based conclusions.
- **Ability to Reason:** Scientific inquiry requires critical thinking, analysis, application and evaluation of information from a variety of sources, establishing causal relationships and distinguishing them from associations.
- **Scientific Context:** Science deals with the observable, natural phenomena. The body of scientific knowledge evolves as new evidence comes in and prior knowledge is reexamined, analyzed and argued.
- **Curiosity:** The desire to seek out and consume scientific information.
- **Motivate:** To stimulate interest or enthusiasm for doing something.
- **Problem-Solving:** Finding solutions to an issue or challenge by defining the problem and developing, selecting and implementing a solution.
- **Challenges in our Society:** Students experience science skills and knowledge in the contexts in which they naturally arise. These can range from simple observation and investigation to applications and problems from science, engineering, the environment, business, etc.

Indicators	Targets	
	All	Student Groups <sup>1</sup>
% of grade 5, 8 and 11 students meeting state standards on the Washington Comprehensive Assessment of Science	>85%	Top 2 of 10 benchmarking districts <sup>2</sup>  4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
% of grade 9 students earning full science credit with a grade of C or higher	>95%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups

<sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), White

<sup>2</sup> Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, and Mercer Island

<sup>3</sup> Focus student groups include: students receiving special education services, English Language Learners, students from low-income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance											
<b>Board Findings:</b>	In Compliance	Not In Compliance											
<p><b>2.4 Social Studies</b></p> <p><b>2.4.1</b> Students will develop civic competence – the knowledge, intellectual process, and historical perspective, to be active and engaged participants in public life, demonstrating respect for the values of a diverse and democratic society.</p>													
<p><b>Superintendent Interpretation:</b></p> <p>Students must have the ability to use the tools, thinking, and practices of social studies to solve problems, make decisions, analyze issues from multiple perspectives as demonstrated by achievement that is at or above expected levels of proficiency on local and state assessments.</p> <p>Further, I define these terms to mean the following:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Facts, concepts, principles, and theories that students must know or understand as part of a social studies course. Required content knowledge is defined by “standards” or statements of what students should know and be able to do at each grade level.</li> <li>• <b>Intellectual Process:</b> The cognitive strategies involved in analysis and evaluation of information and ideas, decision-making, problem-solving, and inquiry.</li> <li>• <b>Historical Perspectives:</b> The social, cultural, intellectual, and emotional settings that shaped the lives and actions of people in the past.</li> <li>• <b>Active and engaged participants in public life:</b> Discussing, educating oneself, and participating in the aspects of social life which occur in public.</li> <li>• <b>Demonstrating Respect:</b> Showing, in word or action, regard for the feelings, wishes, rights, or traditions of others.</li> <li>• <b>Values:</b> Principles or standards of behavior that align with generally agreed upon judgments and ideas.</li> <li>• <b>Diverse Society:</b> One that has a representation of multiple identity groups and cultures.</li> <li>• <b>Democratic Society:</b> A system of government where citizens exercise power by voting.</li> </ul>													
<table border="1"> <thead> <tr> <th rowspan="2">Indicators</th><th colspan="2">Targets</th></tr> <tr> <th>All</th><th>Student Groups<sup>1</sup></th></tr> </thead> <tbody> <tr> <td>% of high school students earning 1.0 social studies credit grade by grade 10 with a grade of C or higher</td><td>&gt;85%</td><td>4-year rate of change for focus student groups<sup>2</sup> is positive and greater than the rate of change for comparative groups</td></tr> <tr> <td>% of high school students completing the state required high school civics course with a grade of C or higher (beginning in the 2020-21 school year)</td><td>&gt;95%</td><td>4-year rate of change for focus student groups<sup>2</sup> is positive and greater than the rate of change for comparative groups</td></tr> </tbody> </table> <p><sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), White</p> <p><sup>2</sup> Focus student groups include: students receiving special education services, English Language Learners, students from low-income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.</p>			Indicators	Targets		All	Student Groups <sup>1</sup>	% of high school students earning 1.0 social studies credit grade by grade 10 with a grade of C or higher	>85%	4-year rate of change for focus student groups <sup>2</sup> is positive and greater than the rate of change for comparative groups	% of high school students completing the state required high school civics course with a grade of C or higher (beginning in the 2020-21 school year)	>95%	4-year rate of change for focus student groups <sup>2</sup> is positive and greater than the rate of change for comparative groups
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<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance											
<b>Board Findings:</b>	In Compliance	Not In Compliance											

## 2.5 Computer Science and Information & Communication Technology

**2.5.1** Students will be empowered to learn in a digital world with the knowledge and skills, and digital citizenship necessary to responsibly innovate, compute, create, and effectively collaborate with others.

### Superintendent Interpretation:

Students must have opportunities that allow for every student to use digital tools to collaborate with technologies, contribute constructively, and explore local and global issues. The Board also expects students to achieve mastery on designated competencies and apply those competencies to other disciplines.

Further, I define these terms to mean the following:

- **Empowered:** Equipped with the skills and abilities to act with assurance.
- **Digital World:** One in which social, economic, and political activities are dependent on information and communication technologies.
- **Knowledge:** Facts, concepts, principles, and theories that students must know or understand as part of a course or subject. Required content is typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to “do” as part of the course or subject.
- **Digital Citizenship:** The norms of safe, appropriate, responsible, and empowered technology use to participate in society, communicate with others, and create and consume electronically available content.
- **Innovate:** To create a new method, idea, or product with the mindset of improving upon existing standards.
- **Compute:** To process and reason information through a variety of mechanisms including technology-based solutions and tools.
- **Effectively Collaborate:** The ability to successfully work together on a common problem with a shared purpose.

Indicator	Targets	
	All	Student Groups <sup>1</sup>
% of grades 3 and 5 students with a grade of 3 or higher on the “Information and Communication Technology” strand of the elementary report card	>95%	4-year rate of change for focus student groups <sup>2</sup> is positive and greater than the rate of change for comparative groups

<sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), white

<sup>2</sup> Focus student groups include: students receiving special education services, English Language Learners, students from low-income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

## 2.6 The Arts

**2.6.1** Students will be able to express themselves and make meaningful connections with others and the world around them through experiencing and appreciating the arts.

### Superintendent Interpretation:

Every student must have the opportunity to experience the visual and performing arts for exploration, communication, and self-expression. Students will develop appropriate mastery in art-related skills, and the ability to analyze, interpret, and make informed critical evaluations of works of art and artistic expression.

Further, I define these terms to mean the following:

- **Express themselves:** Using imagination and personal interpretation in the production of works intended to reflect personal ideas and interests.
- **Meaningful:** Worthwhile or purposeful and personally fulfilling.
- **Connections:** The ability to engage in relationships that allow for the exchange of ideas and information.
- **Experiencing:** The opportunity to directly observe and participate as a way to learn new things and apply knowledge and skills.
- **Appreciating:** Using knowledge to understand, enjoy, analyze, evaluate, interpret and make meaning.
- **The Arts:** Any branch or product of creative work.

Indicator	Targets	
	All	Student Groups <sup>1</sup>
% of high school students earning 1.0 arts credit grade by grade 10 with a grade of C or higher	>85%	4-year rate of change for focus student groups <sup>2</sup> is positive and greater than the rate of change for comparative groups

<sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), white

<sup>2</sup> Focus student groups include: students receiving special education services, English Language Learners, students from low-income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance



## 2.7 World Language

**2.7.1** Students will be equipped to communicate effectively in more than one language as part of a pluralistic society and global environment by having the ability to communicate effectively and interact with cultural understanding.

### Superintendent Interpretation:

All students will have the opportunity to learn, speak, read, listen, and write in a foreign language for understanding of a foreign culture and communication with people who use that language as their primary language and demonstrate proficiency by performing at or above designated course proficiency indicators.

Further, I define these terms to mean the following:

- **Equipped:** Prepared with the skills or knowledge necessary for a specific purpose.
- **Communicate Effectively:** The use of a variety of styles, modes, and tools (including digital tools) tailored for a range of audiences to share an intended message in a way that is understood.
- **Pluralistic Society:** A society in which many different groups with unique cultural identities and values representing many beliefs and points of view live together.
- **Global Environment:** The local and international interactions that influence how people and organizations operate.
- **Cultural Understanding:** Awareness and knowledge of differences between oneself and people with other beliefs, habits and social, economic and political backgrounds.

Indicators	Targets	
	All	Student Groups <sup>1</sup>
% of high school students earning 1.0 world language credit by grade 11 with a grade of C or higher	>85%	4-year rate of change for focus student groups <sup>2</sup> is positive and greater than the rate of change for comparative groups
% of graduates achieving the Seal of Biliteracy	>15%	4-year rate of change for focus student groups <sup>2</sup> is positive and greater than the rate of change for comparative groups

<sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), White

<sup>2</sup> Focus student groups include: students receiving special education services, English Language Learners, students from low-income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

### Evidence of Compliance:

In  
Compliance

Not In  
Compliance

### Board Findings:

In  
Compliance

Not In  
Compliance

## RESULTS (R) POLICY

### R-3 Life Skills and Citizenship

<input checked="" type="checkbox"/>	Reasonable Interpretation and Indicators (RI)	_____	Date
<input type="checkbox"/>	Monitoring Report	_____	Date for Re-monitoring

#### **SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy, R-3, Life Skills and Citizenship, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

\_\_\_\_\_ Has reasonably interpreted the Board's values

Executive Summary:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

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#### **BOARD ACTION:**

With respect to Operational Expectations Policy, R-3, Life Skills and Citizenship, the Board finds that the organization is:

\_\_\_\_\_ Has reasonably interpreted the Board's values

\_\_\_\_\_ Has failed to reasonably interpret the Board's values

Commendations/Direction:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

### R-3: LIFE SKILLS AND CITIZENSHIP

Each student will develop attributes necessary to lead a productive, rewarding, and responsible life as a contributing member of the community and greater society.

Accordingly, graduates from Lake Washington will be able to:

- 3.1 Question and think critically and creatively
- 3.2 Solve problems effectively
- 3.3 Make connections
- 3.4 Offer ideas and make contributions
- 3.5 Work well with others
- 3.6 Respect and value others
- 3.7 Exhibit civic responsibility
- 3.8 Maintain a local and global perspective
- 3.9 Exhibit a strong work ethic
- 3.10 Take personal responsibility
- 3.11 Demonstrate resiliency
- 3.12 Maintain balance

**Each student will develop attributes necessary to lead a productive, rewarding, and responsible life as a contributing member of the community and greater society.**

**Superintendent Interpretation:**

Students must have the supports necessary for them to grow and develop into adults that are prepared for college, the global workplace, and personal success. Today's students must have the ability to live and work in a diverse, complex, and rapidly changing world. Students need a variety of abilities to apply knowledge and skills to multiple situations relevant to the 21<sup>st</sup> century learner. These skills must be embedded throughout academic content areas.

**3.1 Question and think critically and creatively**

**Superintendent Interpretation:**

Critical and creative thinking skills are necessary in for students to make predictions, draw conclusions, analyze processes and solutions, and form reasonable explanations.

**3.2 Solve problems effectively**

**Superintendent Interpretation:**

Students must be able to follow processes and apply reasoning to arrive at solutions that can be justified and defended.

**3.3 Make connections**

**Superintendent Interpretation:**

Students must have the ability to draw on prior knowledge and experiences to make meaning and apply learning to multiple situations and subject areas. Students must be given opportunities to see how multiple ideas relate and connect to one another and to a variety of real-life experiences.

### **3.4 Offer ideas and make contributions**

#### **Superintendent Interpretation:**

Students must have the ability to communicate the relationships between concepts and ideas, explain the value of these relationships, and offer their thinking and support to others in useful and helpful ways.

### **3.5 Work well with others**

#### **Superintendent Interpretation:**

Students must be able to collaborate with other students in multiple settings, including small and large groups. They must interact with others to around a central goal, learning and working together productively while also learning from one another.

### **3.6 Respect and value others**

#### **Superintendent Interpretation:**

Students must have the ability to work with students from a variety of cultures, backgrounds, and experiences. Students must understand their own experience in relationship to the perspectives of others.

### **3.7 Exhibit civic responsibility**

#### **Superintendent Interpretation:**

Students must have opportunities that are helpful to the community and involve citizens working for the common good. The goal of the Lake Washington School District is to foster a lifelong commitment to active community engagement that identifies and addresses challenges and needs both locally and globally.

### **3.8 Maintain a local and global perspective**

#### **Superintendent Interpretation:**

Students must be able to understand issues and ideas within the context of their communities and a wider context. Students must have the opportunity to interact with complex social, economic, and political issues and understand the resulting impact on communities and people.

### **3.9 Exhibit a strong work ethic**

#### **Superintendent Interpretation:**

Students must understand the importance of developing good habits necessary for a successful future. Students must develop the ability to focus on a specific task, stay motivated to persevere over time to complete work on a designated schedule, demonstrate excellence and attention to quality, and understand the daily demands of the modern workplace such as punctuality and responsibility. Students also need to experience the satisfaction that results when good work is recognized.

### **3.10 Take personal responsibility**

#### **Superintendent Interpretation:**

Students must develop the ability to take ownership of their own behavior and the consequences – positive and negative – that come from their choices. Students must also make the connection between their actions and their ability to experience joy and control of their circumstances.

### 3.11 Demonstrate resiliency

#### Superintendent Interpretation:

Students must develop the ability to overcome challenges of all kinds and continue to grow, getting stronger, wiser, and more personally able to face additional challenges and difficult circumstances. Students must understand the importance of maintaining a positive attitude while taking steps to deal with adverse situations over time, understanding that stress and hardships are part of life and they are capable of successfully overcoming challenges.

### 3.12 Maintain balance

#### Superintendent Interpretation:

Students must develop healthy habits that support the ability to prioritize responsibilities and commitments with personal activities that promote health and well-being. Students also need to understand that balance is not a final goal but rather an ongoing process that will be part of adult life.

Attributes *	Indicators	Targets	
		All	Student Groups <sup>1</sup>
3.5, 3.6, 3.7, 3.9, 3.10	% of students in grades 3 and 5 with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands of the elementary report card	>90%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
3.1, 3.2, 3.3, 3.4, 3.8	% of students in grades 8 and 10 with C+ or higher in at least one core <sup>4</sup> academic course	>90%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10	% of students in grade 12 with a C+ or higher in courses in at least one course in all core <sup>4</sup> academic areas	>90%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
3.5, 3.6, 3.10	% of students reporting positively as to how well they consider the perspectives of others and empathize with them on the Panorama: Social Awareness survey	>75%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
3.5, 3.10	% of students reporting positively as to how well they regulate their emotions on the Panorama: Emotional Regulation survey	>75%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
3.10, 3.12	% of students avoiding chronic absenteeism	>90%	Top 2 of 10 benchmarking districts <sup>2</sup>  4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
3.2, 3.5, 3.7, 3.10, 3.11, 3.12	% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts <sup>2</sup>  4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups

3.2, 3.5, 3.7, 3.8, 3.10, 3.11, 3.12	% of students that have opportunities for involvement in school activities as self-reported on the HYS <sup>5</sup>	>75%	
3.5, 3.9, 3.10, 3.12	% of students participating in district athletics	>33%	4-year rate of change for focus student groups <sup>3</sup> is positive and greater than the rate of change for comparative groups
<p><sup>1</sup> Groups include: gender; students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, two or more race(s), White</p> <p><sup>2</sup> Benchmarking districts defined as districts with &gt;4000 students with a free and reduced lunch (FRL) of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, and Mercer Island</p> <p><sup>3</sup> Focus student groups include: students receiving special education services; English Language Learners; students from low-income households; and race/ethnicity groups of Black/African American and Hispanic/Latino</p> <p><sup>4</sup> Core academic courses include English Language Arts, math, social studies, arts, PE, health, science, CTE, and world language</p> <p><sup>5</sup> Healthy Youth Survey (HYS) only asks about after school – at/away from school</p> <p>* See page 2 for listing of the attributes.</p>			
<b>Evidence of Compliance:</b>		In Compliance	Not In Compliance
<b>Board Findings:</b>		In Compliance	Not In Compliance

## DONATIONS

January 13, 2020

### SITUATION

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed \$1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Audubon Elementary PTSA to Audubon Elementary School	\$2,467.40	To provide stipends for running club and intramural sports.
Rachel Carson PTSA to Carson Elementary School	\$24,926.70	To provide academic enrichment (\$4,400.00) and stipends for outdoor education, WatchDOGS, student council, choir, and intramural sports (\$15,977.70); and purchase Child Protection Unit materials (\$1,129.00) and Nature Vision program (\$3,420.00).
Emily Dickinson PTSA to Dickinson Elementary School	\$11,049.00	To provide stipends for ASB, outdoor education, assemblies, and choir.
Ella Baker PTSA to Ella Baker Elementary School	\$2,583.00	To provide outdoor education scholarships (\$1,500.00) and purchase library books (\$1,083.00).
Robert Frost PTSA to Frost Elementary School	\$1,627.00	To provide stipend for choir.
Lakeview Elementary PTSA to Lakeview Elementary School	\$24,103.13	To provide scholarships (\$101.50) and stipends for Math Olympiad, newspaper, STEM, choir, and math clubs (\$22,536.71); and purchase playground and classroom supplies (\$1,464.92)
Horace Mann Elementary PTA to Mann Elementary School	\$2,466.15	To provide stipend for spirit team.
Christa McAuliffe PTSA to McAuliffe Elementary School	\$56,527.34	To purchase risers (\$12,040.60), copier use and supplies (\$5,900.00), classroom supplies (\$2,950.00), library books (\$950.00) and site licensing for Accelerated Reader (\$6,848.00); provide stipends for McAuliffe Reads, March Madness, ASB, choir, field day, and outdoor education (\$16,371.24), recess coaching (\$1,567.50); and support field trips (\$9,900.00).
Norman Rockwell PTA to Rockwell Elementary School	\$20,360.71	To provide academic enrichment (\$7,972.00) and stipends for choir, outdoor education, and running club (\$8,576.25); and purchase Scholastic News (\$3,812.46).

Donations  
January 13, 2020  
Page 2

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Rosa Parks PTSA to Rosa Parks Elementary School	\$7,500.00	To purchase sound system upgrade.
Ben Rush PTA to Rush Elementary School	\$3,253.00	To provide stipend for choir.
Samantha Smith PTSA to Smith Elementary School	\$5,708.10	To purchase PE mats (\$2,584.80) and music instruments and supplies (\$3,123.30).
Anonymous donor to EAS	\$25,000.00	To support outdoor education.
Inglewood Middle School PTSA to Inglewood Middle School	\$4,500.00	To provide stipends for homework club.
Renaissance School PTSA to Renaissance School	\$12,416.85	To provide stipends for activities supervisor, honor society, and staff development (\$8,579.25) and support extracurricular activities (\$3,837.60).
Rose Hill Elementary PTSA to Rose Hill Elementary School	\$2,892.17	To purchase playground equipment (\$1,877.17) and copy paper (\$1,015.00).
Eastlake High School PTSA to Eastlake High School	\$2,500.00	To support Unspoken Truths history exhibit.
Eastlake Robotics Booster Club to Eastlake High School	\$2,000.00	To support robotics.
Redmond Basketball Booster Club to Redmond High School	\$2,572.30	To provide stipend for assistant coach.
Redmond Girls Basketball Boosters to Redmond High School	\$5,144.60	To provide stipend for assistant coach.
Redmond Mustang Band Boosters to Redmond High School	\$10,891.14	To provide bus transportation for band field trip.
<b>TOTAL</b>	<b>\$230,488.59</b>	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the January 13, 2020 board meeting.



## STRATEGIC PLAN CONNECTIONS FACILITY UPDATE

January 13, 2020

### SITUATION

The Board will periodically receive updates on District programs and initiatives that support the overall goals of the LWSD Strategic Plan. Updates are designed to note specific areas of progress, provide more detailed information about current developments and items of interest, and allow the community to hear about work that supports the mission and vision of Lake Washington School District.

This agenda item also allows the Board to hear from District leaders and interact with them regarding the critical work of a specific department and/or area of responsibility. The topic to be presented at Monday's board meeting is a Facility Update.

### RECOMMENDATION

The Board of Directors receives periodic reports on connections to the Lake Washington School District 2019-22 Strategic Plan.