

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

June 2, 2014

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

AMO: Annual Measurable Objectives

AMAO: Annual Measurable Achievement Objective in English Language Proficiency

AP: Advanced Placement

AVID: Advancement Via Individual Determination

B/CR: Board/CEO Relationship

CAA: Certificate of Academic Achievement

CADR: College Academic Distribution Requirements

CBA: Classroom-Based Assessments

CDSA: Common District Summative Assessments

CEDARS: Comprehensive Education Data and Research System (CEDARS)

CIP: Continuous Improvement Plan

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)

EL: Executive Limitations (See Policy Governance)

ELL: English Language Learners

EOC: End of Course

ER: End Results (formerly known as ENDS). Goals set forth by the board, including the mission of the district.

ESEA: Elementary and Secondary Education Act

GLE: Grade Level Expectations (state)

GP: Governance Process (Board)

HCP: Highly Capable Program

HSPE: High School Proficiency Exam

KISN: Kindergarten Intensive Safety Net

KPI: Key Performance Indicators

LC: Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary schools and junior highs that feed into it. The four learning

communities are: Eastlake, Juanita, Lake Washington, and Redmond.

LEAP: Learning Enhancement & Academic Planning

MSP: Measurement of Student Progress

NEVAC: Northeast Vocational Area Cooperative (25 high schools north and east of Lake Washington, King & South Snohomish Counties)

NSBA - National School Board Association

OSPI: Office of Superintendent of Public Instruction

PLC: Professional Learning Community

Policy Governance: A governance process used by the school board. Sets forth "End Results" (goals) that the superintendent must reach, while abiding by "Executive Limitations." End Results include the district's mission. Executive Limitations 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

RCW: Revised Codes of Washington

RTI: Response to Intervention

SALT: Strategic Advisory Leadership Team

sMAS: Secondary Mobile Access for Students

STEM: Science, Technology, Engineering, and Mathematics

TEALS: Technology Education and Literacy in Schools is a grassroots employee driven Microsoft program that recruits, mentors, and places high tech professionals as part-time teachers in a team teaching model.

WAC: Washington Administrative Codes

WaNIC: Washington Network for Innovative Careers

WELPA: Washington English Language Proficiency Assessment

WLPT: Washington Language Proficiency Test

WSSDA: Washington State School Directors Association

5QL: 5 Stars for Quality Learning (staff development program on integrating technology into the classroom)

May 29, 2014

Jackie Pendergrass
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Ms. Pendergrass:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of June 2, 2014 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Recognition
4. Public Comment
5. Consent Agenda
6. Non-Consent Agenda
7. Superintendent Report
8. Legislative Update
9. Board Follow-Up
10. Future Agenda Items
11. Debrief
12. Board Member Comments
13. Adjourn

Sincerely,



Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

June 2, 2014

-
- 5:30 p.m. **Board Work Session**
Topic: Budget
Location: Robert Hughes Room
- 6:30 p.m. **Reception for PTSA Scholarship Recipients**
Location: Lobby, L.E. Scarr Resource Center
-

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
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7:00 p.m.	Convene, Roll Call			
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.	Approve Agenda			
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Recognition

- PTSA Scholarships Awards - *Scholarship Chair Wendy DeLong*
Student Scholarships - \$1,000 college scholarships
Caleb Olson – Eastlake High School
Angelique Farley - Emerson High School
Rachel Roberts – International Community School
Hayley Jayne Hudson – Juanita High School
(Jane) Hyun Jin Jung – Lake Washington High School
Meghana Noonavath – Redmond High School

Adria Klein Memorial Scholarship - \$1,000 college scholarship

Ashley Yoo – International Community School

LWEA/Karen Bates Scholarship - \$1,000 college scholarship

Melanie Joy Hynden – Juanita High School

Dr. L.E. Scarr Scholarship - \$1,000 college scholarship

Joshua Farley – Emerson High School

Bob Hughes Scholarship - \$1,000 college scholarship

Elijah Caleb Nicholson – Eastlake High School

Dr. Don Saul Scholarship - \$1,000 college scholarship

Christina Wen-i Hsiao – Eastlake High School

At Large Scholarships - \$1,000 college scholarships

Annika Helena Becker-Brown – Lake Washington High School

Sydney Addison Chisholm – Lake Washington High School

Athena Caryn Gordon - Redmond High School

Kaitlin Elizabeth Harrison - Redmond High School

LWSD Staff/LW PTSA Scholarships - \$500 scholarships

Staci Allen – SNAPS Preschool at Juanita El., Dickinson, & Blackwell

Emily Moulton – Einstein Elementary

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	Consent Agenda	GP-8 (Annual Agenda Planning)		
	▪ Vouchers			
	▪ Minutes – {May 19 board meeting and work session}		1	1
	▪ Human Resources Report		2	4
	▪ Instructional Materials Recommendation		3	10
	▪ Donations		4	12
	Non-Consent Agenda			
	▪ District Textbook Adoption Performing Arts, Gr. 6-12		5	13
	▪ IIAA-R, Textbook Selection and Adoption Policy Approval		6	14
	▪ Monitor Board Policy ✓ EL-14, Technology	B/CR (Monitoring CEO Performance)	7	
	Superintendent Report	EL-3 (Communication & Council to the Board)		
	Legislative Update	GP-3 (Board Job Description)		
	Board Follow-Up	GP-3 (Board Job Description)		
	Future Agenda Items	EL-3 (Communication & Council to the Board)		
	Debrief	GP-2 (Governing Style)		
	Board Member Comments	GP-3 (Board Job Description)		
	▪ 2014-15 Board Meeting Schedule		8	
	Adjourn			

Next Board Meeting:
 June 23, 2014

5:00 p.m.

Board Work Session

Topic: Quest

Location: Robert Hughes Room

7:00 p.m.

Board Meeting

Location: Board Room

L.E. Scarr Resource Center

16250 NE 74th Street

Redmond, WA 98052

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Work Session
May 19, 2014

The work session was called to order by Vice President Nancy Bernard at 5:45 p.m.

CALL TO ORDER

Members present: Nancy Bernard, Chris Carlson, Siri Bliesner, and Mark Stuart.

ROLL CALL

Excused: Jackie Pendergrass

Present: Superintendent Traci Pierce.

The topic discussed was:

TOPIC

- Budget Process

The meeting was adjourned at 9:10 p.m.

ADJOURNMENT

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 19, 2014

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

CALL TO ORDER

Members present: Nancy Bernard, Chris Carlson, Siri Bliesner, and Mark Stuart.

ROLL CALL

Member excused: Jackie Pendergrass

Present: Superintendent Traci Pierce.

Chris Carlson moved to approve the agenda. Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

Chris Carlson moved to approve the consent agenda. Seconded by Mark Stuart.

CONSENT AGENDA

Nancy Bernard, yes; Chris Carlson, yes; Siri Bliesner, yes; and Mark Stuart, yes.

Motion carried.

Approves a revision to the May 20, 2013 minutes, page 5, and the May 5 work session and board meeting minutes.

APPROVAL OF MINUTES

Approves May 19, 2014 Human Resources Report.

APPROVAL OF HUMAN RESOURCES REPORT

Approves Resolution No. 2183 delegating the authority to control, supervise, and regulate interschool activities to the Washington Interscholastic Activities Association for the 2014-15 school year.

WASHINGTON
INTERSCHOLASTIC
ACTIVITIES
ASSOCIATION
ENROLLMENT, 2014-15
RESOLUTION NO. 2183

Approves Resolution No. 2184 delegating responsibility for 2014-15 post season conference level play to the KingCo Conference, a not-for-profit organization.

DELEGATING
AUTHORITY TO KINGCO
CONFERENCE, 2014-15
RESOLUTION NO. 2184

Approves Resolution No. 2185 and accepts the final Building Commissioning Report recommendations for Eastlake High School additions.

BUILDING
COMMISSIONING
REPORT EASTLAKE HIGH
SCHOOL ADDITIONS
PROJECT
RESOLUTION NO. 2185

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

May 19, 2014

Approves Change Order No. 20 to Cornerstone General Contractors, Inc. for work at the Alexander Bell Elementary School replacement project in the amount of \$18,998, increasing the contract amount to \$20,311,809.

CHANGE ORDER NO. 20
ALEXANDER GRAHAM
BELL ELEMENTARY
SCHOOL REPLACEMENT
PROJECT

Approves Resolution No. 2186 to accept the work of Cornerstone General Contractors of Alexander Graham Bell Elementary School replacement project.

FINAL ACCEPTANCE
ALEXANDER GRAHAM
BELL ELEMENTARY
SCHOOL
REPLACEMENT PROJECT

Approves Resolution No. 2187 to accept the Finn Hill Middle School Replacement Project as complete.

FINAL ACCEPTANCE
FINN HILL MIDDLE
SCHOOL REPLACEMENT
PROJECT
RESOLUTION NO. 2187

Adopts the Six-Year Capital Facilities Plan, 2014-2019, as presented.

SIX-YEAR CAPITAL
FACILITIES PLAN
2014-2019

Approves the monitoring report for EL-7, Academic Program, as presented.

APPROVAL OF
MONITORING REPORT
EL-7, ACADEMIC
PROGRAM

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Norman Rockwell PTSA to Rockwell Elementary in the amount of \$1,947.45 to support academic enrichment.

Acceptance from Inglewood Middle PTSA to Inglewood Middle School in the amount of \$2,000.00 to purchase equipment for P.E. program.

Acceptance from International Community School PTSA to ICS \$7,000.00 To purchase a digital video globe.

Acceptance from Eastlake High School PTSA to Eastlake High School in the amount of \$17,448.00 to purchase four Surface Pro 2 Tablets (\$3,705.00), drum harnesses for band (\$1,575.00), two 60" flat screen monitors for commons (\$2,500.00), three digital microscope cameras (\$1,700.00), gym championship banners (\$1,100.00), stage supplies for

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

May 19, 2014

drama (\$1,500.00), robot parts for robotics competitions (\$1,000.00), and soft touch computer software for transitions (\$149.00); and support Spanish (\$1,119.00), and counseling (\$3,100.00).

Acceptance from Redmond High School PTSA to Redmond High School in the amount of \$29,212.58 to purchase sound system for gymnasium (\$12,546.58) upgraded sound equipment for performing arts center (\$7,466.00), calculators for library checkout (\$3,000.00), educational applications for transition room iPads (\$750.00), cameras and tripod (\$1,970.00), novels for English (\$1,250.00), supplemental textbooks for astronomy and physical science (\$980.00); and mural construction and installation (\$1,250.00).

Acceptance from Eastlake Wolfpack Association to Eastlake High School in the amount of \$5,000.00 to provide athletic scholarships.

TOTAL \$62,608.03

Siri Bliesner attended the Eastside Human Services Forum. One of the topics discussed was the changes in the level of Metro services due to the failure of the election measure. She requested information on possible impacts to students and how those impacts could be mitigated. Dr. Pierce pointed out that Lake Washington High School is serviced by Metro. They will look specifically at the routes around Lake Washington High School. Nancy Bernard commented that many students at the Choice schools rely on public transportation. Mark Stuart noted that many students also rely on public transportation to get to and from jobs.

BOARD COMMENTS

Chris Carlson moved to adjourn. Seconded by Siri Bliesner.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 5:38 p.m.

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

June 2, 2014



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Arfaeizadeh, Shahrzad NC	Teacher	Rockwell Elem	C-6	08/25/14	Leave Replacement
Ballod, McKenzie NC	Teacher	Mead Elem	A-1	08/25/14	Leave Replacement
Baughn, Nicole NC	Teacher	Sandburg Elem	A-2	08/25/14	Leave Replacement
Bechtel Hall, Katherine NC	Teacher	Thoreau Elem	C-7	08/25/14	Leave Replacement
Bergum, Adell NC	.6 Teacher	Finn Hill MS	A-2	08/25/14	Leave Replacement
Bohannon, Anne NC	Teacher	Redmond Elem	C-0	08/25/14	Leave Replacement
Bracco, Gabrielle NC	Teacher	Smith Elem	B-2	08/25/14	Leave Replacement
Brewer, Kelli NC	Teacher	Redmond Elem	C-2	08/25/14	Leave Replacement
Capone, Aurora NC	Teacher	Juanita Elem	A-5	08/25/14	Leave Replacement
Clarke, Amanda NC	Teacher	Einstein Elem	C-2	08/25/14	Leave Replacement
Colbert, Richard NC	Teacher	Redmond Elem	D-1	08/25/14	Leave Replacement
Crabtree, Natalie NC	Teacher	Finn Hill MS	A-4	08/25/14	Leave Replacement
Crissman, Kristen NC	Teacher	Bell Elem	A-1	08/25/14	Leave Replacement
Davidson, Tonya NC	Teacher	Lakeview Elem	C-12	08/25/14	Leave Replacement
Davis, Florinda NC	.5 Teacher	Mann Elem	D-6	08/25/14	Leave Replacement
Degenstein, Michelle NC	Teacher	Carson Elem	A-3	08/25/14	Leave Replacement
Ellis, Erin NC	Teacher	Kirk Elem	B-2	08/25/14	Leave Replacement
Emiliusen, Lindsey NC	.6 Teacher	Juanita Elem	D-7	08/25/14	Leave Replacement
Evans, Alyson NC	Teacher	Muir Elem	A-1	08/25/14	Leave Replacement
Fagan, Christa NC	Teacher	Kirk Elem	C-2	08/25/14	Leave Replacement
Glasse, Cheryl NC	Teacher	Discovery	A-5	08/25/14	Leave Replacement
Grady, Lora NC	Teacher	Elem Pool	A-0	08/25/14	Leave Replacement
Greenheck, Kerri	Special Ed Para Ed	Mead Elem	\$16.21	01/06/14	Budgeted
Gumas, Jennifer NC	Teacher	Eastlake HS	C-0	08/25/14	Leave Replacement
Hale, Kari NC	.8 Teacher	Juanita HS	D-9	08/25/14	Leave Replacement
Hiatt, Jaclyn NC	Teacher	Rockwell Elem	A-3	08/25/14	Leave Replacement
Hicks, Morgan NC	Teacher	Elem Pool	C-0	08/25/14	Leave Replacement
Hoch, Nathan NC	Teacher	Twain Elem	C-1	08/25/14	Leave Replacement

Human Resources Board Report

June 2, 2014



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Holmes, Sara NC	Teacher	Mann Elem	C-2	08/25/14	Leave Replacement
Hunsberger, Christina NC	Teacher	Juanita HS	C-1	08/25/14	Leave Replacement
Hunter, Kymberly	Instructional Assist	Mann Elem	\$13.21	12/19/13	Budgeted
Kajfasz, Emily NC	Teacher	Keller Elem	A-1	08/25/14	Leave Replacement
Klingkammer, Valerie NC	Teacher	Keller Elem	B-1	08/25/14	Leave Replacement
Kornegay, Kristofer NC	.8 Teacher	Redmond MS	C-1	08/25/14	Leave Replacement
Lafavour, Noriko NC	.2 Teacher	Eastlake HS	A-5	08/25/14	Leave Replacement
Larson, Lindsay NC	Teacher	Smith Elem	A-1	08/25/14	Leave Replacement
Lawson, Dawn NC	Teacher	Einstein Elem	D-16	08/25/14	Leave Replacement
Lu, Fei NC	.6 Teacher	Lake Washington HS	D-2	08/25/14	Leave Replacement
Maddex, Kyle NC	.6 Teacher	Sec Pool	C-2	08/25/14	Leave Replacement
McCreary, Jennifer NC	Teacher	Alcott Elem	B-1	08/25/14	Leave Replacement
McDonagh, Meredith NC	Teacher	Twain Elem	C-4	08/25/14	Leave Replacement
Mendizza, Katrina NC	Teacher	Einstein Elem	B-3	08/25/14	Leave Replacement
Menzenberg-Zvilna, Heidi NC	Teacher	Lake Washington HS	D-2	08/25/14	Leave Replacement
Minerich, Michael	Teacher	Finn Hill MS	A-2	08/25/14	Leave Replacement
Morgan, Emily NC	Teacher	Franklin Elem	C-1	08/25/14	Leave Replacement
Muller, Darcie NC	Teacher	Eastlake HS	C-0	08/25/14	Leave Replacement
Murray, Chanel NC	Teacher	Muir Elem	C-10	08/25/14	Leave Replacement
Musolina, Natalie NC	Teacher	Dickinson Elem	D-8	08/25/14	Leave Replacement
Nation, Erica NC	Teacher	Rush Elem	A-1	08/25/14	Leave Replacement
Nelson, Molly NC	Teacher	Franklin Elem	A-1	08/25/14	Leave Replacement
Nixon, Gretchen NC	Librarian	Blackwell Elem	B-4	08/25/14	Leave Replacement
Quinn, Mackenzie NC	Teacher	Rockwell Elem	A-2	08/25/14	Leave Replacement
Renton, Georgia NC	Teacher	Redmond Elem	D-2	08/25/14	Leave Replacement
Rhodes, Judy NC	.5 Teacher	Frost Elem	A-5	08/25/14	Leave Replacement
Sadowsky, Jared NC	Teacher	Elem Pool	A-0	08/25/14	Leave Replacement
Schaul, Kaitlyn NC	Teacher	Juanita Elem	A-1	08/25/14	Leave Replacement
Schmitt, Tracy NC	Teacher	Alcott Elem	C-9	08/25/14	Leave Replacement
Scott, Lorna	Bus Driver	Transportation	\$21.78	12/03/13	Budgeted

Human Resources Board Report

June 2, 2014



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Shain, Rachel NC	Teacher	Keller Elem	B-1	08/25/14	Leave Replacement
Sharma, Madhu NC	Teacher	Int'l Community	D-8	08/25/14	Leave Replacement
Sibley, Cassie NC	Teacher	Bell Elem	A-1	08/25/14	Leave Replacement
Snyder, Amy NC	Teacher	Elem Pool	A-0	08/25/14	Leave Replacement
Stoddard, Ashlyn NC	Teacher	Redmond MS	A-1	08/25/14	Leave Replacement
Swenson, Janalee NC	Teacher	Twain Elem	C-7	08/25/14	Leave Replacement
Taggart, Karyn NC	.6 Teacher	Kamiakin MS	A-1	08/25/14	Leave Replacement
Toedtli, Lisa NC	Teacher	Rockwell Elem	A-1	08/25/14	Leave Replacement
Uysal, Ferhunde	Instructional Assist	Extended Day	\$12.95	12/19/13	Repl. A. Abomomen
Verdoes, Peter NC	Teacher	Kamiakin MS	D-2	08/25/14	Leave Replacement
Waldsmith, Michelle	Instructional Assist	Rush Elem	\$12.95	01/06/14	Repl. M. Roberts
Weible, Nicole NC	Teacher	Blackwell Elem	A-1	08/25/14	Leave Replacement
Weller, Carly NC	.8 Teacher	Redmond HS	A-0	08/25/14	Leave Replacement
Wesen, Michelle NC	Teacher	Kamiakin MS	A-0	08/25/14	Leave Replacement
Wingert, Damaly NC	Teacher	Rush Elem	B-1	08/25/14	Leave Replacement
Worthen, Jessica NC	Teacher	Mead Elem	A-4	08/25/14	Leave Replacement

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Antezana, Burghilt	Teacher	Juanita HS	09/10/90	06/18/14	Resignation
Austin, Alicia	Teacher	Rose Hill MS	08/27/01	06/18/14	Resignation
Baldwin, Alisha	Teacher	Redmond MS	11/29/07	06/18/14	Resignation
Denney, Nancy	Teacher	Audubon Elem	09/10/90	06/18/14	Retirement
DeSautels, Adam	Teacher	Redmond HS	08/27/12	06/18/14	Resignation
Donovan, Joy	Teacher	Alcott Elem	01/07/13	06/18/14	.5 Resignation
Dullum, Milo	Teacher	Lake Washington HS	09/01/99	06/18/14	Resignation
Gilhousen Lunsford, Lynne	Teacher	Kirk Elem	10/06/75	06/18/14	Retirement
Jussel, Amanda	Teacher	Redmond MS	09/06/07	06/18/14	Resignation

Human Resources Board Report

June 2, 2014



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Kalles, Jeffrey	Teacher	Dickinson Elem	08/26/13	06/18/14	Resignation
Kurth, Sean	Teacher	Lake Washington HS	09/09/13	06/18/14	Resignation
Lees, D. Mike	Teacher	Evergreen MS	09/06/06	06/18/14	Resignation
Mauck, Jennifer	Teacher	Redmond HS	11/12/03	06/18/14	Resignation
McGraw, Megan	Special Ed Para Ed	Frost Elem	09/03/13	06/18/14	Resignation
Moore, Bradley	Teacher	Int'l Community	08/27/12	06/18/14	Non-Renewal
Myers, Scott	Teacher	Kirkland MS	08/31/89	06/18/14	Retirement
Penaranda, Josephine	Teacher	Frost Elem	08/18/99	06/18/14	Resignation
Simpson, Joanne	Teacher	Mann Elem	08/27/81	07/01/14	Retirement
Venkatesh, Chaya	Teacher	Juanita HS	08/26/13	06/18/14	Resignation
Wade, Donald	Plumber	Support Services	06/01/12	05/23/14	Resignation
White, Ashley	Teacher	Redmond MS	08/27/12	06/18/14	Non-Renewal
Williams, Karen	Teacher	Eastlake HS	09/01/99	06/18/14	Retirement
Vanderwerff, Kailee	Teacher	Einstein Elem	08/24/09	06/18/14	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Bair, Russell	Mead Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Bartel, Donald	Eastlake HS	1.0 NC to 1.0 1 Year Prov	08/25/14
Bergstrom, Patricia	Finn Hill MS	1.0 NC to 1.0 1 Year Prov	08/25/14
Binder, Mary	Juanita Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Brinck, Tanya	Redmond HS	1.0 NC to 1.0 3 Year Prov	08/25/14
Cortes Villalba, Julian	Rockwell Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Cuillier, Jessica	Lake Washington HS	1.0 NC to 1.0 3 Year Prov	08/25/14
Ewart, Mary	Redmond HS	1.0 NC to 1.0 3 Year Prov	08/25/14
Fast, Hannah	Kamiakin MS	.6 NC to .6 3 Year Prov	08/25/14
Fenton, Elizabeth	Kamiakin MS	.7 NC to .7 3 Year Prov	08/25/14
Genaurdi, Laura	Eastlake HS	1.0 NC to 1.0 3 Year Prov	08/25/14
Horner, Michelle	Rockwell Elem	.7 NC to .7 3 Year Prov	08/25/14
Horton, Whitney	Lake Washington HS	.9 NC to 1.0 3 Year Prov	08/25/14

Human Resources Board Report

June 2, 2014



CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Hough, Erin	Redmond MS	1.0 NC to 1.0 1 Year Prov	08/25/14
Ivy, Martha	Kirkland MS	1.0 NC to 1.0 1 Year Prov	08/25/14
Jesus Muggli, Steffani	Redmond MS	1.0 NC to 1.0 1 Year Prov	08/25/14
Liggett, Michele	Keller Elem	1.0 NC to 1.0 1 Year Prov	08/25/14
Lindgren, Erica	Lakeview Elem	.6 NC to .6 3 Year Prov	08/25/14
McElrea, Christopher	Rockwell Elem	1.0 NC to 1.0 1 Year Prov	08/25/14
McRae, Bradley	Twain Elem	.7 NC to .7 3 Year Prov	08/25/14
Mills, Charla	Wilder Elem	1.0 NC to 1.0 1 Year Prov	08/25/14
Molenarr, Shiree	Kamiakin MS	.8 NC to .8 3 Year Prov	08/25/14
Morrison, Hanna	Franklin Elem	.7 NC to .7 3 Year Prov	08/25/14
Murdock, Monica	Redmond MS	1.0 NC to 1.0 1 Year Prov	08/25/14
Newell, Andrea	Wilder Elem	1.0 NC to 1.0 1 Year Prov	08/25/14
O'Konek, Megan	Rush Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Palmer, Meghan	Evergreen MS	1.0 NC to 1.0 3 Year prov	08/25/14
Page, Stephanie	Audubon Elem	1.0 NC to 1.0 3 Year prov	08/25/14
Peoples, Andrea	Juanita Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Petereit, Kristi	Alcott Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Pinneo, Benjamin	Redmond MS	1.0 NC to 1.0 1 Year Prov	08/25/14
Pollett, Kelsey	Kamiakin MS	.8 NC to .8 3 Year Prov	08/25/14
Quayle, Brenda	Eastlake HS	1.0 NC to 1.0 3 Year Prov	08/25/14
Rhodes, Judy	Frost Elem	.7 NC to .5 NC/.5 3 Year Prov	08/25/14
Schulte, Camilla	Sandburg Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Sherer, Alyssa	Keller Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Shearer, Laura	Kirkland MS	1.0 NC to 1.0 3 Year Prov	08/25/14
Skolnik, Lea	Audubon Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Stabingas, Amy	Keller Elem	.9 NC to .9 3 Year Prov	08/25/14
Sturtevant, Matthew	Tesla STEM HS	1.0 NC to 1.0 1 Year Prov	08/25/14
Thompson, Jesse	Twain Elem	1.0 NC to 1.0 3 Year Prov	08/25/14
Travis, Matthew	Tesla STEM HS	1.0 NC to 1.0 3 Year Prov	08/25/14
Walker, Kristen	Audubon Elem	.6 NC to .6 3 Year Prov	08/25/14
Wilcox, Emily	Lake Washington HS	.6 NC to .6 3 Year Prov	08/25/14
Rosman, Jinda	Redmond MS	1.0 NC to 1.0 3 Year Prov	08/25/14

Human Resources Board Report

June 2, 2014



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>
Belshaw, Karen	Principal - Audubon Elem	Principal - Einsten Elem	07/01/14	Repl. M. Pointer	\$115,350.00
Bede, W.Christopher	Interim Principal	Principal	07/01/14	Repl. B. Malloy	\$129,690.00
Davies, Lucy	Curriculum & Assessment Specialist	Principal	07/01/14	Repl. R. Stolz	\$115,350.00
Gillingham, Matthew	Associate Principal	Director of Student Services	07/01/14	Budgeted	\$139,970.00
Livingston, Matthew	Principal	Director of School Support	07/01/14	Repl. K. Lyon	\$139,970.00
Spray, James Kimo	Principal - Alcott Elem	Principal - Audubon Elem	07/01/14	Repl. K. Belshaw	\$115,350.00
Sullivan, Sue Anne	Associate Director	Director of School Support	07/01/14	Repl. J. Holmen	\$139,970.00

INSTRUCTIONAL MATERIALS ADOPTION

June 2, 2014

SITUATION

RCW 28A.320.230 and the SPI Bulletin No. 191-67 establish that each school district shall maintain an Instructional Materials Committee to assist in recommending instructional materials to be used in the respective schools of the district and that the final approval of such material is the responsibility of the Board of Directors.

The following books have been recommended by the Instructional Materials Committee for district-wide adoption. The items recommended for adoption are:

Title: The Virtual Business - Retail
Author: Virtual Business
Publisher:
Copyright: 2014
No. of Copies: 1
Price: \$1,495.00
School Requesting: Eastlake High School
Classification: Grades 9-12

Title: Chemistry the Central Science 13th Edition AP Edition
Author: Brown, LeMay, Bursten, Murphy, Woodward, Stoltzfus
Publisher: Pearson
Copyright: 2015
No. of Copies: 288
Price: \$265.60 per book
School Requesting: District AP Adoption
Classification: Grades 10-12

Title: Sciencesaurus
Author: Many contributors from science and education fields.
Publisher: Great Source Education Group, Houghton-Mifflin Company
Copyright: 2006
No. of Copies: 18
Price: \$6.11 per book
School Requesting: International Community School
Classification: Grade 6

Title: WileyPLUS – Physics 9th Edition
Author: John D. Cutnell, Kenneth W. Johnson
Publisher: P. Wiley
Copyright: 2012
No. of Copies: 112
Price: \$239.95 per book
School Requesting: District AP Adoption
Classification: Grades 10-12

Title: WileyPLUS-Fundamentals of Physics Extended, 10th Edition
Author: David Halliday, Robert Resnick, Jearl Walker
Publisher: P. Wiley
Copyright: 2014
No. of Copies: 114
Price: \$265.98 per book
School Requesting: District AP Adoption
Classification: Grades 10-12

Title: A Whole New Mind
Author: Daniel H. Pink
Publisher: Riverhead Books NR
Copyright: 2005
No. of Copies: 32
Price: \$16.00 per book
School Requesting: Eastlake High School
Classification: Grade 12

Title: Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation
Author: Tim Brown
Publisher: Harper Collins
Copyright: 2009
No. of Copies: 32
Price: \$29.99 per book
School Requesting: Eastlake High School
Classification: Grade 12

Title: Wonder
Author: R.J. Palacio
Publisher: Alfred A. Knopf
Copyright: 2012
No. of Copies: 200
Price: \$9.00 per book
School Requesting: Finn Hill Middle School
Classification: Grade 6

Title: Second Step Bullying Prevention Unit
Author: Committee for Children
Publisher: Committee for Children
Copyright: 2014
No. of Copies: 1 K-3 Kit
Price: \$9,000 throughout the district as the kits will be shared by the schools
School Requesting: Mann Elementary School
Classification: Grades K-3

RECOMMENDATION

The district's Instructional Materials Committee has reviewed a series of instructional materials as to their instructional purpose, readability level, and treatment of minorities and women. The above instructional materials satisfy the selection criteria as cited in the local administrative policy IIAA-R and it is recommended that the instructional materials be adopted for use in the Lake Washington schools.

DONATIONS

June 2, 2014

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>
Lake Washington Schools Foundation to Lake Washington School District	\$18,125.00	To support LINKS (Looking into the Needs of Kids and Schools) program.
Audubon PTSA to Audubon Elementary	\$4,295.05	To provide stipends for after school running club (\$1,044.30) and intramural sports program (\$1,044.30); to purchase additional playground equipment associated with playground structure installed September 2013 (\$2,206.45).
Peter Kirk PTSA to Kirk Elementary	\$5,484.79	To purchase playground recess supplies (\$1,228.39), four mobile presentation stations with cabinet & shelf (\$1,362.93), and classroom office supplies (\$2,893.47).
Rosa Parks PTSA to Rosa Parks Elementary	\$8,200.00	To provide stipends for after-school programs: drama club (\$2,050.00), music (\$2,050.00), and Math Olympiad (\$4,100.00).
Samantha Smith PTSA to Smith Elementary	\$1,352.96	To purchase bass resonator bars for music department.
Finn Hill Middle School PTSA to Finn Hill Middle	\$5,170.00	To support family and consumer science class (\$500.00), P.E. and Health (\$100.00), and field trips (\$2,200.00); purchase USB drives & lanyards (\$1,195.00), classroom/admin supplies (\$900.00), and folding tables for P.E. and Health (\$275.00).
Eastside Homeschool PTSA to Emerson K-12	\$2,088.60	To provide stipend for drama.
Juanita Rebels Booster Club to Juanita High School	\$3,587.50	To provide athletic scholarships.
TOTAL	\$48,303.90	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the June 2, 2014 Board Meeting.

DISTRICT TEXTBOOK ADOPTION
PERFORMING ARTS: GRADES 6-12

June 2, 2014

SITUATION

On February 21, 2014 the Lake Washington School District's Performing Arts Adoption Committee reached agreement on recommendation for a new performing arts curriculum for Grades 6-12.

This recommendation was reviewed by the district Instructional Materials Committee (IMC) and unanimously approved at their May 1 meeting. A presentation of the committee process and recommendations will be made at the June 2 Board Meeting.

The recommendations are:

- Middle School: Basic Drama Projects, Perfection Learning, copyright 2004
- High School: Theatrical Design and Production, McGraw-Hill, copyright 2013
- High School: Theatre, McGraw-Hill, copyright 2010

The two members (out of 8 performing arts teachers districtwide) of the 6-12 Performing Arts Adoption Committee consisted of a teacher from Renaissance Middle School and a teacher from Juanita High School, representing drama departments at these levels across the district. These two members were in communication with all of their colleagues.

The committee has been working since fall of 2012 to determine their recommendations for the performing arts curriculum. The committee narrowed down the curricula under consideration to one choice at middle school and two choices at high school, which were piloted this spring. All Performing Arts teachers were released to preview the adopted materials and to hear about the accompanying digital resources.

The District will provide professional development opportunities so that all 6-12 performing arts teachers are trained in the overview of the new program. Training options for teachers will include training on digital resources.

These resources have been on display in the L.E. Scarr Resource Center for public viewing and comment. At this point in time, no public comments have been submitted.

The estimated cost for this adoption is \$58,000.

RECOMMENDATION

The Board of Directors approves recommendations from the Performing Arts Adoption Committee and the Instructional Materials Committee to adopt the above listed performing arts materials for use in grades 6 - 12 in the district.

IIAA-R, TEXTBOOK SELECTION AND ADOPTION POLICY APPROVAL

June 2, 2014

SITUATION

Revisions of IIAA-R, Textbook Selection and Adoption, have been prepared and are being presented for board approval. Major changes to the policy include:

1. A table of contents was added to the policy to increase ease of use. (pg. 1)
2. The quorum of membership for voting was changed from 50% plus 1 to 40% or 11 voting members. This alleviates the cancellation of meetings due to lack of quorum. (pg. 4)
3. The policy was rearranged so that the definition of the type of materials being considered, the procedures for initiation of a request, and procedures for selection and approval of materials are now in the same section. (See example: Major Course Adoptions, pgs. 4-6)
4. The policy now stipulates that all grade levels or content area curriculum materials for a major course adoption must be reviewed by IMC ensuring that all materials are reviewed. (pg. 5)
5. Newer editions of previously approved materials must also be approved through the Instructional Materials Committee (IMC) process, and texts must be resubmitted for approval after 20 years have elapsed. (pg. 6)
6. The list of the types of materials that may be submitted to IMC has been updated to reflect newer types of materials, including digital resources, web-based programs, and open educational resources (see example: Other Instructional Materials, pg. 6)
7. The category of "School-Based Curricula" was added so that we have procedures to approve building-based school-wide materials. This section requires buildings to convene building-based curriculum committee to vet the materials prior to IMC review. (pg. 8)
8. A section dealing with AP, Cambridge, and College in the High School course materials was added to the policy allowing for more expedient approval of materials that are only approved for the particular course and cannot be used by any other students in any other grade level. The original IIAA-R policy stipulated that any material approved by IMC may be used for the grade level intended and all grade levels above it. Due to the advanced themes in some of the AP, Cambridge, and College in the High School materials, this stipulation was removed, and the materials may only be used for the particular course intended. (pg. 9)

9. The policy provides guidance for materials that may be piloted in at the building level prior to submission to IMC for approval or discontinuation of use. (pg. 10)
10. The procedures for challenged materials were only slightly changed to clarify wording and process. (pg. 13)

The revised IIAA-R, Textbook Selection and Adoption, will be shared with the IMC, principals, and teachers in the fall.

RECOMMENDATION

The Board of Directors approves IIAA-R, Textbook Selection and Adoption, as presented.

TEXTBOOK SELECTION AND ADOPTION

Table of Contents

- I. Philosophy of Instructional Materials Selection2**
- II Informational Session2**
- III. Instructional Materials Committee (IMC)2**
 - A. Function.....2
 - B. Membership.....2
 - C. Selection of Staff Members.....3
 - D. Selection of Volunteer Members.....3
 - E. Term of Office.....4
 - F. Training/Orientation Session4
 - G. Meetings/Quorum4
 - H. Vacancies/Replacements4
- IV. Classification/Definition of Instructional Materials and Procedures for Adoption4**
 - Major Course Adoption4
 - A. Initiation of Request: Major Course Adoptions5
 - B. Procedure for Selection and Approval of Major Course Adoptions5
 - Other Instructional Materials6
 - A. Initiation of Request: Other Instructional Materials7
 - B. Procedure for Selection and Approval of Other Instructional Materials7
 - School-Based Curricula8
 - A. Initiation of Request: School-Based Curricula8
 - B. Procedure for Selection and Approval of School-Based Curricula8
 - Advanced Placement (AP), Cambridge, and College in the High School Courses9
 - A. Initiation of Request: AP, Cambridge, and College in the High School9
 - B. Procedure for Selection and Approval of AP, Cambridge, and College in the High School 10
- V. Pilot Usage of Materials other than Major Course Adoptions10**
- VI. Recommendations for Adoption Submitted to Superintendent and Board of Directors11**
 - A. Public Review of Instructional Materials11
 - B. Board Action11
 - C. Approved Text Lists.....11
- VII. Procedures for Selection and Approval of Library Learning Resource Materials12**
 - A. Library Learning Resource Materials.....12
 - B. Introduction.....12
 - C. Objectives of Selection12
 - D. Criteria for Selection of Learning Resource Materials12
- VIII. Challenged Materials Procedures13**
 - A. Process.....13
 - B. Reconsideration Committee14

The procedures detailed in IIAA/IIAA-R, Textbook Selection and Adoption, outline the steps for the selection, adoption, and reconsideration of instructional materials.

I. Philosophy of Instructional Materials Selection

The philosophy of the Lake Washington School district, as explained in IIAA/IIAA-R, Textbook Selection and Adoption, shall be followed in the selection, adoption, and purchase of all materials which will be used with all students. The policy and procedures will be reviewed by curriculum committees as they begin working, the instructional materials committee on a regular basis, and any others responsible for the selection and/or purchase of instructional materials.

II. Informational Session

The Administrator of Curriculum will be responsible for conducting one informational session annually on the Instructional Materials Policy and Procedures, IIAA/IIAA-R, Textbook Selection and Adoption. This session will be for the purpose of informing/orienting both staff and the public to the Instructional Materials Policy and Procedures contained therein. People who might be interested in serving on the Instructional Materials Committee or on Reconsideration committees are encouraged to attend.

III. Instructional Materials Committee (IMC)**A. Function**

The function of this IMC committee is to follow established processes which are to be used in the examining and evaluating of materials which require action by the Lake Washington School District Board of Directors and present those recommendations to the Superintendent who in turn presents them to the board. In specific instances, the IMC may grant requests to modify the selection process when, in its judgment, students would be better served by so doing and if the intent of the law and board policy are fulfilled.

B. Membership

The IMC members will be appointed with the provisions of RCW 28.A.320.230. Membership of the committee shall be approved on or by the first school board meeting in October by the Lake Washington School District Board of Directors and shall consist of 28 members to include representation in the following configuration:

Permanent Committee Members

Two Central Office Administrators:

- 1 Administrator of Curriculum (Chair of IMC)
- 1 Central office Administrator appointed by the Superintendent

Appointed Committee Members

Three Principals:

- 1 High School Principal
- 1 Middle School Principal
- 1 Elementary Principal

Eleven Teacher Representatives from the following areas:

- 1 Curriculum and Assessment Specialist
- 2 High School Teachers
- 2 Middle School Teachers
- 2 Intermediate Elementary Teachers
- 2 Primary Elementary Teachers
- 1 Special Education Teacher
- 1 Safety Net Teacher

Three Librarians:

- 1 Elementary Librarian
- 1 Middle School Librarian
- 1 High School Librarian

Four Students:

- 4 High School Representatives

Five Community Representatives:

- 5 1 Community Representative from each of the five Board of Directors' district areas

Each member of the committee is entitled to a vote.

C. Selection of Staff Members

The chairperson of the IMC (the Administrator of Curriculum) shall advertise any opening occurring on the IMC in the spring or fall of the upcoming school year. This advertisement shall include the role and expectations of IMC members and be sent to staff groups within the school district. The IMC Chair shall encourage applications and select members based upon school geographical location, content balance, and diverse representation as well as willingness to serve. The IMC chair shall submit the names of persons nominated to the Superintendent who is responsible for the formal selection of committee members.

D. Selection of Volunteer Members

The volunteer community members shall be chosen as representatives from each of the five Board of Directors' district areas. The Superintendent or designee, who is responsible for the formal selection of committee members, shall contact the board member of the respective attendance area to receive nominations for committee members.

E. Term of Office

The Administrator of Curriculum is a permanent position. The central office administrator and appointed members will each serve three-year terms. The student members will each serve two year. Terms may repeat.

F. Training/Orientation Session

A training/orientation session will be conducted for all new members prior to their beginning service on the IMC.

G. Meetings/Quorum

Regular meetings of the committee will be held in the months of October, November, December, January, February, March, April, May, and June. Additional meetings may be called by the chairperson of the committee. Forty percent (40%) of the 28 voting members shall constitute a quorum. A minimum of 11 votes is required to carry a motion.

H. Vacancies/Replacements

If a member misses two consecutive meetings, the Chair of the IMC has the option of replacing that person. If a person is unable to fulfill a term of office, a replacement will be sought and appointed to fill the remainder of that term.

IV. Classification/Definition of Instructional Materials and Procedures for Adoption

Major Course Adoption

Those materials designed for use by students as principle learning resources in meeting the standards, goals, and objectives of a district-wide course or curricular area shall be considered major course adoptions. To qualify as a major course adoption, the recommendation of the selection must be made by the Administrator of Curriculum, representing all educators in the district who teach that course, level, or who are teaching in that curricular area.

A text is defined as any source of learning including, but not limited to: books, e-books, websites, open educational resources, digital resources, web-based programs, computer software, magazines, instructional manuals, novels, or videos. Under the direction of the Administrator of Curriculum, Appendix A, Request for Approval of Basic Instructional Materials, must be submitted to the IMC along with any ancillary materials that need consideration by the IMC following the procedures shown below, A. Initiation of Request: Major Course Adoptions.

A. Initiation of Request: Major Course Adoptions

1. The Administrator of Curriculum, on behalf of the district Curriculum Adoption Committee {petitioner(s)}, must complete Appendix A, Request for Approval of Basic Instructional Materials.
2. Appendix A, Request for Approval of Basic Instructional Materials, and one copy of the instructional material/s for each grade level or course must be submitted to the Administrator of Curriculum (IMC chairperson) 15 school days prior to a scheduled IMC meeting following the procedure as outlined in below, B. Procedure for Selection and Approval of Major Course Adoptions.
3. Staff members shall be informed as to which curricular areas will be under investigation.

B. Procedure for Selection and Approval of Major Course Adoptions

1. Major course adoptions must be reviewed and recommended for approval by the IMC.
2. Approval or disapproval must be based upon district philosophy as established in Section I, Philosophy of Instructional Materials Selection. Upon approval by the IMC the materials are sent to the Superintendent for presentation to the Board of Directors for final district action.
3. The selection of the instructional materials which will be designated as the required major course adoption for either elementary or secondary level throughout the district shall be completed by using the following procedure:
 - a. A district Curriculum Adoption Committee including teachers, administrators, community members, as determined by the Administrator of Curriculum or Superintendent or designee, representing each grade level within the discipline shall be established.
 - b. Publishers will be informed of the district's intent to consider the possible adoption of instructional materials in a given subject area. They will be invited to submit materials to the attention of the Curriculum Adoption Committee through the Administrator of Curriculum.
 - c. The Curriculum Adoption Committee will use an evidence-based approach to evaluate each publisher's materials on a pre-determined set of criteria in five different areas: organization and design, assessment, technology, best practice, and standards alignment.
 - d. The Curriculum Adoption Committee shall narrow the search to the top two or three curriculum series, texts, and/or ancillary materials.
 - e. The Administrator of Curriculum will research the top two or three curriculum series, texts, and/or ancillary materials being certain to give due diligence to the financial impacts to the District.
 - f. The Curriculum Adoption Committee shall run a limited pilot of materials with students prior to the selection of the final set of materials.
 - g. Following the limited pilot, the Curriculum Adoption Committee shall recommend a selection based upon the philosophies of this policy.
 - h. The Curriculum Adoption Committee shall submit selected materials to the IMC. If concern or doubt is expressed by several members of the IMC on a text brought for its consideration, the chair may request a motion to table action on that text until the petitioner(s) and one or two other subject area specialists or grade level specialists can be consulted by the Chair of IMC or are able to address the IMC.

- i. IMC will review each grade level or content area curriculum materials, texts, and ancillary materials that have been recommended by the Curriculum Adoption Committee. The Curriculum Adoption Committee will be available to the IMC for additional information, if necessary.
 - j. If the request for approval is denied, the chair of the IMC shall report the reasons for denial to the petitioner(s) in writing along with an explanation of the appeal process.
 - k. Materials for special classes (i.e., special education, or honors programs) may be used at levels other than those approved by special permission of the Administrator of Curriculum, Superintendent, or designee.
4. Disposition of request:
- a. Approval: Referred to the Board of Directors for action.
 - b. Disapproval: A written explanation of the reasons for disapproval shall be made to the petitioner(s) by the chair of the IMC.
 - i. An appeal procedure may be initiated.
 - ii. The Administrator of Curriculum, Superintendent, or designee shall reconvene the IMC to review the petitioner's appeal, which shall include information additional to the original request. The committee shall meet with the petitioner(s) in a public meeting. Testimony and deliberations shall be held publicly. If the IMC denies the appeal it shall:
 - Report its findings in writing to the petitioner(s) and
 - Assist the petitioner(s) in finding acceptable materials to use.
 - iii. If the IMC overturns their original ruling, a recommendation for adoption will be sent to the Board of Directors via the Superintendent or designee.
 - iv. Following approval by the IMC, a recommendation shall be made to the LWSD Board of Directors.

Other Instructional Materials

Other instructional materials are those texts designated to meet the basic goals and objectives of an individual course offering, and are defined, but not limited to: books, e-books, websites, open educational resources, digital resources, web-based programs, computer software, magazines, instructional manuals, novels, or videos which are purchased to expand, support, or enrich the curriculum.

The recommendation of the selection of these texts would be made by the teacher/department chairperson. Appendix A, Request for Approval of Basic Instructional Materials, with the building principal's signature indicating his/her approval will be submitted to the IMC with any ancillary materials that need consideration by the IMC.

If four or fewer copies of a text are acquired per school, they need not be submitted to the IMC. Final responsibility for the acquisition of texts shall rest with the building principal.

1. Approved texts that have since been updated to a newer edition and are still going to be used in sets of five copies or more, must go through IMC again following the procedure above.
2. Other texts that received approval from IMC, to be used in sets of five copies or more, longer than twenty (20) years prior to the current date, must be resubmitted to IMC for re-approval following the procedure, Section A, Initiation of Request: Instructional Materials.
3. If the IMC does not have the expertise or access to subject area specialists in a particular field, the chair will refer the material for review to outside specialists whose reviews will be made available to the IMC at the next scheduled meeting.

Appendix D, In-Building Approval of Speaker or Other Instructional Materials, should be filed with the building principal for any free and/or sponsored materials, instructional materials, or guest speakers that could be viewed as sensitive or controversial.

A. Initiation of Request: Other Instructional Materials

The district IMC committee member, teacher, principal, or department chairperson {petitioner(s)} will complete Appendix A, Request for Approval of Basic Instructional Materials, and three copies of the instructional material/s must be submitted to the Administrator of Curriculum (IMC chairperson) fifteen (15) school days prior to a scheduled IMC meeting and follow the procedure below, B. Procedure for Selection and Approval of Other Instructional Materials.

B. Procedure for Selection and Approval of Other Instructional Materials

Other instructional materials acquired in quantities of five or more or for use with five or more students, must be reviewed and recommended for approval by the IMC. Approval or disapproval must be based upon district philosophy as established in this policy. If concern or doubt is expressed by several members of the IMC on a text brought for its consideration, the chair may request a motion to table the action on that text until the petitioner(s) and one or two other subject area specialists or grade level specialists can be consulted by the Chair of IMC or are able to address the IMC.

1. If the request for approval is denied, the chair of the IMC shall report the reasons for denial to the petitioner(s) in writing, along with an explanation of the appeal process.
2. Upon approval by the IMC, the materials are sent to the Superintendent for presentation to the Board of Directors for final action.
3. Materials for special classes (i.e., special education, or honors programs) may be used at levels other than those approved by special permission of the Administrator of Curriculum, Superintendent, or designee.

School-Based Curricula

School-based curricula are those texts and/or programs that are acquired by individual schools or PTSAs to expand, support, or enrich the curriculum, student achievement, and/or school culture. A school-based curriculum is defined but not limited to: books, e-books, websites, open educational resources, digital resources, web-based programs, computer software, magazines, instructional manuals, novels, or videos. The recommendation of the selection of these materials shall be made by the principal of the school. Appendix A, Request for Approval of Basic Instructional Materials, must be submitted to the IMC with any ancillary materials that need consideration by the IMC following the procedure below, Procedure for Selection of School-Based Curricula.

A. Initiation of Request: School-Based Curricula

Schools seeking approval of school-based curriculum must first convene a curriculum committee to thoroughly review the proposed curriculum. Membership on the committee is determined by appointment from the building principal and is made up of the following members:

Elementary:

- 1 Building Principal
- 2 Primary Teachers {one representative selected from a school other than that of the petitioner(s)}
- 2 Intermediate Teachers (one of these from a different school)
- 1 Librarian
- 1 Petitioner(s)
- 2 Community Members who represent the largest possible span of grade levels

Secondary:

- 1 Building Principal or Associate Principal
- 4 Building Teachers (preferably from the affected department or grade level and two of the four teachers from different schools)
- 1 Librarian
- 1 Petitioner(s)
- 2 Community Members (representing the largest possible span of grade levels)

B. Procedure for Selection of School-Based Curricula

School-based curricula acquired in quantities of five or more must be reviewed and recommended for approval by the IMC. Approval or disapproval must be based upon district philosophy as established in Section I, Philosophy of Instructional Materials Selection. Evaluation shall be made according to the criteria identified in Appendix A, Request for Approval of Basic Instructional Materials.

Upon approval of the school-based curriculum by the curriculum committee, the petitioner(s) will submit Appendix A, Request for Approval of Basic Instructional Materials, and three copies of the materials, one copy for each of all grade levels copies of the comprehensive curriculum to the Administrator of Curriculum (IMC chairperson) fifteen (15) school days prior to a scheduled IMC meeting and follow the typical IMC procedure as outlined.

1. If the request for approval is denied, the chair of the IMC shall report the reasons for denial to the petitioner(s) in writing, along with an explanation of the appeal process.
2. Upon approval by the IMC, the materials are sent to the Superintendent for presentation to the Board of Directors for final action.
3. Materials for special classes (i.e., special education, or honors programs) may be used at levels other than those approved by special permission of the Administrator of Curriculum, or Superintendent, or designee.

Advanced Placement (AP), Cambridge, and College in the High School Courses

Those materials designed for use by students as principle learning resources in meeting the goals and objectives of Advanced Placement (AP), Cambridge, and College in the High School Courses. These materials include, but are not limited to: books, e-books, websites, pen educational resources, digital resources, web-based programs, computer software, magazines, instructional manuals, novels, or videos that are purchased to expand, support or enrich AP, Cambridge, College in the High School programs or courses which are endorsed by those particular programs. The recommendation of the selection of these texts and or curriculum material would be made by the principal of the school. Appendix A, Request for Approval of Basic Instructional Materials, with the building principal's signature indicating his/her approval will be submitted to the IMC Chair for consideration following the procedure outlined below, 1. Initiation of Request: AP, Cambridge, and College In the High School Courses.

1. Initiation of Request: AP, Cambridge, and College in the High School Courses
 - a. Schools seeking approval for AP, Cambridge and/or College in the High School curriculum materials must first be certain that these curriculum materials are approved and/or endorsed by AP, Cambridge, and/or the university sponsoring College in the High school courses.
 - b. The petitioner(s) must solicit three reviews from job-alike teachers or subject specific department heads from different schools. These reviewers must complete IMC Appendix B: Reviewer Input Form.
 - c. Any digital resources or resources that require technology must be submitted to the Administrator of Curriculum and reviewed by the Technology Operations Department for system compatibility.
 - d. The petitioner(s) must collect the submission form and all of the Appendix B: Reviewer Input Form(s), and submit them to the Administrator of Curriculum (chair of IMC).
 - e. Approval or disapproval of the AP, Cambridge, or College in the High School curricula must be based upon district philosophy as established in this policy. Evaluation shall be made according to the criteria identified in Appendix A, Request for Approval of Basic Instructional Materials.
 - f. The Administrator of Curriculum will submit the petitioner's reviews and any subsequent research deemed necessary to IMC following the procedure as shown below, 2. Procedure for Selection of AP, Cambridge, and College in the High School.
 - g. Materials for special classes (i.e., special education, or honors programs) may be used at levels other than those approved by special permission of the Administrator of Curriculum or Superintendent, or designee.

2. Procedure for Selection of AP, Cambridge, and College in the High School
 - a. The petitioner(s) attend IMC and speak regarding the desired text or curriculum. The petitioners must give a report on the steps followed after the initiation of the request.
 - The petitioner's review forms, Appendix B: Reviewer Input Form, shall be added to the IMC consent agenda and voted on following the rules for quorum as outlined in IIAA-R, III, G., Meetings/Quorums.
 - If the request for approval is denied, the chair of the IMC shall report the reasons for denial to the petitioner(s) in writing along with an explanation of the appeal process. See ii. Disposition of Request, as shown below.
 - If the IMC approves a request for material(s) then approval shall include level or grade level designation: elementary, middle school, or high school.
 - i. Approval of College in the High School texts or curriculum materials shall be used only for the course intended and for students enrolled in that particular course. The approval of these texts shall not include approval for use by any other students in any other grade level.
 - ii. Materials for special classes (i.e., special education, or honors programs) may be used at levels other than those approved by special permission of the Administrator of Curriculum, Superintendent, or designee.
3. Disposition of request:
 - a. Approval: Referred to the Board of Directors for action.
 - b. Disapproval: A written explanation of the reasons for disapproval shall be made to the petitioner(s) by the chair of the IMC.
 - i. An appeal procedure may be initiated.
 - ii. The Administrator of Curriculum, Superintendent, or designee shall reconvene the IMC to review the petitioner's appeal, which shall include information additional to the original request. The committee shall meet with the petitioner(s) in a public meeting. Testimony and deliberations shall be held publicly. If the IMC denies the appeal it shall:
 - Report its findings in writing to the petitioner(s) and
 - Assist the petitioner(s) in finding acceptable materials to use.
 - iii. If the IMC overturns their original ruling, a recommendation for adoption will be sent to the Board of Directors via the Superintendent or designee.
 - c) If the IMC overturns their original ruling, a recommendation for adoption will be sent to the Board of Directors via the Superintendent or designee.

V. Pilot Usage of Materials other than Major Course Adoptions

While it is not the intent of the district to pilot instructional materials prior to all adoptions/ approvals, pilot usage for materials may be requested by a principal for a pre-determined testing period and must be approved by the Administrator of Curriculum.

Following the pilot period, the materials will either be submitted to the IMC for approval or discontinued for use in any classroom in Lake Washington School District.

VI. Recommendations for Adoption Submitted to Superintendent and Board of Directors

All the major course adoptions, instructional materials, school-based curricula, and AP, Cambridge, and College in the High School materials must receive the Board of Directors' approval before use within the district. After the IMC completes its procedure, the recommended materials are presented to the Board of Directors for action.

A. Public Review of Instructional Materials

It is the intention of the Lake Washington Board of Directors to provide an opportunity for public review of instructional materials prior to action by the board. The following procedure will be used to implement the intention of the board.

At least two weeks prior to action, the Administrator of Curriculum shall post IMC submissions on the district's website and shall make available during regular office hours at the Resource Center those materials recommended for adoption by the IMC.

Appendix C, Public Review of Materials, will be available on which public comments can be provided. The completed forms will be distributed to the Board for their consideration.

B. Board Action

At the first scheduled board meeting following the public review, the board will take action on the report of the IMC.

Materials approved for "major course adoptions" that have been recommended through a district-wide Curriculum Adoption Committee process shall not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstance as determined by the Superintendent.

C. Approved Text Lists

Those texts which receive approval for use from the Board will be listed in the approved textbook list. This list will be housed in the Curriculum Office and maintained by the Administrator of Curriculum. Instructional materials approved by the Board of Directors shall be listed in the approved textbook list.

All instructional materials purchased for use in the district must be selected from the approved textbook list, except as provided in RCW 28A.320.230, Instructional materials — Instructional materials committee, stating that " Within the limitations of board policy, a school district's chief administrator may purchase instructional materials to meet deviant needs or rapidly changing circumstances."

VII. Procedures for Selection and Approval of Library Learning Resource Materials**A. Library Learning Resource Materials**

Library learning resource materials are those which are accessible through the library/learning resource center in each school. They provide support for any area of the curriculum, information for independent study, and sources for enrichment and recreational interests. Selection of those materials will be made by the Library Media Specialist/resource person, teachers, and/or department chairpersons with the approval of the building principal. The final responsibility for such resource materials in each school rests with the building principal. Such items are defined, but not limited to: books, e-books, websites, open educational resources, digital resources, web-based programs, computer software, magazines, instructional manuals, novels, or videos which are purchased to expand, support, or enrich the curriculum would be identified as learning resource materials. If a patron raises concerns about a book that is in the library, the principal will discuss the concern with the school's librarian and make a decision on the appropriateness of the material for use in the school's library. If the librarian does not agree with the principal's decision, he/she may request that decision be reviewed by the principal's supervisor, the district supervisor of librarians, and the Administrator of Curriculum.

B. Introduction

Selection of library learning resource materials which are accessible through and reside in the library shall be the province of the school librarian, operating according to professional selection standards and guidelines and keeping with the primary objective which is to enrich, support, and extend the educational program of the school. All materials purchased shall be subject to principal approval and the final responsibility shall rest with the building principal. Section I, Philosophy of Instructional Materials Selection, shall be reviewed periodically with the librarians and principals.

C. Objectives of Selection

1. The school library media professionals shall assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry.
2. School library media professionals shall cooperate with other individuals in building collections of resources appropriate to the developmental and maturity level of the students who will be served.
3. Students and educators served by the school library media program will have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval.

D. Criteria for Selection of Library Learning Resource Materials

The librarian shall consider the following basic factors influencing the selection of materials:

1. Knowledge of curriculum needs of the district, school, and individual students.
2. Consideration of requests from administrators, teachers, parents, and students.
3. Knowledge of reviewing sources appropriate to the grade level(s) in building, as well as those above and below the grade level(s) to supply resources which meet the needs of all students.
4. Accepted selections sources which include, but are not limited to: standard catalogs and book and program reviewing sources (e.g., sources identified in "Selecting Learning Resources for Washington State Libraries and Learning Resource Centers and librarian reviewing groups such as Washington State Young Adult Review Group {WashYARG} and Puget Sound Book Review Council.)

5. The above does not preclude use of publishers' prepublication plans, etc. as deemed appropriate by the school librarian.

VIII. Challenged Materials Procedures

The following procedures are established for all instructional materials placed in question by an individual, group, or organization. No such requests for removal of challenged materials shall be acted upon until the procedure is complete. These procedures must be followed in the order presented below.

A. Process

1. Complaints must be communicated to the person(s) primarily responsible for the utilization of the materials.
2. The complainant and building principal, along with appropriate staff, will meet to try to resolve any misunderstanding.
3. If these efforts fail and the complainant requests the withdrawal of the instructional materials from the school, Appendix E, Request for Reconsideration of Instructional Materials, and administrative policy IIAA-R VIII, Challenged Materials Procedures, shall be furnished to the complainant by the principal with an explanation of the process for registering the complaint.
4. Appendix E, Request for Reconsideration of Instructional Materials, shall be completed with evidence that Steps 1 and 2 have been fulfilled. The complainant shall submit the form to the district Superintendent or designee.
5. A review of the questioned materials shall be instituted within 15 school days after receipt of Appendix E, Request for Reconsideration of Instructional Materials.
6. Upon receipt of a complaint, the Superintendent shall cause a Reconsideration Committee to be convened for the purpose of holding an open public hearing on the material in question.
 - a. The chair of the Reconsideration Committee shall be the Administrator of Curriculum.
 - b. The public hearing will be held within fifteen (15) school days of receipt of the complaint. Each side will have thirty (30) minutes to present their case before the committee. After both presentations, each side shall have five (5) minutes to summarize. The committee may then ask questions, and/or request additional information from professionally qualified resource persons.
 - c. Within six (6) school days of the public hearing, the committee, after reviewing testimony presented and the material in question, will reconvene to discuss the complaint and to come to a decision.
 - d. The chair of the reconsideration committee shall, within thirty-five (35) school days after receipt of the written complaint, submit the final recommendation of the committee to the Superintendent.
 - e. The Superintendent or designee shall, within ten (10) working days of receiving the committee's recommendation, inform the complainant and the teacher or librarian in writing of the committee's decision.
 - f. The Reconsideration Committee's decision shall be reviewed by the Board of Directors upon request by any of the concerned parties. Such request for board review must be made within fifteen (15) working days of the receipt of the decision. If a request is not received within the fifteen (15) day period, the challenged process shall be completed.
 - g. Regardless of whether the concerned parties accept or reject the decisions submitted to them, the Superintendent shall submit a copy of the committee's report to the Board of Directors.

- h. The decision of the Reconsideration Committee may be appealed by the concerned parties to the Board of Directors through the Office of the Superintendent. The purpose of the Board of Directors' review shall be to determine whether the Reconsideration Committee has followed the process as outlined in this policy under Section A. Process, as shown above.
- i. The Superintendent shall convey the findings of the Board of Directors' review to the concerned parties.
- j. If the appropriate processes, as outlined in this policy, have been followed by the Reconsideration Committee, the decision of the committee shall stand. If it is deemed that the appropriate process was not followed by the Reconsideration Committee, the Board of Directors shall determine the outcome of the challenge.
- k. The decision regarding challenged materials shall not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstance as determined by the Superintendent.
- l. A quorum for the final Reconsideration Committee decision shall consist of all nine members. To remove materials, a simple majority vote (5) is necessary. The chairperson may vote.
- m. If the material is disapproved, the Reconsideration Committee will report the decision in writing to the concerned parties. The report will identify levels of use and specific reasons for disapproval.

B. Reconsideration Committee

The Reconsideration Committee shall include the following persons who are representative of the challenged level of instructional materials:

- 4 Parents (of children at the grade level of materials discussed)
 - 1 Central Office Administrator designated by the Superintendent
 - 1 Elementary/Secondary Principal
 - 2 Elementary/Secondary Content or Grade Level Teachers
 - 1 Chairperson of IMC
1. If library materials which have been approved by IMC are challenged, a librarian should replace one of the teachers on the Reconsideration Committee. Also, none of the committee members should have been members of IMC when the challenged material was originally discussed and adopted.
 2. The library materials challenge process is specific to materials previously approved by IMC.
 3. Library materials that have not been approved by IMC and are challenged by a patron are reviewed following Appendix F, Controversial Topics.

Appendix A, Request for Approval of Basic Instructional Materials

Appendix B, Reviewer Input Form

Appendix C, Public Review of Materials

Appendix D, In-Building Approval of Speaker or Other Instructional Materials

Appendix E, Request for Reconsideration of Instructional Materials

NEW PROCEDURES

Approved 08/07/67
Revised 03/07/69
02/10/79
07/18/83
02/16/88
05/07/90
04/20/92
08/10/98
11/01/99
07/01/02
06/02/08
05/19/14

CURRENT PROCEDURES

File: IIAA-R

PROCEDURE FOR THE ADOPTION AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS

INTRODUCTION

The procedures detailed in IIAA/IIAAA outline the steps for the selection, adoption and reconsideration of instructional materials.

I. PHILOSOPHY OF INSTRUCTIONAL MATERIALS SELECTION

The philosophy of the Lake Washington School district, as explained in IIAA/IIAAA shall be followed in the selection, adoption and purchase of all materials which will be used with all students. The policy and procedures will be reviewed by curriculum committees as they begin working, the instructional materials committee on a regular basis, and any others responsible for the selection and/or purchase of instructional materials.

II INFORMATIONAL SESSIONS

The Administrator of Curriculum will be responsible for conducting one informational session annually on the Instructional Materials Policy. This session will be for the purpose of informing both staff and the public on the Instructional Materials Policy and processes contained therein. People who might be interested in serving on the Instructional Materials Committee or on Reconsideration committees are encouraged to attend.

III. INSTRUCTIONAL MATERIALS COMMITTEE

A. FUNCTION

The function of this committee is to follow established processes which are to be used in the examining and evaluating of materials which require action by the Lake Washington School District Board of Directors and present those recommendations to the superintendent who in turn presents them to the board. In specific instances, the Instructional Materials Committee may grant requests to modify the selection process when, in its judgment, students would be better served by so doing and if the intent of the law and board policy are fulfilled.

B. MEMBERSHIP

The Instructional Materials Committee will be appointed with the provisions of RCW 28.A.58.103. Membership of the committee shall be approved on or by October 1 by the Lake Washington School District Board of Directors and shall consist of the following positions.

PERMANENT COMMITTEE MEMBERS

Administrator of Curriculum
Administrators (2) appointed by the Superintendent

APPOINTED COMMITTEE MEMBERS

1 Elementary Librarian
1 Junior High Librarian
1 Senior High Librarian
1 High School Principal
1 Junior High Principal
1 Elementary Principal
2 Senior High Teachers
2 Junior High Teachers
1 Intermediate Level Teacher
1 Primary Level Teacher
1 Community Representative from each district director area.
1 Student Representative from each high school

Each member of the committee is entitled to a vote.

C. SELECTION OF STAFF MEMBERS

The chairperson of the IMC (the Administrator of Curriculum) shall advertise any opening occurring on the IMC in the spring for the upcoming school year. This advertisement shall include the role and expectations of IMC members and be sent to staff groups within the school district. The IMC Chair shall encourage applications and select members based upon school geographical location, content balance and minority representation, as well as willingness to serve as indicated by a letter of interest. The IMC chair shall submit the names of persons nominated to the superintendent, who is responsible for the formal selection of committee members.

D. SELECTION OF VOLUNTEER MEMBERS

The volunteer community members shall be chosen as representatives from each director district. Student members shall be chosen as representatives from each high school attendance area of the district. The superintendent, who is responsible for the formal selection of committee members, shall contact the board member of the respective attendance area to receive nominations for committee members.

E. TERM OF OFFICE

The Administrator of Curriculum and administrative designees are permanent positions. The appointed members will each serve for up to three-year terms. The student members may serve for up to two years.

F. TRAINING SESSION

A training session will be conducted for all new members prior to their beginning service on the IMC.

G. MEETINGS

Regular meetings of the committee will be held in the months of October, November, January, March, May and June. Additional meetings may be called by the chairperson of the committee. A simple majority shall constitute a quorum.

H. VACANCIES, REPLACEMENTS

If a member misses two consecutive meetings, the Chair of the IMC has the option of replacing that person. If a person is unable to fulfill a term of office a replacement will be sought and will be appointed to fill the remainder of that term.

IV. CLASSIFICATION/DEFINITION OF INSTRUCTIONAL MATERIALS

A. MAJOR COURSE ADOPTION

Those texts designed for use by students as principle learning resources in meeting the goals and objectives of a district-wide course or curricular area shall be considered major course adoptions.

A text is defined as any source of learning including but not limited to books, magazines, computer software, films, filmstrips, instructional manuals, novels, video or electronic devices. To qualify as a major course adoption the recommendation of the selection must be made by a group representing all educators in the district who teach that course or are teaching in that curricular area. Appendix A must be submitted to the IMC.

B. OTHER TEXTS

Other texts are those texts designated to meet the basic goals and objectives of an individual course offering or which are purchased to expand, support or enrich the major adoption. The recommendation of the selection of these texts would be made by the teacher/department chairperson. Appendix A with building principal's signature indicating approval will be submitted to the IMC.

If four or fewer copies of a text are purchased per school, they need not be submitted to the IMC. Final responsibility for the purchase of texts shall rest with the building principal.

Appendix F should be filed with the building principal for any free and/or sponsored materials, instructional materials or guest speakers that could be viewed as sensitive or controversial.

C. LIBRARY LEARNING RESOURCE MATERIALS

Learning resource materials are those which are accessible through the library/learning resource center in each school. They provide support for any area of the curriculum, information for independent study and sources for enrichment and recreational interests. Selection of those materials will be made by the librarian/resource person, teachers, and/or department chairpersons with the approval of the building principal. The final responsibility in each school rests with the building principal. Such items as books, software, etc. would be identified as learning resource materials. If a patron raises concerns about a book that is in the library, the principal will discuss the concern with the school's librarian and make a decision on the appropriateness of the book for use in the school's library. If the librarian does not agree with the principal's decision, he/she may request that decision be reviewed by the principal's supervisor, the district supervisor of librarians, and the director of curriculum.

D. CURRICULUM OFFICE PURCHASES

Purchases made by the Curriculum Office may be exempt from the IMC process if:

1. there are fewer than 5 copies purchased per building;
2. the materials receive the approval of the building principal;
3. the materials are designated to be accessible through the library/ learning resource center.

V. PROCEDURE FOR APPROVAL OF MAJOR COURSE ADOPTIONS OR OTHER TEXTS.

Major course adoption and other texts purchased in quantities of five or more must be reviewed and recommended for approval by the instructional Materials Committee. Approval or disapproval must be based upon district philosophy as established in Section I. Upon approval by the IMC the materials are sent to the superintendent for presentation to the Board of Directors for final district action.

The procedure is as follows:

A. INITIATION OF REQUEST:

1. The district Curriculum committee, teacher, principal or department chairperson must complete the form in Appendix A.
2. The form and 2 copies of the text must be submitted to the Administrator of Curriculum (IMC chairperson) 15 school days prior to a scheduled IMC meeting.

B. PROCESSING OF REQUEST:

1. The petitioner may attend and speak to the issue, if desired, or may be requested by the committee to attend.
2. A minimum of three members must have reviewed or sought expert opinion on the text and submitted their findings to the IMC.
3. Evaluation shall be made according to the criteria identified in Appendix A, form I and II.

4. If the IMC does not have the expertise or access to subject area specialists in a particular field, the chair will refer the material for review to outside specialists whose reviews will be made available to the IMC at the next scheduled meeting.
5. If concern or doubt is expressed by several members of the IMC on a text brought for its consideration, the chair may request a motion to table action on that text until the petitioner and 1 or 2 other subject area specialists or grade level specialists can address the IMC.
6. If the request for adoption is denied, the chair of the IMC shall report the reasons for denial to the petitioner in writing along with an explanation of the appeal process.
7. If the IMC approves a request for material(s) then:
 - a. Approval shall include level designation: elementary, junior high, senior high. Materials may be used at levels above but not below the approved level.
 - b. Materials for special classes (i.e., special ed, or honors programs) may be used at levels other than those approved by special permission of the superintendent or designee.
 - c. Disposition of request:
 1. Approval: Referred to the Board of Directors for action.
 2. Disapproval:
 - a.) A written explanation of the reasons for disapproval shall be made to the petitioner by the chair of the IMC.
 - b.) An appeal procedure may be initiated.
 - c.) The superintendent or designee shall reconvene the IMC to review the petitioner's appeal, which shall include information additional to the original request. The committee shall meet with the petitioner in a public meeting. Testimony and deliberations shall be held publicly. If the IMC denies the appeal it shall:
 - 1.) report its findings in writing to the petitioner and
 - 2.) assist the petitioner in finding acceptable materials to use.

- d.) If the IMC overturns their original ruling, a recommendation for adoption will be sent to the Board of Directors.

VI. PROCEDURE FOR SELECTION AND APPROVAL OF MAJOR COURSE ADOPTIONS

At the beginning of each school year, staff members will be informed as to which curricular areas will be under investigation.

Publishers will be informed of the district's intent to consider the possible adoption of instructional materials in a given subject area. They will be invited to bring their materials to the attention of the selection committee through the administrator for curriculum.

The selection of a text(s) which will be designated as the required basal text (series) for either elementary or secondary level throughout the district shall be completed by using the following procedure:

- A. An Adoption Committee including teachers, administrators, community members, etc. as determined by the superintendent or designee representing each level of grade within the discipline shall be established.
- B. The Adoption Committee shall review available materials and shall recommend a selection based upon the philosophies of the instructional materials selection process, the discipline, and the district.
- C. The Adoption Committee will recommend to the IMC for recommendation to the LWSD Board of Directors the basal textbook (series) which the adoption committee identified for district use.
- D. The adoption committee will be available to the IMC for additional information if necessary.

VII. PILOT USAGE OF MATERIALS

While it is not the intent of the district to pilot instructional materials prior to all adoptions, pilot usage may be requested by a principal for a pre-determined testing period and must be approved by the IMC.

Following the testing period, the materials will either be recommended for adoption by the IMC or their use will be discontinued in any classroom in the LWSD. Requests for pilot usage must be submitted on Appendix A to the IMC.

VIII. RECOMMENDATIONS FOR ADOPTION SUBMITTED TO SUPERINTENDENT AND BOARD OF DIRECTORS

All the major course adoptions, and other text adoptions, must receive the Board of Directors' approval before use within the district. After the IMC completes its procedure, the recommended materials go to the Board of Directors for action.

A. PUBLIC REVIEW OF INSTRUCTIONAL MATERIALS

It is the intention of the Board of Directors of the LWSD to provide an opportunity for public review of instructional materials prior to action by the board. The following procedure will be used to implement board intention:

At least two weeks prior to action the superintendent shall make available during regular office hours at the Administration Center those materials recommended for adoption by the IMC.

A form, Appendix G, will be available on which comments can be made with regard to materials reviewed. These completed forms will be given to the board for consideration.

B. BOARD ACTION

At the first board meeting following the public review, the board will take action on the report of the IMC.

Materials approved for "major course adoptions" that have been recommended through a district-wide adoption committee shall not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstance as determined by the superintendent.

APPROVED TEXT LIST

Those texts which receive approval for use from the board will be listed in the approved textbook list. This list will be housed in the Curriculum Office and maintained by the chair of the IMC. Instructional materials approved by the LWSD Board of Directors shall be listed in the approved textbook list. A copy of the approved textbook list will be available in the main office of each school and also in every school library.

All major course adoptions, and other texts purchased for use in the district must be selected from the approved textbook list, except as provided in RCW. 28A. 58.103, stating that "Within the limitations of board policy, the superintendent or designee may purchase materials to meet unusual needs or rapidly changing circumstances."

IX. PROCEDURE FOR SELECTION AND APPROVAL OF LIBRARY LEARNING RESOURCE MATERIALS.

A. INTRODUCTION

Selection of learning resource materials which are accessible through and reside in the library shall be the province of the school librarian, operating according to professional selection standards and guidelines and keeping with the primary objective which is to enrich, support and extend the educational program of the school. All materials purchased shall be subject to principal approval and the final responsibility shall rest with the building principal. The philosophy of selection is stated in IIAA (page 3 of 3) and shall be reviewed periodically with the librarians and principals.

B. OBJECTIVES OF SELECTION

1. The school library media professionals shall assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry.
2. School library media professionals shall cooperate with other individuals in building collections of resources appropriate to the developmental and maturity level of the students who will be served.
3. Students and educators served by the school library media program will have access to resources and services free of constraints resulting from personal, partisan or doctrinal disapproval.

C. CRITERIA FOR SELECTION OF LEARNING RESOURCE MATERIALS

The librarian shall consider the following basic factors influencing the selection of materials:

1. Knowledge of curriculum needs of the district, school and individual students.
2. Consideration of requests from administrators, teachers, parents and students.
3. Knowledge of reviewing sources appropriate to the grade level(s) in building, as well as those above and below the grade level(s) to supply resources which meet the needs of all students.
4. Accepted selections sources which include, but are not limited to: standard catalogs and book and program reviewing sources (e.g., sources identified in "Selecting Learning Resources for Washington State Libraries and Learning Resource Centers." Also librarian reviewing groups such as WASHYARG and Puget Sound Book Review Council.)

The above does not preclude use of publishers' prepublication plans, etc. as deemed appropriate by the school librarian.

X. CHALLENGED MATERIALS PROCEDURES

The following procedures are established for all instructional materials placed in question by an individual, group or organization. These procedures must be followed in the order presented below. No materials shall be removed from use within the district until this procedure has been completed unless directed otherwise by the superintendent.

A. PROCESS

1. Complaints must be communicated to the person or persons primarily responsible for the utilization of the materials.
2. The complainant and appropriate staff will meet and try to resolve any misunderstanding.
3. If these efforts fail and the complainant requests the withdrawal of the instructional materials from the school, the Request Form for Reconsideration of Materials, (Appendix B) (6161 (X)) together with a copy of the Challenged Materials Process, shall be furnished to the complainant by the principal with an explanation of the process for registering the complaint.
4. The Request Form for Reconsideration of Materials shall be completed with evidence that steps 1 and 2 have been fulfilled. The complainant shall submit the form to the district superintendent or designee.
5. A review of the questioned materials shall be instituted within 15 school days after receipt of the Request Form for Reconsideration.
6. Upon receipt of a complaint, the superintendent shall cause a Reconsideration Committee to be convened for the purpose of holding an open public hearing on the material in question.
 - a. The chair of the Reconsideration Committee shall be the Administrator of Curriculum.
 - b. The public hearing will be held within 15 school days of receipt of the complaint. Each side will have 30 minutes to present their case before the committee. After both presentations, each side shall have 5 minutes to summarize. The committee may then ask questions, and/or request additional information from professionally qualified resource persons.
 - c. Within 6 school days of the public hearing the committee, after reviewing testimony presented and the material in question, will reconvene to discuss the complaint and to come to a decision.
 - d. The chair of the reconsideration committee shall within 35 school days after receipt of the written complaint, submit the final recommendation of the committee to the superintendent.

- e. The superintendent or designee shall, within ten (10) working days of receiving the committee's recommendation, inform the complainant and the teacher or librarian in writing of the committee's decision.
- f. The Reconsideration Committee's decision shall be reviewed by the Board of Directors upon request by any of the concerned parties. Such request for board review must be made within fifteen (15) working days of the receipt of the decision. If a request is not received within the fifteen (15) day period, the challenged process shall be completed.
- g. Regardless of whether the concerned parties accept or reject the decisions submitted to them, the superintendent shall submit a copy of the committee's report to the Board of Directors.
- h. The decision of the Reconsideration Committee may be appealed by the concerned parties to the Board of Directors through the office of the superintendent. The purpose of the Board of Directors' review shall be to determine whether the Reconsideration Committee has followed the proper process.

The superintendent shall convey the findings of the Board of Directors' review to the concerned parties.

- i. If the appropriate processes have been followed by the Reconsideration Committee, the decision of the committee shall stand. If it is deemed that the appropriate process was not followed by the Reconsideration committee, the Board of Directors shall determine the outcome of the challenge.
- j. The decision regarding challenged materials shall not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstance as determined by the superintendent.
- k. A quorum for the final Reconsideration Committee decision shall consist of all nine members. To remove materials, a simple majority vote (5) is necessary. The chairperson may vote.
- l. If the material is disapproved, the Reconsideration Committee will report the writing to the concerned parties. The report will identify levels of use and specific reasons for disapproval.

B. RECONSIDERATION COMMITTEE

The reconsideration committee shall include the following persons who are representative of the challenged level of instructional materials:

- 4 Parents (of children at the grade level of materials discussed)
- 1 Central office administrator designated by the superintendent
- 1 Elementary/secondary principal
- 2 Elementary/secondary content or grade level teachers
- 1 Chairperson of IMC

If library materials are challenged, a librarian should replace one of the teachers on the Reconsideration Committee. Selection of committee members shall, if possible, be made from the pool of people who have expressed an interest in this policy by attending an informational session as described in Section II. Committee members should not have been members of IMC when the challenged material was originally discussed and adopted.

Rules adopted	8/7/67
Revised	3/7/69
	2/10/79
	7/18/83
	2/16/88
	5/7/90
	4/20/92
	8/10/98
	11/01/99
	7/1/02
	6/2/08

**Lake Washington School District
Executive Limitation Monitoring Report**

**EL-14 Technology
June 2, 2014**

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board’s End Results.

Accordingly, the CEO shall:

1. Provide a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources.	In Compliance	◀ ▶
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Evidence

Overview

A comprehensive technology plan is developed and implemented in alignment with the district’s capital technology levy planning cycle. The technology plan highlights the district’s commitment to keep pace with technology innovation that supports student learning and staff effectiveness; to develop and scale support systems and infrastructure to meet the needs of our staff, students, and parent users; and to ensure consistent network reliability.

- During 2013-2014, the 2010-13 technology plan was augmented with a one-year infrastructure improvement plan to add resilience and redundancy to the district’s technology enterprise. This work was necessary to address weaknesses discovered in 2012-13 and for security and performance reasons. The infrastructure improvements resulted in:
 - Improvements in network security and backup and storage capabilities;
 - Increased availability for users and the elimination of single points of failure within the network;
 - Increased network capacity to enable high stakes activities without interruption or delay (e.g. state testing, online curricula, transportation systems, payroll processing, etc.) as district users make the shift from “offline content and paper processes” to digital content and online processes;
 - Established change management processes, project management protocols, and data governance policies and processes; and,
 - Improved staffing assignments and processes to better respond to and support the needs of users, instructional, and business operations.
- Technology operations also launched several other critical new systems and improvements during 2013-14, including:
 - Implemented new K-5 literacy curriculum (Wonders) and several new CTE instructional software titles;
 - Launched Haiku for parents and established a parent support desk;
 - Implemented HelpCentral, an internal self-service portal for all staff to check for outages, review user notices, set alerts on particular issues resolution and status of interest, and access frequently-requested “How To” resources.
 - Completed a district-wide staff computer desktop refresh;
 - Implemented a new teacher evaluation system (Teachscape);
 - Conducted common core Smarter Balanced Assessment field tests (SBAC)

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

1. Provide a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources.

In
Compliance



Evidence {continued}

- Developed technical and strategic relationships with service providers for key infrastructure expertise – Microsoft SharePoint, Active Directory, and Exchange and brand-specific hardware and software;
 - Supported development of a standards-based middle school gradebook and enhancements for both elementary and middle school;
 - Initiated process improvements for the secondary Mobile Access for Students (sMAS) program;
 - Launched a tool for high school administrators and counselors to have enhanced access to student data (Student Manager);
 - Conducted a proof of concept for STEM signature software needs that are too sophisticated for MAS computers (Citrix Zen Desktop and Server - virtual desktop);
 - Launched a new field trip ticket system (Beluga Software);
 - Began implementation of Office 365 and Microsoft One-Drive for Staff (students in 2014-15);
 - Completed wireless and print server upgrades;
 - Transitioned to Microsoft antivirus software, centrally and on endpoints, decommissioning Sophos; and
 - Completed server virtualization and migration to the Microsoft Azure Cloud.
- Based on the passage of the capital levy approved by voters in 2014, a new four-year comprehensive technology operations plan has been developed. The plan includes a narrative, budget forecast, and master schedule aligned to the district's Strategic Plan and capital levy funding.

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence

Our goal is to ensure that the Lake Washington technology infrastructure is robust, functional, and comprehensive. Achievement of our goal requires ongoing commitment to stringent technology standards; providing adequate technical support; and, adhering to a realistic, consistent, and appropriate schedule for upgrading technology equipment through voter approved technology levies.

Network Infrastructure

The district's Wide Area Network (WAN) is segmented between physical and wireless connectivity for endpoints that connect to a fiber-optic network that carries traffic from schools and buildings to the data center and out to the cloud or Internet.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence {continued}

Internet Bandwidth

- The district's Internet bandwidth was expanded from 300 Megabits per second to 2.5 Gigabits (2560 Megabits) per second during 2013-14.

Physical Network

The physical network that connects all of our current sites runs on fiber optic cable that is owned by the district. One gigabit per second (Gbps) connectivity is available between all sites and the district's data center. There is a 10Gbps connection to Evergreen Middle School that serves as a connection hub to eleven other school sites.

The district maintains a WAN that contains 1,050 network devices. All but 300 of the physical switches were updated in 2011. These switches provide physical connectivity to endpoints and wireless access points.

- During 2014, the network infrastructure was enhanced at the core and Internet edge by adding switches, load balancers, and firewall and packet inspecting devices. In addition, enhanced connections and expansion of Internet Service Providers (ISP) has helped to create higher availability model in order to obtain a 99% plus uptime for network services from end point to the Internet.
- The two central devices that run the central system of the district network are Cisco 6509-e switches. In the spring of 2014, two Cisco 4500X switches were added to take over the main traffic load along with NetScaler load balancers. These connect to two Palo Alto Network firewall and packet inspection devices. From there, traffic passes through two Cisco ASR Routers to three ISP. This architecture has created a highly available model in order to obtain a 99% plus uptime for network service from end point to Internet. These devices are under four-hour emergency-response maintenance-agreements.

Wireless Network

The wireless network currently includes 1,850 wireless access points (AP) that provide coverage at all locations. Each classroom/area is outfitted with an access point rated to support 25 devices. Each access point can overlap zones to balance connections.

- Connection or performance issues have been reported when the access or surrounding access points are not adequate to handle the load. This can occur when there are more than 25 students in a classroom/area and as a result of many users connecting with more than one device (including personal devices, phones, etc). The 2014 levy plan includes upgrades and expanded capacity in this area.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence {continued}

Data Center Infrastructure

The data center is located at the Resource Center. Servers and other shared technical systems reside in the data center.

Servers

The district currently maintains 170 servers, plus a dozen other network appliances, and hosts the hardware necessary to run the Skyward application for fiscal, human resources, and student information functions.

- Ninety four (94%) percent of district servers will be at or beyond recommended retirement age by 2015.
- The capital levy funding secured this year includes funding to replace all physical servers.
- To mitigate risk of aging servers, we are working with Microsoft to enable moves of highest priority, oldest servers to the cloud.
- Thirty-seven percent (37%) of the servers have been virtualized using Microsoft Hyper-V technology.
- The goal is for 80% of our servers to be virtualized and/or moved into the cloud to reduce total cost of ownership.

Storage

The district has four storage systems deployed in the data center. The first is a StorSimple device with 20 Terabytes (TB) of on premises tiered storage. Tiered storage provides solid-state fast storage for high-access data, slower SATA (Serial Advanced Technology Attachment) storage for intermittently accessed data, and finally cloud storage for archival data. The second storage system is a Hewlett Packard EVA (Enterprise Virtual Array), which holds 37 Terabytes (TB) of data and is used primarily for high-access database and virtual server storage. The district also has a Dell network-attached storage (NAS), which holds 16 TB of data and has used 13 TB targeting. The final system is the original Hewlett Packard MSA (modular smart array), which holds 8 TB and has used 7 TB.

- The current storage capacity is inadequate for existing staff and student storage needs. As a result, beginning in May of this year, school staff file storage is being moved from district on-site storage servers to Microsoft One Drive and Office365 in the cloud. This move will be made in the fall of 2014 for students. This will allow access to files and e-mail while on the district network or from home.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board’s End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence {continued}

Active Directory

Microsoft Active Directory is the user account authentication authority used in the district computer network. Active Directory accounts provide authorized users access to district technology systems such as e-mail, portals, applications, and web-based resources. Six Windows Server Domain Controllers are deployed to manage enterprise level technology environment. Following best practices, one of these servers is physical and the others are virtualized. Accounts for every staff member and student in the district are currently supported. In addition, a limited number of accounts for authorized contractors and vendors are managed. Parent accounts are maintained in a separate domain. Student and parent account provisioning is automated, but staff provisioning remains partially manual due to complexities of individual functions and needs.

- Active Directory tools have been put in place to help manage the environment.
- A tool to allow self-service password maintenance has been in development this year for launch in 2014-15.

Software Provisioning

Increased demand for software titles and the move to mobile devices for students has required changes in how software is provisioned. Previously, much of the software provisioning has been done manually or over the wired network and in lab environments. These changes require that most software is either web-based or installable over the network.

- In the 2013-14 school year, Microsoft’s System Center Configuration Manager (SCCM) has been expanded to provision software for endpoint devices. This system is capable of network-delivered imaging and software deployment. Software can be pushed to devices or provisioned in manner that enables users to “pull down” software and install it to their own device. (Not every software title is capable of being installed this way; it is dependent on the coding done by the publisher.) SCCM also assists with license tracking and compliance. SCCM will assist with providing access to software by user role and need.

Technology Operations documents, images, and conducts user-testing for instructional software needs. This is particularly important for programs requiring specialized software such as Career and Technical Education (CTE).

- New processes to conduct extensive testing of new software and imaging before roll-out have been developed this year. These new processes require ensuring adequate lead time is provided to properly test new software titles. Some software, such as state assessments, can make this a challenge with last minute updates.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence {continued}

Data Backup & Recovery

School and financial records in the Skyward system are secured by the Washington State Information Processing Cooperative (WSIPC).

- District users' files are being moved into the cloud in 2014 which will be secured by Microsoft in three separate locations.

Local servers and databases, including web pages and the portal, are secured through HP Data Protector and stored on the Tape Library or local storage. Nearly 27 TB of the data is backed up to a robotic tape device. Current data back-up needs have surpassed the weekend capability of the tape robot, which is capable of processing 18 TB of data during a standard two-day window. This lack of needed capacity requires backups to run during work hours on Monday. The most critical data is currently being backed up using the automated tape system. Less critical data is backed up using manual snapshots to disk storage within the data center. These manual backups processes lag well behind best practice recommendations. Disaster recovery is currently done through rotating a set of tapes off-site to the district's Support Services to safeguard against complete district data loss. Only the data on the tapes is secure.

Data not being backed up, or being backed up to a local disk, would be lost in the event of a disaster resulting in the destruction of the district's data center.

- Work is underway to move to complete automated backups aligned with best practices. The capital levy funding will provide a enable a comprehensive enterprise backup solution.

Technical Security Infrastructure

Certain technologies are deployed in order to safeguard the district's network and technology resources from unauthorized access, nefarious activity, and inappropriate content.

Access Security

Microsoft Active Directory is the authentication authority for the district's computer network. All staff and students in grades K-12 are issued accounts. Staff and students in grades 3-12 are required to change their passwords every ninety days. Passwords must follow a criteria approved by Microsoft to secure against unauthorized access. Criteria include a password length of eight or more characters, use of differential character types, and forbidden repeats.

- In the 2013-14 school year, domain administrator access limitation was implemented as recommended by the technology audit in 2012-13. Cleanup has been completed on servers and service accounts, with technical staff limits by role completed by summer of 2014.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence {continued}

Network Intrusion Security/Fire Wall

The network architecture is designed to protect the district's computing network through the use of standard hardware and software. A Palo Alto Network (PAN) firewall is used to prevent unauthorized network access from the Internet.

- During the 2013-14 school year, a second PAN was added for higher availability.
- As part of the recommendations resulting from the review, a full test of the network's defense against intrusions and cyber-attacks is scheduled for 2014-15 using industry standard methods for addressing physical vulnerabilities.

Web Filtering

Two Lightspeed Rocket network appliances are used to filter all network traffic leaving for the Internet. This device makes the district compliant to Children's Internet Protection Act (CIPA) regulations. The district also employs a Lightspeed Mobile agent on the sMAS 1:1 devices that re-directs web traffic back to the Rocket appliance so that web content is filtered when student devices are not connected to the district network.

Malicious Traffic Detection

The Palo Alto Network (PAN) devices also provide deep packet analyzing to detect and filter network packets that are not authorized to pass between our network and the Internet. This device blocks malware activities as well as nefarious software, such as illegal file sharing software and security bypass software.

Anti-Virus

- The district deployed Microsoft Endpoint Protection to all of its servers and endpoint devices during the summer of 2013. This system is managed centrally by Microsoft's System Center Configuration Manager (SCCM).

Network Access Control

A Network Access Control system enables users and guests to access the district network.

Staff and Student Technology Equipment

A significant amount of technology equipment has been deployed in classrooms to facilitate learning. This equipment, often referred to as the "Classroom Footprint," includes:

Projection Stations: A multi-media capable computer connected to a projector that displays lesson material upon a viewing surface/screen. Stations include a wireless keyboard and mouse allowing the teacher flexible movement around the room.

Interactive Whiteboards: A wall-mounted device that allows teachers and students to create and display interactive learning content. This device is connected to the projection computer. Interactive individual student response systems that work in conjunction with the interactive whiteboard are available to teachers.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence {continued}

Document Cameras: A digital display device that allows teachers to model processes/procedures and display artifacts, displays, and documents through the projection system.

Voice Amplification: A sound amplification system that uses infrared technology to transmit the speaker's voice and amplify it through ceiling or wall speakers.

Elementary Student Computer Devices: Carts of wireless netbook computers deployed at either a 3:1 (grades K through 2) or 2:1 (grades 3 through 5) student-to-computer ratio. These shared carts are mobile and can be rolled into classrooms for use by individual students or for work in groups with multiple students accessing a single computer device.

Secondary Student Computer Devices: Individually-issued wireless device deployed at a 1:1 student-to-computer ratio. These devices provide students access to electronic resources at home and at school. Some specialized software programs require more computing power than netbooks/laptops can provide. Therefore, desktop computer labs are provided for some programs such as CTE, Graphic Arts, Photography, etc.

Staff Computer Devices: All staff is provided access to a desktop computer installed with Microsoft Windows 7 and Microsoft Office 2010. Printers, e-mail, and Internet access are provided for conducting the business of the district. The current staff desktops were replaced in summer and fall of 2013-14.

Technical Support

Providing technical support is an important component of an effective technology infrastructure. Current technical support includes Technical Support Specialists (TSS), who work at the Help Desk and in the field, and other staff who support the technical components of the technology infrastructure and the data center.

- Support and helpdesk were reorganized in 2012-13 to support the MAS program totaling fourteen staff, two of which were added FTE. Eight TSSs work in the field and spend a quarter of their day in-schools providing support desk service for student devices. Six TSSs work the help desk and rotate to the field when needed.
- No additional support technicians have been added this school year. Due to the required time it has taken to support the sMAS program, elementary schools and other district technology users have extremely limited support. Building assigned technicians have found that they can only support the elementary schools on site approximately 1 – 2 hours per week per school.
- Since August of 2012, the number of Help Desk ticket requests has grown by 32% when compared to the previous school years. Implementation of sMAS, growing dependence on technology, improved virus, and security support have added significantly to the number of Help Desk ticket requests.
- Help Desk ticket resolution for staff has improved to an average of 78% 1st response closure rate school-year-to-date, compared to an overall 53% closure rate rate last year, nearing the Strategic Plan goal of 85% by 2018.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board’s End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.

In Partial
Compliance



Evidence {continued}

Month	Total Opened Tickets		Total Closed by Helpdesk – 1 st Response		% Closed	
	2013	2014	2013	2014	2013	2014
Sept.	3,680	5,130	1,633	3,459	44%	67%
Oct.	3,625	3,825	1,380	3,256	38%	85%
Nov.	3,625	2,493	720	2,151	20%	86%
Dec.	1,662	1,863	860	1,484	52%	80%
Jan.	3,124	3,250	1,672	2,496	53%	77%
Feb.	2,945	2,361	1,266	1,973	43%	84%
Mar.	3,501	2,757	1,812	2,079	52%	75%
Apr.	2,401	2,455	939	1,762	39%	72%
Totals	24,563	24,134	10,282	18,660	Avg. 43%	Avg. 78%

Area of partial compliance:

- While many areas of infrastructure have improved during the past year, there is one section of EL 14.2 that remains in partial compliance, Backup and Disaster Recovery. We plan to bring this area into compliance as planned for in the 2014 capital levy.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board’s End Results.

Accordingly, the CEO shall:

3. Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.

In
Compliance



Evidence

Data for district and school continuous improvement planning is provided through the district-developed Data Dashboard and Skyward Student Information System. The Dashboard is a “component” of INFORM which is hosted by Edmin.com. INFORM is also used for managing the input of graduation standards progress for Level 5 district requirements, custom data reporting, and for staff to sign up for professional development courses. INFORM is accessible for teachers and school leadership teams for use and analysis on the web (secured). Data can be reported by a broad range of variables including demographics, program, or standard.

- During 2012-13, the district’s Data Dashboard was implemented for both principal and teacher use. The Dashboard also provides aggregated performance information for the board and district leadership. The Data Dashboard is used by schools for continuous improvement planning.
- In 2014 a pilot of “Student Manager” was conducted. This tool is nested in the Dashboard utilizing data from the same data warehouse. It provides secondary principals and counselors access to individual student information for intervention and other purposes.

Skyward, a student information system, is accessible to district personnel who interact with student demographic information, student and family contact information, attendance, discipline information, official transcripts, and graduation tracking. All elementary teachers use Skyward’s standards-based grade book to record student grades and issue report cards. Elementary teachers, elementary office support staff, elementary school administrators, and district administrators have access to this standard-based grade book system. The system is open to families, allowing for more timely communication and feedback between teachers and parents.

- In May 2013, a project to begin to update the Standards Based Grade Book to include “weighting” will begin, supporting the strategic work of standards-based grading at the middle school level.
- OSPI’s EDS system is a secure web-based suite of applications accessible to district and building staff who manage assessments to ensure all students meet state requirements. It provides data to building and district staff on graduation data and assessment results for scheduling students and highly qualified teacher information. Final assessment data in EDS is also imported into the district data warehouse.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board’s End Results.

Accordingly, the CEO shall:

<p>4. Provide for a safe and secure computing environment for students and staff that:</p> <ol style="list-style-type: none"> a. Prohibits the use of technology resources for commercial, political, illegal, or indecent purposes or that disrupts the learning environment of students; b. Prohibits access to personal information about students or staff that does not have an educational purpose or that is not appropriately authorized; c. Prohibits collection of electronic information for which there is no legitimate need; and d. Uses methods of collecting, reviewing, transmitting, or storing information that protect against improper access to the information being elicited. 	<p>In Compliance</p>	<p>◀ ▶</p>
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Evidence

Safety of our students and staff is a high priority. Technologies that provide security are carefully selected to ensure that students and staff are not vulnerable to inappropriate material, fraudulent behavior, and/or malicious activities that inhibit the appropriate use of district resources.

An Acceptable Use Policy (AUP) includes guidelines for Internet safety and for the appropriate use of district computer networks. The AUP is included as a component of each school’s student handbook. The AUP is reviewed annually with all staff and students. Students must acknowledge responsibility for understanding the AUP every time they log on to a district computer. Students who violate the AUP are subject to the consequences, specified in the AUP and discipline policies.

- The AUP and procedures for electronic resources for both staff and student were updated in August 2013.
- During fall 2012, the Technology Department further enhanced security and performance by upgrading an appliance that analyzes computer traffic blocking Peer to Peer Applications (BitTorrent) and Internet Anonymizers (proxy avoidance). An additional device was added this year as part of the infrastructure improvement project.

The district collects personal information as part of student and human resource applications in Skyward. Personal information about staff or students is only provided to those users that have a legitimate educational need and have appropriate permissions. Employment or current contractual status is verified through the Human Resources Department. Appropriate administrator approval processes are followed prior to granting access to student and/or staff information. Transmission of student information required by the state is done through the Comprehensive Education Data and Research System (CEDARS), which provides for weekly submission of electronic student information through a secure process managed by the Washington School Information Processing Cooperative (WSIPC). Transmission of staff data to the state is also managed by WSIPC.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

- | | | |
|--|------------------|-----|
| 4. Provide for a safe and secure computing environment for students and staff that:
<i>{for complete listing, see page 11.}</i> | In
Compliance | ◀ ▶ |
|--|------------------|-----|



Evidence

The district must comply with the Family Educational Rights and Privacy Act (FERPA). The Student Information System contains privacy fields for tracking parent permissions pertaining to the release of student information. District policy is published on the district's website and staff are trained to use these privacy fields for appropriate data requests and release of student information.

Any external requests for research data, surveys, or other measures that may impact students or teachers must be approved by the Superintendent or designee as described in Policy LC, Relations with Education Research Agencies.

Requests for information under KBA, Public's Right to Know, and public disclosure laws are made through the communications department. Staff works with legal counsel when requests include personal information of staff or students.

Security protocols also help protect personal information. Policies are in place to assure that users are given appropriate and necessary access levels to district systems. Employees that resign or are terminated have their access to the LWSD network revoked when their employment ends. All K-12 grade students are provided with individual student log-on identifiers to protect their files from other students. All Internet traffic requires authentication following security protocols (e.g. SSL – Secure Socket Layer) to ensure that information is secure.

- A Data Governance Policy is being updated for presentation to staff in August 2014. This Policy will support the AUP and expand on requirements to enhance data security and information.

I certify the above to be correct as of June 2, 2014.

Traci Pierce, Superintendent

Lake Washington School District
2014-15 Board Meeting Dates

June 2, 2014

- September 8 - Work/Study Session – 5:30 p.m., Hughes
Regular Board Meeting - 7:00 p.m., Board Room
- September 22 - Regular Board Meeting – 5:30 p.m., Board Room
Work/Study Session – 5:30 p.m., Board Room
- October 6 - Work/Study Session – 5:30 p.m., Hughes
Regular Board Meeting - 7:00 p.m., Board Room
- October 20 - Regular Board Meeting – 5:30 p.m., Board Room
Work/Study Session – 5:30 p.m., Board Room
- November 3 - Work/Study Session – 5:30 p.m., Hughes
Regular Board Meeting - 7:00 p.m., Board Room
- November 17 - Regular Board Meeting – 5:30 p.m., Board Room
Work/Study Session – 5:30 p.m., Board Room
- December 8 - Work/Study Session – 5:30 p.m., Hughes
Regular Board Meeting - 7:00 p.m., Board Room
- January 12 - Work/Study Session – 5:30 p.m., Hughes
Regular Board Meeting - 7:00 p.m., Board Room
- January 26 - Regular Board Meeting – 5:30 p.m., Board Room
Work/Study Session – 5:30 p.m., Board Room
- January 31 - Work/Study Session – 8:30 a.m.
{*Note: Saturday*}
- February 9 - Work/Study Session – 5:30 p.m., Hughes
Regular Board Meeting - 7:00 p.m., Board Room
- March 2 - Work/Study Session – 5:30 p.m., Hughes
Regular Board Meeting - 7:00 p.m., Board Room
- March 16 - Regular Board Meeting - 5:30 p.m., Board Room
Work/Study Session - 5:30 p.m., Board Room
- March 20-22 - Work/Study Session, Sleeping Lady, Leavenworth

April 20 -	Work Session - 5:30 p.m., Hughes Regular Board Meeting - 7:00 p.m., Board Room
May 4 -	Work Session - 5:30 p.m., Hughes Regular Board Meeting - 7:00 p.m., Board Room
May 18 -	Regular Board Meeting - 5:30 p.m., Board Room Work Session - 5:30 p.m., Board Room
June 1 -	Work Session - 5:30 p.m., Hughes Regular Board Meeting - 7:00 p.m., Board Room
June 22 -	Work Session - 5:30 p.m., Hughes Regular Board Meeting - 7:00 p.m., Board Room
August 3 -	Work Session - 5:30 p.m., Hughes Regular Board Meeting - 7:00 p.m., Board Room