

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

March 16, 2015

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)

CIA: Certificate of Individual Achievement

CIP: Continuous Improvement Process

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

GP: Governance Process (Board)

HCP: Highly Capable Program

HSBP: High School and Beyond Plan

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

NSBA - National School Board Association

OSPI: Office of Superintendent of Public Instruction

PCC: Professional Community & Collaboration

PLC: Professional Learning Community

PLIE: Planning, Learning, Implementation, and Evaluation

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

SIOP: Sheltered Instruction Observation Protocol

SBAC: Smarter Balanced Assessment Consortium

SBE: State Board of Education

sMAS: Secondary Mobile Access for Students

STEM: Science, Technology, Engineering, and Mathematics

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

March 12, 2015

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

Dear Mrs. Pendergrass:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of March 16, 2015 beginning at 5:30 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. Consent Agenda
5. Non-Consent Agenda
6. Board Member Comments
7. Adjourn

Sincerely,

A handwritten signature in cursive script that reads "Traci Pierce".

Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

March 16, 2015

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
5:30 p.m.	Convene, Roll Call			
	Approve Agenda			
	Recognition			
	❖ Proclamation – School Library Month, April 2015			
	❖ Teri Mitchell, Redmond High School, National Paraeducator of the Year			
	Consent Agenda	GP-6 (<i>Annual Agenda Planning</i>)		
	▪ Minutes – {March 2 study session & regular board meeting}		1	1
	▪ Human Resources Report		2	7
	▪ Instructional Materials Adoption		3	10
	▪ Technology Plan, 2015-18		4	11
	▪ Renewal of Telecommunications Right of Way Agreement and Agreement regarding Fiber Optic Lines and City Conduit Plant City of Redmond		5	13
	▪ Donations		6	14
	Non-Consent Agenda			
	Superintendent Report	EL-3 (<i>Communication & Council to the Board</i>)		
	Board Member Comments			
	Adjourn			

5:30 p.m.	Study Session <i>Topic: Science, Technology, Engineering, Mathematics (STEM)</i> <i>Location: Board Room</i>
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Next Board Meeting: **March 20-22, 2015 Study Session**
Location: Sleeping Lady, 7375 Icicle Road, Leavenworth

April 20, 2015

5:30 p.m. Study Session

Topic: Special Education Follow-Up

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' Study Session
March 2, 2015

The study session was called to order by Siri Bliesner at 5:30 p.m.

CALL TO ORDER

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

ROLL CALL

Excused: Jackie Pendergrass and Nancy Bernard

Present: Superintendent Traci Pierce.

The topic discussed was:

TOPIC

➤ *Student Services*

The meeting was adjourned at 6:45 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
March 2, 2015

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

CALL TO ORDER

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

ROLL CALL

Members excused: Jackie Pendergrass and Nancy Bernard.

Present: Superintendent Traci Pierce.

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

APPROVAL OF AGENDA

Motion carried.

Mindy Mallon, Principal, Thoreau Elementary School, introduced the student choir who sang a song. Thoreau Elementary was opened 1970's and is currently under capacity. Following the boundary process, they will be welcoming additional families this coming fall. They have a very diverse student population and strive to meet their social, physical, and academic needs. Their mission is to foster the development of essential life skills which prepare, enlighten, empower, and awaken students to a world of life-long learning. Their vision is to have continued focus on best practices in teaching to maximize student learning. They accomplish this through a collective and collaborative environment. She thanked the PTSA for their efforts to support their school. Collectively, they work together to foster a positive environment by providing many enrichment opportunities for students. They have formed community partnerships with Rotary Club, Eastside Assistance League/Operation School Bell, Bastyr University which help to support students and families.

HOST SCHOOL

THOREAU ELEMENTARY SCHOOL

Each month, they focus on a different life skill. They have a culture of collaboration to improve student achievement. They share leadership to unpack and align the Common Core State Standards across the grade levels and use data to drive instructional strategies. They are seeing significant gains at every grade level and working to refine the collection of assessments and continuing to monitor progress toward targeted goals. They engage in professional development to learn more about best practices in teaching literacy and new curriculum.

Siri Bliesner read a proclamation proclaiming the week of March 10-15, 2014 as classified school employee appreciation week.

Several people shared their concern with the Lake Washington High School boys varsity baseball team being required to play their home games at Lake Washington High School rather than using the Lee Johnson field at Peter Kirk park. They shared it has been a long-honored tradition playing at this field. The school's field is not lighted and, therefore, games must be played right after school so many parents and community members would not be able to attend.

Dr. Pierce related that she would have her team look into this situation.

Several other parents shared their concern with the movement of the special education program from Lakeview to Franklin elementary school. They shared that their students have had been moved several times and the transition can be difficult on this population.

Dr. Pierce conveyed that the superintendent report would be moved ahead on the agenda to provide an update on the program process. She noted that there are two distinct processes which just recently occurred: boundary and program placement. Special education programs serve students from multiple schools and the district tries to place those programs in each learning community where there is space available. Each year, staff looks at locations for special education and other programs. Dr. Pierce highlighted where changes had been made over the last several years. Program moves are made on an annual basis. Staff work with administration at both the current and proposed school to make the transition smooth for students, families, and staff. It was necessary to make a program move to Franklin at this time where there was an opportunity to house this program at that location for a number of years. She indicated that staff will work to ensure a smooth transition for both students and parents.

RECOGNITION

PROCLAMATION -
CLASSIFIED SCHOOL
EMPLOYEE APPRECIATION
WEEK, MARCH 10-14, 2014

PUBLIC COMMENT

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

CONSENT AGENDA

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

Motion carried.

The following February 2015 vouchers were approved:

APPROVAL OF
VOUCHERS

General Fund

347873-348128 \$4,929,862.81

Payroll

2356-2360 \$351.29

Accounts Payable Direct Deposit \$ 14,370,261.53

Acquisition Card 1,243,003.14

Deferred Comp 78,483.00

Department of Revenue 70,954.72

Dept. of Retirement Systems 1,463,546.40

Dept. of Retirement Systems 713,863.54

Flex Spending 47,541.38

Payroll Direct Deposit 9,055,195.33

Payroll Tax Withdrawal 3,283,805.27

Sodexo 65,060.75

TSA Envoy 261,093.20

VEBA 2,686.79

Vision/Northwest Benefit Network 46,799.95

Key Bank Processing Fees \$ 623.26

\$30,702,918.26

Capital Projects

35343-35390 \$930,982.79

ASB

58234-58342 \$46,603.16

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

2016-2046 \$4,683.00

Approves minutes of the February 9, 2015 work session and
board meeting.

APPROVAL OF MINUTES

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
March 2, 2015

Approves March 2, 2015 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Approves an out of endorsement assignment per WAC 181-82-110 for Andrew Ivy to be placed in an English assignment at Lake Washington High School.

OUT-OF-ENDORSEMENT
ASSIGNMENT WAIVER

Approves the monitoring report for EL-2, Emergency CEO Succession, as presented.

MONITOR BOARD POLICY

EL-2, EMERGENCY CEO
SUCCESSION

Approves the monitoring report for EL-4, Annual Report and District Calendar, as presented.

EL-4, ANNUAL REPORT
AND DISTRICT
CALENDAR

Approves the monitoring report for EL-13, Facilities, as presented.

EL-13, FACILITIES

Approves the following instructional materials for use in the Lake Washington schools –

INSTRUCTIONAL
MATERIALS ADOPTION

Title: Bookflix
Publisher: Grolier.com
No. of Copies: 1 License
Price: \$949.00 (Silver Package) \$1,259.00 (Gold Package)
School Requesting: Alcott Elementary
Classification: K-3

Title: BrainPop
Publisher: FWD Media Inc. d b/a BrainPop
No. of Copies: 1 License
Price: \$2,095 with possible additional \$495.00 for ESL supplement
School Requesting: Alcott Elementary
Classification: K-5

Accepts the donations/grants as identified -
Acceptance from Lake Washington Schools Foundation to Juanita Elementary in the amount of \$2,090.00 to provide stipends for Reaching for Success program.

DONATIONS

Acceptance from Ben Franklin PTSA to Franklin Elementary in the amount of \$1,979.00 to support registration for staff seminars.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary in the amount of \$12,000.00 to purchase netbooks and cart.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

March 2, 2015

Acceptance from Margaret Mead Elementary PTSA to Mead Elementary in the amount of \$6,000.00 to purchase and install chain link fence.

Acceptance from Norman Rockwell PTSA to Rockwell Elementary in the amount of \$3,311.37 to purchase headphones (\$2,721.09), two color printers (\$492.72), and emergency preparedness supplies (\$97.56).

Acceptance from Rose Hill Elementary PTSA to Rose Hill Elementary in the amount of \$1,325.00 to purchase xylophones for the music department (\$1,000.00), and P.E. supplies (\$325.00).

Acceptance from Samantha Smith PTSA to Smith Elementary in the amount of \$2,936.39 to provide stipend for choir (\$2,384.00), and purchase equipment for P.E. (\$552.39).

Acceptance from Carl Sandburg PTSA to Sandburg Elementary in the amount of \$3,500.00 to purchase DreamBox Learning math enrichment site license.

Acceptance from H.D. Thoreau Elementary PTSA to Thoreau Elementary in the amount of \$2,000.00 to support continuous improvement plan.

Acceptance from Laura Ingalls Wilder Elementary PTSA to Wilder Elementary in the amount of \$6,265.80 to provide stipends for Math Olympiad, motor skills and jump rope club.

Acceptance from Rose Hill Middle School PTSA to Rose Hill Middle in the amount of \$2,162.09 to purchase Step Up to Writing site license.

Acceptance from Kang Gridiron Club to Lake Washington High in the amount of \$22,000.00 to support general athletics.

TOTAL \$ 65,569.65

Dr. Pierce, and Mark Stuart and Siri Bliesner attended the WASA/WSSDA/WSABO Legislative Conference in Olympia. Siri Bliesner reported that they had an opportunity to receive an update on the current state of education and meet with legislators. How the legislature will address funding for the McCleary decision is playing a big role in this legislative session. Mark Stuart noted that the big issue is finding the funding. He encouraged people to contact their legislators.

LEGISLATIVE UPDATE

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
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March 2, 2015

Chris Carlson requested that Dr. Pierce follow-up with the board on the Lake Washington High School field issue raised earlier in the meeting.

BOARD FOLLOW-UP

Chris Carlson moved to adjourn. Seconded by Mark Stuart.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 8:15 p.m.

Nancy Bernard, Vice President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report March 16, 2015



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Ceron, Hector	Custodian	Lake Washington HS	\$18.12	10/27/14	Budgeted
Braun, Eric	Instructional Assist	Juanita HS	\$13.74	09/23/14	Budgeted
Farnum, Laurie	Headstart Teacher	Dickinson Preschool	\$20.28	10/14/14	Budgeted
Gasperini, Natalie NC	SLP	Special Services	C-0	02/23/15	Leave Replacement
Hatch, Stacy	Instructional Assist	Rockwell Elem	\$13.74	10/02/14	Budgeted
Icleanu, George	Custodian	Juanita HS	\$18.12	10/27/14	Budgeted
Knorr, Jonathan	Video/Multimedia Specialist	Resource Center	\$73,705.00	11/03/14	Budgeted
Ostrovsky, Nina	Special Ed Para Ed	Alcott Elem	\$16.21	10/01/14	Budgeted
Pearson, Joy	Instructional Assist	Extended Day	\$13.74	10/06/14	Budgeted
Pflager, Sherri NC	Teacher	Inglewood MS	A-0	01/20/15	Leave Replacement
Rizo, Juan	Custodian	Resource Center	\$18.12	10/27/14	Budgeted
Roberts, Mary	Office Asst/School Secretary	Redmond HS	\$16.78/18.28	10/06/14	Budgeted
Senapati, Babli	Instructional Assist	Wilder Elem	\$13.74	10/02/14	Repl B. Munsel
Strohl, Sloan	Instructional Assist	Juanita HS	\$13.74	09/29/14	Budgeted

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Auble, Samantha	Teacher	LOA	08/27/12	02/23/15	Resignation
Beaver, Cindy	Teacher	Sandburg Elem	09/01/92	06/16/15	Resignation
Blumenthal, Laura	Teacher	LOA	08/27/12	02/23/15	Resignation
Crow, Renee	Teacher	Redmond MS	08/29/11	06/16/15	Resignation
Davis, Gina	Teacher	LOA	01/20/14	03/06/15	Resignation
Flora, Anna	Teacher	LOA	09/06/06	02/23/15	Resignation
Fryar, Robin	Instructional Assist	Peter Kirk Elem	02/01/93	03/06/15	Retirement
Howard, Sara	Teacher	LOA	08/29/11	02/23/15	Resignation
Hudspeth, Mary	Teacher	Redmond Elem	08/27/01	02/23/15	Retirement

Human Resources Board Report

March 16, 2015



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Keller, Kirsten	Teacher	LOA	08/27/02	02/23/15	Resignation
Kessel, Sara	Teacher	LOA	04/06/05	02/23/15	Retirement
Lenderman, Amalea	Teacher	LOA	12/01/02	03/09/15	Resignation
Lockwood, Shell	Teacher	Redmond MS	09/02/93	06/16/15	Retirement
Marquardt, Erin	Teacher	LOA	09/05/00	02/23/15	Resignation
Menz, Patricia	Special Ed Para Ed	McAuliffe Elem	11/03/05	03/20/15	Resignation
O'Malley, Susan	Teacher	Explorer	09/01/98	06/16/15	Retirement
Paloma, Kirstin	Teacher	LOA	08/27/12	02/23/15	Resignation
Pedegana, Kati	Teacher	LOA	08/26/03	02/23/15	Resignation
Price, Anne	Special Ed Para Ed	Rose Hill Elem	11/01/10	03/10/15	Resignation
Pulliam, Karol	Teacher	Lake Washington HS	08/29/07	06/16/15	Retirement
Shakeri, Kimberlee	Teacher	Einstein Elem	08/26/10	02/23/15	Resignation
Shaw, Jodi	Teacher	Carson Elem	03/01/02	02/23/15	Resignation
Summers, Julie	Admin Sec III	Transportation	12/07/87	03/20/15	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Park, Lois	Rockwell/Rosa Parks	.4 NC to .6 NC	3/2/2015
Roll, Karen	Special Services	0.8C to 0.8C/0.1NC	2/5/2015

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>
Bevins, Susan	Custodian	Head Custodian	01/12/15	Repl C. Pattillo	\$18.12
Bowder, Ken	Custodian	Head Custodian	02/18/15	Repl M. Jenkins	\$19.13

Human Resources Board Report March 16, 2015



CHANGE OF POSITION - Con't

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Chan, William	Custodian	Head Custodian	02/12/15	Repl T. Yok	\$21.58
Crotty, Janice	Prof Tech 3	Prof Tech 5	01/12/15	Budgeted	\$73,705.00
Nilsen, Kathleen	Special Ed Para Ed	Secretary	01/05/15	Repl L. Lewis	\$19.10
Phillips, Marie	Account Tech II	Account Tech III	02/20/15	Repl S. Michels	\$21.97

INSTRUCTIONAL MATERIALS ADOPTION

March 16, 2015

SITUATION

RCW 28A.320.230 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: Step Up to Writing 4th Edition
Author: Maureen Auman M.A.
Publisher: Cambium Learning
No. of Copies: 1
Price: \$359.00
School Requesting: Kamiakin Middle School
Classification: Grades 6-8

Title: IXL Learning
Author: IXL Learning
Publisher: IXL Learning
No. of Copies: 400
Price: \$3.50 per license
School Requesting: Inglewood Middle School
Classification: Grades 6-8

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.

SITUATION

In June 2013, President Obama launched the ConnectED Initiative to provide 99% of students in the nation with access to high-speed Internet connectivity at the classroom level. Coupled with two billion dollars from the federal E-Rate program, increased flexibility in the use of federal funds, and billions of dollars in additional commitments from the private sector, progress towards improving the nation's physical infrastructure has already been dramatically accelerated.

In order for these resources to leverage their maximum impact on student learning, schools and districts must develop the human capacity, digital materials, and device access to use the new bandwidth wisely and effectively.

The U.S. Department of Education called on superintendents to join in taking the *Future Ready District Pledge* and working to develop, implement, and share your technology plan with other districts so they can learn from your successes and challenges along the way.

The *Future Ready District Pledge* establishes a framework for achieving those goals and will be followed by providing district leaders with additional implementation guidance, online resources, and other support they need to transition to effective digital learning and achieve tangible outcomes for the students they serve.

The pledge specifies seven areas or "pillars" and the work "Future Ready Districts" should be doing:

1. Fostering and Leading a Culture of Digital Learning within Our Schools.

Future Ready district leadership teams work collaboratively to transform teaching and learning using the power of technology to help drive continuous improvement. We work together to protect student privacy and to teach students to become responsible, engaged, and contributing digital citizens.

2. Helping Schools and Families Transition to High-speed Connectivity.

Future Ready districts conduct comprehensive diagnostic assessments of the district's technology infrastructure and develop a sustainable plan to ensure broadband classroom connectivity and wireless access. Future Ready districts work with community partners to leverage local, state, and federal resources to support home internet access outside of traditional school hours.

3. Empowering Educators through Professional Learning Opportunities.

Future Ready districts strive to provide everyone with access to personalized learning opportunities and instructional experts that give teachers and leaders the individual support they need, when they need it. Future Ready districts provide tools to help teachers effectively leverage learning data to make better instructional decisions.

4. **Accelerating Progress Toward Universal Access for All Students to Quality Devices.**
Future Ready districts work with necessary stakeholders to ensure that all students and educators across the district have regular access to devices for learning. Future Ready districts develop tools to support a robust infrastructure for managing and optimizing safe and effective use of technology, so students have opportunities to be active learners, creating and sharing content, not just consuming it.
5. **Providing Access to Quality Digital Content.**
Future Ready districts align, curate, create, and consistently improve digital materials and apps used in the support of learning. Future Ready districts use carefully selected high quality digital content that is aligned to college and career ready standards as an essential part of daily teaching and learning. Teachers are able to share, discover, and adapt openly-licensed materials and teaching plans.
6. **Offering Digital Tools to Help Students and Families Reach Higher.**
Future Ready districts make digital resources available that help access expanded college, career, and citizenship opportunities. Future Ready districts promote ways to leverage technology to expand equity through digital activities such as completion of the FAFSA online, virtual counseling services, college scholarship search tools, and online advising access, all of which help to return America to the nation in the world with the highest college completion rate by 2020.
7. **Mentoring Other Districts and Helping Them Transition to Digital Learning.**
Future Ready districts work to design, implement, and share their technology plans. Future Ready districts join regional summits, participate in an online Connected Superintendents community of practice, and publish their Future Ready technology plans.

This effort clearly aligns with our district vision of “Every Student Future Ready.” As a result, in November, the superintendent signed the *Future Ready District Pledge* in support of this work and to learn from others who are also engaging the use of technology to support improving teaching and learning.

As part of our efforts related to the “Future Ready District Pledge,” we have completed the state technology plan template and plan to submit it for state approval. Previously a state approved Technology Plan was required in order for the district to comply with federal regulations related to the collection of e-rate and other federal funding. The district submitted a plan in 2010 under this requirement. E-rate funding no longer requires submission of a state approved district technology plan. However, districts can still submit a plan if they want to have state-approved technology plan. In order to have their plan considered for approval, the district must submit their plan no later than April 15, 2015.

RECOMMENDATION:

The Board of Directors approves the 2015-2018 District Technology Plan for submittal to the State of Washington.

School District: Lake Washington #414

Technology Plan Section

Goals and Strategies

Describe how your technology connects to your district’s educational goals.

Technology supports the accomplishment of our strategic goals

Lake Washington School District (LWSD) has established a five year strategic plan to guide the direction of the district and focus priorities on achieving its vision and mission. The components of the strategic plan include:

Mission:

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

Vision:

Every Student Future Ready: • Prepared for college • Prepared for the global workplace • Prepared for personal success

Our students face a more global workplace than ever before. Our vision of students prepared for their future highlights the importance of personal success. Being prepared for college means students are ready to move into post-high school education after graduation, whether a four-year or two-year college, a community college, technical college, military, or other post-secondary path that prepares them for a career and success in the workplace.

Values:

- Student centered
- Results oriented
- Learning focused
- Community connected

Strategy: Five strategic goals drive our work and focus our efforts toward accomplishing our mission and vision for students:

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

Our investments in technology and our utilization of these investments as outlined in this plan, directly support and enable accomplishing our district’s strategic goals. Some of the specific efforts in which technology is employed to support accomplishment of these goals is detailed below:

Goal 1 : Ensure Academic Success for Every Student

As a district, we are responsible for the futures of all students, no matter their background, home situation, or family resources. We believe that every student can learn and achieve at high levels and it is our responsibility to help each and every student to learn, grow, and be challenged to do their very best each and every day in our schools. This is what ensuring academic success for every student is all about. Our mission and vision is to ensure our students graduate Future Ready. Our Student Profile and student learning standards help us to define the skills, attributes, and content knowledge that students need to be Future Ready. When we focus on academic success for students, we ask four critical questions: 1) What is it we expect our students to learn? 2) How will we know if each student has learned it? 3) How will we respond when some students do not learn it? and 4) How will we respond when some students already know it?

In pursuit of this goal, we have outlined three specific objectives shown below. Highlights of how our technology investments are being used to meet these objectives follow.

- a. Provide rigorous, relevant, and effective curriculum and assessments
- b. Develop specific strategies and programs to ensure high quality learning for all students
- c. Implement data-informed systems to guide improvement

As part of the district curriculum review cycle, digital materials are evaluated and selected when new curriculum adoptions are being considered. The district employs Haiku as an online learning management system to provide the ability for teacher created curricular materials to be made available to students and parents. This tool also facilitates use of online classroom based assessments.

Teacher collaboration through professional learning communities is a key strategy to ensure high quality learning for all students. Technology is used to support this instructional-focused collaboration through a number of systems. All educators have access to a full suite of Microsoft Office tools including the OneNote collaboration tool. We have developed an extensive library of resources on our Share Point portal including our Curriculum and Assessment Framework materials. Many schools, grade levels, and content teams use the Team Site section of our portal to create virtual environments for sharing resources and creating common instructional materials. We have also used our learning management systems to develop both online and blended professional learning opportunities which model the integration of technology into the learning environment for our teachers.

Other technology efforts to ensure high quality learning for all students include the development of several online and technology-focused reference tools to allow teachers immediate, just-in-time information on integrating technology in the classroom. These reference tools include resources on these topics such as:

- * Online Curriculum resources
- * Assessment
- * Instructional Software
- * Learning Management System
- * Mobile Access for Students

In alignment with the Future Ready Pledge, leadership teams work collaboratively to transform teaching and learning using the power of technology to help drive continuous improvement. To support this work, the district has developed an internal data dashboard that aggregates student performance data providing teachers, principals, administrators, and the school board information on performance on defined metrics. These metrics are designed to identify students who are on track for meeting graduation requirements and key milestones along their educational pathway. The dashboard is used by schools and administrators to support continuous improvement planning.

Goal 2: Provide Safe and Innovative Learning Environments

In order to Ensure Academic Success for Every Student, we must Provide Safe and Innovative Learning Environments, which is our second strategic goal. In order to succeed academically, students experience connection, value, and challenge in our schools. A set Guiding Principles, centered on the themes of connection, value, and challenge, describe the learning environments we strive to provide in all of our classrooms. The integration of technology in our classrooms helps to enhance student communication, collaboration, and critical thinking. A robust, reliable technology infrastructure and network is critical to the learning environment as are safe, well maintained, and modernized school facilities.

In pursuit of this goal, we have outlined four specific objectives shown below. Highlights of how our technology investments are being used to meet these objectives follow.

- a. Ensure positive relationships between and among students, teachers, and staff
- b. Integrate technology devices, applications, and tools to enhance learning for students
- c. Provide well-maintained, safe, and modernized schools
- d. Ensure reliable and effective technology infrastructure and systems

We are developing a *Technology Integration Framework* that includes our Technology Standards, Technology Skills Continuum, and a Parent's Guide to Technology in Lake Washington School District. The articulation of the Technology Standards and the development of corresponding Proficiency Scales were begun in 2012-2013. This work was based on the adoption of the Washington State Technology Standards for K-12 for both Essential Academic Learning Requirements 1 and 2 (EALR 1 and 2). The development of the Proficiency Scales was a joint effort between our Technology Integration Specialists and teachers in the field. The Technology Standards and Scales were introduced to teachers over a two year period beginning in Spring 2014. Teachers are now beginning to use these resources to guide the integration of technology into their instruction across content areas and grade levels.

In the fall of 2014, we began the development of the K-12 Technology Skills Continuum. This resource aligns to EALR 1 of the Technology Standards by clearly articulating the specific skills necessary for students to achieve proficiency with each component of EALR 1. The development of these skills has been based on a thorough review of the research and best practices related to technology skills acquisition for K-12 students. The development process has included consultation with our local and national peer school districts. After vetting this Technology Skills Continuum with teachers during the spring of 2015, the continuum will be introduced to teachers throughout the 2015-2016 school year. Over the next three school years, LWSD will work to fully implement the Technology Standards and Skills Continuum of the Technology Integration Framework.

In 2013-2014, we developed an initial version of a Parent's Guide to Technology in LWSD. This guide outlines for parents the use of technology in the district that directly impacts student learning. The guide is organized into the following four sections: 1) Classroom Technologies and Student Devices, 2) Technology Applications for Learning, 3) Technology Standards and Skill Learning Expectations, and 4) Technology Systems for Student/Teacher/Parent Communication. For the 2014-2015 school year, this initial version of the Parent's Guide to Technology in LWSD was published on our district website for easy access by our parent community. Our next version of the guide will include the technology standards and technology skills continuum to help parents understand what we want students to be able to know and do at each level of their K-12 experience.

In alignment with the Future Ready Pledge, we work together to protect student privacy and teach students to become responsible, engaged, and contributing digital citizens. Our web filters are compliant with the Children's Internet Protection Act (CIPA) and block access to any adult content. Our Acceptable Use Policies and Procedures outline appropriate uses of technology, including social media for all staff and students. These policies focus on ensure the safety of staff and students and also protection of our valuable technology assets. We have adopted a Digital Citizenship curriculum based on Common Sense Media aligned to state technology standards for digital citizenship to enable our student to learn safe online habits as well as how to be good consumers of online information and overall well informed digital citizens.

An adopted learning management system, Haiku, supports teacher and student interaction (discussions, drop-box, assignment annotator, etc.) that are able to be monitored and moderated by the teacher. It also allows for digital access for students and parents to curricular resources and is regularly integrated into instruction. District systems allow online curricular resources to be accessed regularly by students, teachers, and parents, both inside and outside of the classroom.

The district has implemented a student laptop program known as Mobile Access for Students (MAS). This program provides one-to-one laptop for students in 6-12 and laptops in carts at elementary schools. Elementary laptops are allocated on a 2:1 ratio in grades 3-5 and a 3:1 ratio in grades K-2 provides access devices for all students district-wide.

Classrooms are equipped with a standard technology footprint in over 1,700 instructional spaces across the district. Classroom technology resources include wireless access available in every learning space in the district. Teacher presentation stations, projection, Promethean ActivBoards, a document camera, and audio amplification systems is present in all classrooms. These technologies enable the delivery of digital content, support access to digital tools, provide consistent technology experiences, and optimize the delivery of instruction.

In support of these instructional resources, the district maintains a substantial technology infrastructure. The district strives for reliability, resilience, and consistency as cornerstones of our technology implementation. Cloud-based services provide reliability and consistent access to users and minimize disruptive outages.

A district-owned private fiber backbone provides schools' voice and data services, networking, and enables internet connections. These systems use standardized security, filtering, firewalls, and robust content archiving. A four-year hardware refresh cycles ensure equipment keeps pace with changing technology and allows for predictable capital expense management. Standardized hardware selections enable more predictable and quicker support response and minimize turnaround times to reduce learning impact.

Goal 3: Recruit, Hire and Retain Highly Effective Personnel

It would not be possible for us to meet our first goal, Ensure Academic Success for Every Student, and our second goal, Provide Safe and Innovative Learning Environments, without the ability to Recruit, Hire, and Retain Highly Effective Personnel - our third strategic goal. We highly value all of the professionals within our organization and we are committed to ensuring that we maintain high standards and expectations for all employee groups within our organization. Each day, for many students, their learning environment begins on their bus, continues at school in the classrooms, in the lunch room, in the library, on the playground, and concludes with after-school activities and athletics. We know that each and every employee of our district plays a role in contributing to the academic success of our students.

In pursuit of this goal, we have outlined three specific objectives shown below. Highlights of how our technology investments are being used to meet these objectives follow.

- a. Attract, recruit and retain highly qualified personnel
- b. Provide quality training and professional learning systems
- c. Refine and implement effective systems for professional growth and evaluation

We believe our up-to-date classroom technology equipment, systems, and software result in high standards that help to attract highly qualified staff members. Staff members new to the district know they will have access to the tools necessary to support 21st century teaching. Staff members are provided many rich and varied opportunities to take classes and receive supports to learn the technology based tools and resources. All new certificated staff take classes in August to learn about the districts technology expectations including instructional, management, and productivity tools

Technology is employed to directly support our teacher professional growth and evaluation system. The district has implemented the Teachscape Professional Growth and Evaluation System to support ongoing professional growth and evaluation. This tool supports teacher self-assessment, recording of principal observations and feedback, and provides an online management system for all formal teacher evaluation procedures.

Goal 4: Use Resource Effectively and Be Fiscally Responsible

In order for us to meet our first goal, Ensure Academic Success for Every Student; our second goal, Provide Safe and Innovative Learning Environments; and our third goal, Recruit, Hire, and Retain Highly Effective Personnel, we must focus our resources toward accomplishing these three goals and their objectives. Therefore, we place high importance on our fourth strategic goal: Use Resources Effectively and Be Fiscally Responsible. As a publicly-funded organization, we must be efficient and effective in our use of public resources to ensure and maintain our public's trust and willingness to invest in our communities and the future of our students. Fiscal responsibility means that we ensure that we use our resources strategically to help us meet our goals and see results for our students. We must use our resources toward achieving our strategic goals and realizing our mission and vision. We are accountable to our students, parents, and communities and must be good stewards of our public resources.

In pursuit of this goal, we have outlined three specific objectives shown below. Highlights of how our technology investments are being used to meet these objectives follow.

- a. Ensure alignment of resources and strategic goals
- b. Develop methods to analyze return on investments in programs and services
- c. Maintain solvency and minimum fund balance as directed by board of directors

The district's uses Skyward as its core fiscal system. The system is provided through the Washington State Information Processing Cooperative (WSIPC) and is used by a majority of school districts in the state of Washington. The system aligns with state accounting and budgeting requirements. The fiscal system provides data for management decision making and is the basis for all key fiscal business processes. Trainings are conducted to ensure proper and consistent use of the system. Processes have been put in place to ensure data accuracy along with regular reporting for monitoring and decision making. The system is used to provide monthly financial reports to the Board of Directors and to monitor the districts goal to maintain a minimum 5% General Fund balance.

The district's budget process aligns resources with the district's key strategic plan work priorities. This enables resources to be deployed in service to the district's strategic goals. As part of the district's strategic planning process, projects and strategic work efforts must plan for evaluating effectiveness of the work being implemented.

Goal 5: Engage our Communities

Without genuine community engagement, we cannot meet our first four strategic goals: 1) Ensure Academic Success for Every Student, 2) Provide Safe and Innovative Learning Environments, 3) Recruit, Hire, and Retain Highly Effective Personnel, and 4) Use Resources Effectively and Be Fiscally Responsible. We Engage our Communities, our fifth strategic goal, in order to help accomplish our other strategic goals and ultimately our organizational mission and vision. We know that strong communities build strong schools and strong schools build strong communities. Families want the best for their children and are attracted to areas with good schools. We are increasing our efforts to regularly and actively solicit and use parent, community, and student feedback to inform our major decisions. A good process ensures that all those who are affected by a decision have an opportunity to be heard in a thoughtful manner. These efforts lead to better decisions.

In pursuit of this goal, we have outlined three specific objectives shown below. Highlights of how our technology investments are being used to meet these objectives follow.

- a) Ensure proactive, varied, and consistent methods of communication
- b) Implement methods for community and parent feedback and input
- c) Develop transparency about our organizational work and performance

Technology plays a key role in our communications strategy and in our efforts to solicit feedback from community and parents. It also helps us expand the transparency of our work and organizational performance.

Technology supports our communications effort and helps provide for varied and consistent methods of communication. Technology enables communication with internal and external stakeholders through school and district web sites, e-mail communications, digital newsletters, and a phone messenger notification system. Technology also supports the use of district communication through social media such as Facebook and Twitter.

Communications specifically targeted at parents are also facilitated through the use of technology. A parent portal allows them to access to information specific to their student such as grades, absences, and lunch balance as well as make online payments. A student portal provides access to instructional and curricular resources and the district's learning management system. Parents can also access the learning management system to see student's assignments and classwork being undertaken.

Technology also supports soliciting community and parent feedback. The district uses K-12 Insight, a survey system to regularly gather feedback. This feedback serves to inform specific programs and strategic planning efforts. In addition, a Community Technology Advisory Committee meets throughout the year to review the technology directions, provide feedback, and engage in Q&A with district technology leadership. The district's web site provides a venue to keep the community informed about the work of the school board. All school board meetings are televised and video recorded. Technology allows for the video of board meetings to be linked with an online version of the agenda. The web site is used to post all materials presented for both board meetings and study sessions. These efforts are all examples of the use of technology to help develop transparency about our organizational work.

Other efforts such as the district's boundary process, long-term facilities planning process, and college and career ready task force are using technology to support transparency of this work and to foster communication and engagement through the use of surveys and online resources. A progress report on the district's strategic plan and organization performance toward strategic goals is shared through the districts web site in addition to print media.

The High School and Beyond Plan is a process designed to help students think about their future goals and how to accomplish those goals. This includes exploring interests and career options, developing a course plan for high school, and exploring opportunities to develop skills. Students create their High School and Beyond Plans in cooperation with parents / guardians and school staff. Ideally, students start their plans in eighth grade and then continue to revise them throughout high school to accommodate changing interests or goals. Future Ready districts make digital resources available that help access expanded college, career, and citizenship opportunities. Starting in fall 2015, we will be using Career Cruising as a digital resource for students, parents, and staff to guide the work of the High School and Beyond Plan. Career Cruising includes all of the components to help students explore interests and career options, develop and monitor their progress for their 4-year course of study, and develop a plan for post-secondary options.

We are convening a College and Career Readiness Task Force, comprised of a diverse representation of staff and parent members. The overall purpose of the task force is to study, analyze, and make recommendations regarding impacts of the new state 24-credit requirements and the potential for a seven-period day or other ways to expand options for grades 9-12. Additionally the task force will study and analyze school schedule and start times.

Professional Development

What PD strategies will your district use to make sure staff members know how to integrate new and existing technologies into their work?

Professional Development helps staff integrate new and existing technologies into their work

The district recognizes that technology tools can greatly facilitate learning and support communication and collaboration. These tools also come with increased expectations and the need for new and ongoing learning. In order to ensure staff can effectively integrate new and existing technologies into their work, the district works to ensure adequate time, support, and learning opportunities for our staff.

Teachers are provided a supplementary responsibility contract for the acquisition and integration of technology skills. This contract is in recognition of the high expectations Lake Washington School District and their communities have for staff use of technology. Teachers are also provided two full days of paid training dedicated to technology occur on non-student days each year.

The district also employs six Technology Integration Specialists to support certificated staff in the integration and use of technology in instruction. These Technology Integration Specialists have the following responsibilities:

- Actively participate in leading the district's technology integration efforts;
- Support technology integration through consultation, collaboration, and coordination with Technology Integration, Professional Learning, Curriculum, and Assessment teams;
- Assist staff in professional growth through group instruction, individual coaching, and development of resources;
- Manage multiple technology integration projects;
- Design and lead effective technology integration professional learning for certificated staff;
- Assist in using technology standards, digital resources, and applications to implement the district strategic plan;
- Participate on teams to develop and implement technology integration professional learning programs and best practice for educators across the district;
- Assist in developing effective classroom instructional strategies with technology and be able to model the strategies in presentations to adult learners;
- Work collaboratively with a variety of certificated program teams to integrate technology;
- Encourage reflective thinking about technology and its integration into classroom instruction settings;
- Understand and successfully apply adult learning strategies to engage teachers in meaningful professional learning on how to integrate technology in the classroom;
- Assist in developing/refining Technology Standards and Proficiency Scales; and,
- Develop and publish technology integration training and support resources.

The Professional Learning Department provides additional training and supports to certificated staff in order to:

- Improve productivity and proficiency to enable increased staff performance of assigned duties to facilitate student learning through professional development courses and supports on productivity tools provided to all certificate staff. These courses and supports are provided through monthly e-newsletters, staff intranet portal – digital support document repository, and department and peer mentoring.
- Improve student learning by offering courses and supports in:
 - Professional learning management software
 - Digital instruction tools
 - Digital assessment tools
 - Productivity tools
 - Technology framework (including student skills continuum and state technology standards)
 - Instructional strategies for technology integration

These courses and supports are provided through

- Education Introductory Academy, a week-long course provided to all teacher new to the district
- Ongoing supports through a New Teacher Support Program which provides a Consulting Teacher to 1st year teachers
- Job-embedded training through Learning Enhancement and Academic Planning (LEAP) non-student staff training days
- Professional Learning Series classes in which credit/clock hours are offered
- Use of designated building facilitators in each building that support the district Mobile Access for Students laptop program
- Maintaining an Online Knowledgebase for Integrating Technology

Classified staff members have various contract provisions to allow for paid professional learning beyond their normal work day. Classified training classes have been offered to facilitate staff attainment of Microsoft Certified Office Professionals certification. The district offers both course work to prepare for taking the exam and offers the certification exams for classified staff. Classified staff offerings also support basic technology skills and job specific training related to technology systems used as part of district operations.

Needs Assessment/Infrastructure

Describe your district's **basic technology infrastructure**, including telecommunications.

A robust, reliable technology infrastructure and network is critical to our learning and working environments

In alignment with the Future Ready Pledge, an assessment of the district's technology infrastructure has informed a sustainable plan to provide a technology rich environment for classrooms, schools, and the broader organization. This infrastructure ensures broadband classroom connectivity and wireless access throughout the district. This connectivity is facilitated by a fiber network which provides a 1 Gbps WAN link to all sites via a district-owned fiber. The development of this fiber network has been facilitated through a consortium that leverages access for improved connectivity for public services. Through the use of interlocal agreements, access is provided for the district to install fiber in city-owned conduit. Internet connections are at 3 Gbps through several providers.

Staff and students have regular access to devices for learning through the support of voter approved local levies. These funds have allowed for a significant investment in student lap top devices. Currently, each student in grade 6-12 is issued a laptop device for school and home use. Students in grades k-5 have access to cart-based laptops at schools. Internet access at home is available at low cost through a partnership with a local internet service provider (Comcast), for economically disadvantaged families. This program supports home internet access for all students outside of traditional school hours. In addition, economically disadvantaged families also have access to surplus older district computers for student and family use.

In addition to the district robust fiber and wireless infrastructure, instructional tools to optimize safe and effective use have been deployed. DyKnow, an interactive classroom management and collaboration tool, is used to support safe and efficient use of online resources. Haiku, a highly engaging learning management system, provides opportunities for students to be active learners, creating and sharing content, not just consuming it.

In Lake Washington, each classroom is provided with a standard classroom technology footprint. These technology tools include:

- A presentation stations with connected computer, projector and Promethean ActivBoard
- Audio amplification system
- Wireless access point supporting A,G,B,N standards
- Telephone
- Document camera

The district maintains 28,000 staff and student Microsoft Windows computers. This includes staff desktop computers with 8 Gb of RAM running Windows 7. For students, the district has a Mobile Access for Students laptop program. This program provides:

Elementary school students the use of laptops in carts, which are distributed at a ratio of:

- 3:1 in Grades K-2
- 2:1 in Grades 3-5

Secondary students a one to one laptop that is taken to and from school and home each day to facilitate leaning in and out of school.

One hundred and fifty Microsoft Windows Servers which are centralized with many of them virtualized.

The district maintains a public web site, staff intranet site, and Student and Parent Portal. These services are delivered through Microsoft SharePoint.

Microsoft Windows 2012 Active Directory is utilized as the core network identity. Every staff member has an active directory account and e-mail account through Office 365 and OneDrive. Every student, grades K-12, has an active directory account and e-mail account for grades 3-12. In addition, every parent/guardian has an Active Directory account.

The district uses a Nortel Phone System. Video conferencing is provided in administrative offices at every site via Microsoft Lync. A public announcement system is provided in each school.

The district uses the cloud hosted Skyward Student Information, Human Resource, and Fiscal Systems for its core operations.

Identify **upgrades and acquisitions** necessary to meet the district's educational goals.

Updates and acquisitions are essential to maintaining up-to-date technology in support of learning and operations

In February 2014, the community affirmed its support for the district's technology plan by passing an \$85.6 million capital technology levy. The levy will allow the district to:

- Replace student and staff computers on a four-year cycle
- Improve server and network infrastructure
- Enhance instructional and assessment software
- Maintain business and technology operations systems
- Provide teacher training for new instructional technology / software
- Provide support staff to support over 28,000 staff and student computers

Over the next four years and beyond, the LWSD will continue to keep pace with technology innovation while traversing the paradigm shift from a paper/pencil-to-digital world. As an organization, we are committed to scaling and developing support systems and infrastructure to meet the evolving needs of our users and the changing face of teaching and learning delivery. Reliability and consistency of use are cornerstones of our technology implementation plans along with a commitment to provide business and curricular technology to fully support meaningful integration in classrooms across the district.

The recent voter approved capital levy includes resources to acquire and upgrade technology systems and supports. Planned enhancements fall into three main categories: technology infrastructure, equipment, and software.

Technology infrastructure will be upgraded over the course of the next four years through the resources provided in the capital levy. Highlights of these upgrades include:

- Improve server and network infrastructure to keep pace with exponential increase in adoption and use of digital curriculum and business services to ensure resilience, redundancy, and security and decrease dependencies on centralized physical data center.
 - Migrate storage to the cloud, where appropriate, to reduce costs and resources otherwise needed for on premise storage.
 - Migrate SQL Server DB backups to MS cloud platform “Azure”
 - Implement Windows 2012 server virtualization via Azure
 - Migrate e-mail to Microsoft’s Office365 Platform
 - Establish conditions for comprehensive disaster survivability and recovery plan.
- Upgrade fiber backbone connecting schools to the district data center and servers to 10 Gbps
- Re-architect the wireless network based on data from comprehensive site surveys focusing on fast reliable access for all students and staff by intentionally placing latest generation access points throughout the instructional campus.
- Provide staff and managed services to support over 28,000+ staff and student computers, 50,000+ user accounts (staff, students, parents), and network core operations.
- Implement a comprehensive dashboard monitoring system for the network and associated core infrastructure
- Procure a security event management solution to provide constant evaluation of all system level logs for suspicious behaviors, potential problems with network, servers, and any end points if possible.
- Implement a governance model for technology and data activities, process, procedures, change management, and decision-making to ensure consistent high quality access to digital tools via the LWSD network, servers, computers, and other LWSD provided tools.
- Enhance instructional and assessment software integration and single sign on methods.

Technology equipment will be upgraded over the course of the next four years through the resources provided in the capital levy. Highlights of these upgrades include:

- Implementing a four-year refresh for staff and student computers
- Replacing classroom technology footprint as identified and needed
- Evaluation of all servers to determine if the server needs to be replaced, updated, migrated to the cloud, or virtualized.

Instructional software purchased through the 2014-18 Capital Technology Levy will be reviewed by a team of specialists, teachers, administrators, and parents in the spring and fall of 2015. Adjustments will be made to the current software selection, as needed, to ensure that this selection best supports curriculum, instruction, and assessment.

The review team will use a process to research and evaluate software options that best help us to meet school and district achievement goals and standards, develop skills and attributes described in our Student Profile, and meet state/federal requirements. The team will recommend adjustments to our current selection of software programs based on this evaluation.

Identify the level of maintenance and tech support—current and proposed— necessary to meet the district’s educational goals.

Maintaining and supporting our technology systems and services is necessary to meet our educational goals

The district’s current level of technology operation support includes four major teams that work together to accomplish the work and goals of the District. Six staff members are assigned to a HelpDesk that is responsible for all calls and e-mails requesting support. Eight additional staff members work in the field supporting forty-eight sites. Issues that cannot be resolved by these staff members are escalated and assigned to one of four second- level technicians. Supporting the work of this team are the network and infrastructure support team, the data and core business systems support team, and the project management support team. The network and infrastructure team includes seven staff consisting of three network technicians and four system support staff. The network team is comprised of a technician, network administrator, and infrastructure architect. The system support team is comprised of a technology assistant, software analyst, and two system administrators.

The data and core business systems support team consists of five staff members. Three staff members are data services coordinators responsible for supporting the fiscal system, the human resources system, and the student information system. The remaining two staff members are the senior data systems analyst responsible for monitoring and maintaining data imports, extracts, and automation between systems and the data services manager.

The fourth group is the project management support team. This team is comprised of three individuals focused on supporting projects ranging from software upgrades, curriculum adoptions, new hardware roll out, the student one-to-one initiative, and other major systems. This team is responsible for the coordination of resources, communication, and execution to ensure smooth delivery of the projects’ goals.

Over the next several years, we expect to augment the current levels of support for business and technology operation systems including:

- Securing managed services and key strategic partners to augment existing full-time staff and provide project specific expertise as needed and work load assistance to accommodate seasonal technology priority changes and provide higher level expertise that is not practical to staff.
- Engaging with key strategic partners in an organization-wide enterprise architecture planning and implementation process to identify, document, and automate process improvement, workflow, content management, and information/data management.
- Identifying third parties who can assist in providing ISP grade services to all 28,000+ computers, staff, and students.
 - Microsoft Exchange, Microsoft Active Directory, Account Provisioning/Authentication, On Premise and Cloud Computing
 - Network Architecture, Microsoft SharePoint, CISCO switching, Single Sign On
 - IT Strategy and Program / Project Management
 - Network Security, Firewalls, Routing, Filtering
 - Fiber Maintenance and Repair
 - Digital Voice Systems
 - Data Warehousing and Dashboard
 - End Points – Service, Support, Imaging
 - Classroom Technology Installation
 - Temporary Staffing for Peak Times – e.g. end of year, summer work, and beginning of year

Evaluation Process

Describe the process your district uses to monitor progress toward your technology goals.

Evaluating and monitoring our progress ensures we are moving forward toward our goals

The Board of Directors has established expectations for organizational performance through Governance Policies. The board has established an Executive Limitation stating that the CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

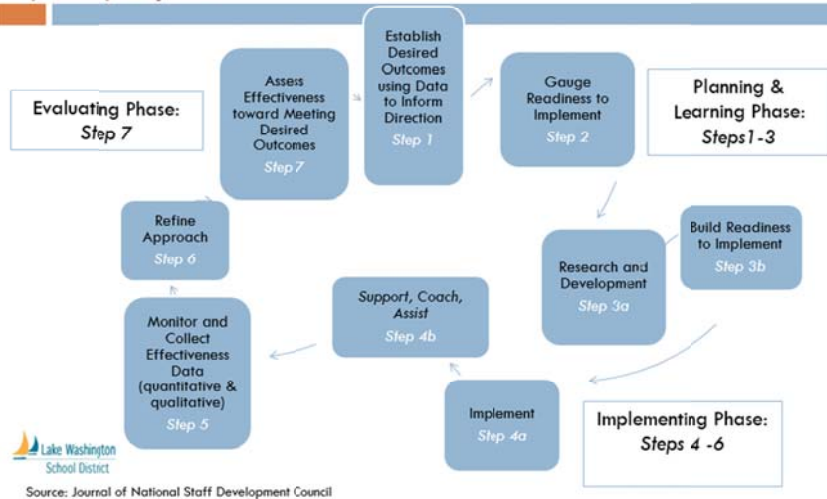
Accordingly the CEO shall:

- Provide a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources
- Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.
- Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.
- Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.
- Provide for a safe and secure computing environment for students and staff that:
 - 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.

Annually, evidence of compliance with these expectations is presented to the board for approval at a public meeting.

For the purposes of strategic planning, the districts uses a multi-step process that includes planning, learning, implementing, and evaluating (PLIE) all strategic work. The process is shown in the graphic below. Each strategic work item is planned to include these phases of this PLIE cycle. Evaluation data includes quantitative and qualitative data. Quantitative data includes metrics such as system usage statistics, down time, help desk ticket resolution rates. Qualitative data includes perception data from surveys of staff, students, and parents.

Planning, Learning, Implementing, Evaluating (PLIE) Cycle



Additionally, for our technology integration efforts, we use two types of data to monitor our progress toward achieving our technology goals: implementation data and impact data. We use a number of methods to collect this data. These methods include using:

- student, teacher, and parent surveys
- student, teacher, and parent advisories
- mining various technology solutions for either or both implementation and impact data

Implementation Data:

- Learning management system usage statistics
- Monitoring
- Deployment statistics
- Staff surveys
- Anecdotal reports of usage across the district

Impact Data:

- Annual advisory of learning management system
- Annual all-staff survey of Strategic Plan
- Annual parent survey of Strategic Plan
- Annual Mobile Access for Students and Learning Enhancement and Academic Planning educator survey
- Mobile access for students advisory, including subgroups (e.g., counselors, OT/PT/Psychologists)

For our technology operations, we use multiple methods to monitor and track the performance of the technology infrastructure and support systems.

- We use a dedicated enterprise class software product monitor more than 150 servers and 48 node sites. This tool provides live system monitoring along with notification and reporting.
- We use manufacturer provided tools to monitor the approximately 1,000 deployed network switches across the 48 node sites.
- We use manufacturer provided tools to evaluate the performance of our wireless network. This tool helps monitor the approximately 2,000 wireless access points which daily handle 20,000 client connections or more.
- We monitor performance of our helpdesk ticket resolution, having set a goal of 85% resolution at the first tier level of support. The ticket system allows all staff and parent service requests to be tracked via an online system. Reports can be generated by user or by category. These reports are used to identify areas of focus, system performance needs, or other remediation needed to reduce the number of incidents and increase functional work time.
- We partner with our Internet Service Providers to secure service reports as part of our agreements. Our goal is to ensure greater than 99.9% uptime.

Describe the process you will use to **make course corrections** that respond to changes, opportunities, and new developments as they arise.

Making course corrections allows us to respond to changes, opportunities and new developments

Each year, the district conducts an annual strategic planning process to update upcoming work to meet the districts strategic goals and objectives. This process includes gathering feedback through surveys of staff and parents. This feedback is used by a strategic representative advisory group that helps to determine what strategic efforts will be undertaken for the upcoming years. Each director is responsible to keep abreast of developments and changing conditions and requirements in their area and bring related work to this process.

Projects which have been identified for implementation as part of the strategic planning process must use the district's Planning, Learning, Implementing, and Evaluating cycle. This process imbeds course corrections throughout the implementation of strategic efforts. During the phases of research and development, building readiness, and providing support, information to assess implementation and monitor plans is garnered through various means. This process helps inform course corrections and modification needed for effective implementation and to respond to changing information and conditions.

Implementation and impact data gathered related to our technology integration strategies is analyzed regularly to evaluate current program models. Some of the adjustments made include extending the planning and learning time needed for strategic work. This includes our expectations for when we expect full implementation of our learning management system. We have used data results to expand technology course offerings through our professional learning classes.

RENEWAL OF TELECOMMUNICATIONS RIGHT OF WAY AGREEMENT
AND AGREEMENT REGARDING
FIBER OPTIC LINES AND CITY CONDUIT PLANT,
CITY OF REDMOND

March 16, 2015

SITUATION

The Board of Directors previously authorized, Resolution No. 1894, for the Lake Washington School District to create a fiber-optic Wide Area Network (WAN) between all of its sites through construction, purchase, or lease agreements with the City of Redmond. The City of Redmond has worked collaboratively with the district to allow district use of city-owned conduit to city schools where such use is feasible and cost-effective. This arrangement has been a no-cost effort for the City and the City waives permitting fees where applicable.

The updated telecommunications Right of Way (ROW) and agreement regarding fiber optic lines and city conduit plant are to be considered together and reference each other in the language. These agreements provide continued district use of City's Right of Ways for this maintaining the district's fiber-optic WAN and any builds needed to deliver or improve service. This includes locations that have existing conduit and locations that will require construction to complete conduit gaps. The language of the agreement is consistent with other ROW agreements the city grants. Approval of these documents will allow for continued maintenance and construction to support the district's fiber optic WAN.

Both agreements have been reviewed by the district's attorney.

RECOMMENDATION

The Board of Directors authorizes the superintendent to authorize the superintendent to renew the Telecommunications Right of Way Agreement and Agreement regarding fiber optic lines and city conduit plant with the City of Redmond as presented.

AN AGREEMENT BETWEEN
THE CITY OF REDMOND, WASHINGTON
AND
THE LAKE WASHINGTON SCHOOL DISTRICT NO. 414
REGARDING FIBER OPTIC LINES AND CITY CONDUIT PLANT

This Agreement (“Agreement”) is made and entered into as of the ____ day of _____, 2014, for an initial five-year term by and between the **City of Redmond** (“City”), a noncharter code city of the State of Washington, and **Lake Washington School District No. 414** (“District”), a common school district of the State of Washington (jointly, the “Parties”). This Agreement shall run concurrent with the Telecommunications Right-Of-Way Use Authorization agreement.

RECITALS

WHEREAS, on December 17, 2002, the District and the City entered into an Interlocal Agreement and a Telecommunications Right-of-Way Use Authorization agreement (sometimes "ROW Agreement") of even date; and

WHEREAS, the City has requested the District to renew its application for the ROW Use Authorization Agreement and the Parties desire to enter into this Agreement to address their unique cooperative arrangement as two public municipal corporations working together to provide access to fiber optic networks to the public and for their joint benefit; and

WHEREAS, the District has constructed a fiber optic network among its schools and plans to expand the network for the purpose of improving overall learning and achievement by increasing the availability and diversity of training and educational material; and

WHEREAS, the District and the City define Conduit Plant to include ‘manholes’, ‘j-boxes’, pull points, and any conduit regardless of size or composition; and

WHEREAS, the City and its citizens have a vested interest in supporting and improving educational opportunities and community communication; and

WHEREAS, the City has conduit plant available that can serve both the City and the District; and

WHEREAS, the District has signed a new Telecommunications Right-Of-Way Use Authorization Agreement (“New ROW Agreement”) allowing the District use of the City’s Right of Way; and

WHEREAS, the District may or may not be utilizing all of the City's conduit plant to provide a path for the District's fiber optic cable; and

WHEREAS, the District may need to utilize the City's conduit plant to provide a path to access District sites outside the City of Redmond; and

WHEREAS, the City leases the building where Redmond Elementary School was formerly located from the District, now known as the Old Redmond Schoolhouse Community Center ("the Community Center"), located at 16600 N.E. 80th Street, Redmond, WA 98052.

NOW, THEREFORE, THE PARTIES HEREBY AGREE AS FOLLOWS:

1. The District will continue to fund and complete construction, within the City's Right of Way, of those sections of the City's conduit plant, deemed necessary by the District to create the most effective physical path for the fiber optic cable to be routed to the District's sites, regardless of the City limits. The portion of the conduit plant to be constructed, together with their location and their design, shall be subject to the approval of the City if within city limits.
2. Except as expressly provided in this Agreement, the District will be responsible for any and all costs associated with any portions of the City's conduit plant it constructs under this Agreement, including but not limited to those costs directly related to the design, engineering, materials, traffic control, and construction of those portions of the conduit plant constructed by the District pursuant to Section 1 in order to service those sites as identified by the District.
3. Upon completion of construction and final inspection by the City, the District shall provide 'as-built' documentation of any new conduit plant constructed. The District has provided the City with 'as-built' plans of all conduit plant existing as of the date of this Agreement.
4. Upon completion of construction and final inspection by the City, the City agrees to accept, and the District agrees to grant, all ownership, rights, and responsibilities of any new conduit plant to the City installed after the date of this Agreement. The District agrees that those portions of the conduit plant constructed by the District, and any restoration work done by the District within the City's Right-of-Way as part of the District's construction of the conduit plant, shall remain free from defects in workmanship or materials for a period of two years from acceptance by the City. The District agrees to repair or replace, at the District's sole cost and expense, any defective work discovered by the City or the District during this two year warranty period.
5. The District is in no way responsible for any construction and/or maintenance costs for the City's conduit plant other than those costs expressly provided for in this Agreement.

6. The City agrees to allow the District to occupy City-owned conduit, up to a maximum of one third (1/3) of a conduit, necessary for the District to provide fiber optic cable to those sites identified by the District and agreed to by the City.
7. The City agrees to allow the District whatever space is necessary within manholes, j-boxes, pull points, etc. to allow the District to maintain the fiber optic cable in an appropriate manner, including but not limited to storing slack cable, splice cabinets and other approved portions of the conduit plant, to the extent that such space is available and can be provided without interfering with the use of said manholes, j-boxes, pull points, and other portions of the conduit plant for City purposes. Nothing in this Agreement shall require the City to construct any facilities in order to accommodate the District's use. If additional space is required by either party, both parties agree to cooperate administratively and financially to determine the most fair and equitable solution that meets the needs of both parties in a timely manner.
8. During the term of this Agreement, if the City expects it will require any additional space in manholes, j-boxes, or any portion of the conduit plant other than the conduit itself and expects the District to pay for the installation or creation of said space, the City will provide the District with at least six (6) months' written notice. The City will reasonably consider alternatives submitted by the District. The final decision for the review of alternatives will rest with the Director of Public Works. Conduit space granted to the District from the City is addressed in Section 6 of this Agreement. Should the City require additional conduit space beyond the existing capacity, the District agrees to fund 50% percent of the cost for increasing capacity.
9. The District agrees to not occupy an excessive amount of space in any manholes, j-boxes, pull points, etc. that would interfere with the City's ability to install its own fiber optic cable within the City's conduit plant.
10. The District agrees to purchase and install, entirely at the District's cost, the District's fiber optic cable that will be placed within the City's conduit plant.
11. The District agrees to pay for any removal, repair, and replacement, including materials, necessary to allow the District to place its fiber optic cable in the City's conduit plant consistent with this Agreement and the New ROW Agreement.
12. The District and the City agree to continue a mutual point of presence in the Main Distribution Facility ("MDF"), located in the southwest quadrant of the Community Center.
13. The District has terminated multiple strands of a fiber optic cable from the District's Resource Center to the MDF in the Community Center, allowing a minimum of 4 strands to be available for City and District interconnections.

14. The City agrees to continue to provide reasonable space as necessary in the Community Center to provide for the proper termination of the fiber optic cable pursuant to Sections 12 and 13 as designed by the District to the extent that such space is currently unused and available and can be provided without interfering with the City's current use of the Community Center for the purpose specified in the City's lease. Nothing in this Agreement shall require the City to construct or otherwise provide any additional space for the District's facilities beyond that which is currently unused and available.
15. During normal business hours (Monday through Friday, 8:00 am - 5:00 pm, excluding federal holidays), the City agrees to provide District staff access when requested to the MDF in the Community Center. For access to the MDF outside normal business hours, the District will dial 425-556-2500 and request the standby person for maintenance and operations who will then make arrangements to provide the District access to the MDF within four hours unless another time has been agreed to either verbally or in writing by both parties. After hour access to the MDF will be billed to the District at the City's actual cost to allow access, but not to exceed \$300 per incident.
16. With the exception of the application fee of \$2,064.92 charged by the City pursuant to Section 12.14.100 of the Redmond Municipal Code, the City agrees that the District's performance of its obligations under this Agreement, including the building out of the City's conduit plant as provided herein, constitutes full compensation to the City for any and all other fees and charges would normally be incurred by the District or which the City charges third parties for use of the City's right-of-way. These fees include but are not limited to: inspection fees, permit fees, and City personnel time to review, supervise or administer this agreement.
17. The District shall be solely responsible for its cables, regardless of type.
18. The City shall be solely responsible for its cables, regardless of type.
19. The City and the District agree not to use the other party's cable without prior written permission regardless of whether the cable is in use or not.
20. The City and the District have developed a cable labeling standard to clearly designate which fiber optic cable belongs to which party and agree to continue to implement and utilize this cable labeling standard during any and all construction.
21. The Parties recognize that they will have cables located in close proximity to each other and that they may need to test, repair, maintain, replace or remove ("Work") its optical fibers, equipment, and related facilities ("Property"). The Parties will endeavor not to damage or degrade each other's Property during the performance of any work. With respect to any underground Property, the Parties' duties and liabilities for any damage or degradation of such property shall be determined according to the provisions of the state underground utilities law, Chapter 19.122

RCW. In the case of such damage, the Party causing the damage shall restore the damaged property to its pre-damaged condition as soon as practicable and at no cost to the injured Party. Both parties agree to work together in a timely and reasonable manner to pay for and correct damage caused to the conduit plant by an unknown source in a fair and equitable manner. The Parties will be responsible for all Work done on their behalf regardless of whether the Work is actually done by the Party, its employees, agents, or contractors. In addition, if either Party installs any modifications or improvements above, over, across, along, in or under the area where a Party's Property is located, the Party agrees to preserve the Property of the other Party already installed and to refrain from taking any action that would prevent, inhibit, or increase the cost to the other Party of Working on the Property. To facilitate this, the Parties agree to provide each other with at least ten (10) business days written notice prior to beginning any major Work in an area where the other Party has Property and to provide as much notice as practicable for emergency Work. The Parties also agree that all third parties with whom they have contracts or agreements relating to the Property will comply with these notice requirements. Any Work in an area where the other Party has Property that is deemed not to be major Work shall be communicated to the other Party via email, voicemail, or in writing to a person designated by such other party to receive such notification, no later than 8 hours before the Work begins. Work that is deemed not to be major is work that occurs in the normal operation of a fiber cable plant after construction and acceptance by the fiber cable owner. Examples of work deemed not to be major include but are not limited to: cross connects terminations, troubleshooting, monitoring, moves/adds/changes, and equipment connections.

Nothing in this Agreement shall prevent the City from constructing or authorizing the construction of facilities or improvements within the City's Rights-of-Way other than the City's fiber optic cable or conduit plant, and the City shall not be required to notify the District of any such construction, provided that the same does not unreasonably interfere with the District's ability to test, repair, operate, maintain, replace, or remove its Property within the Rights-of-Way.

22. Notices under the Agreement shall be as follows:

To the City of Redmond:

**Director of Public Works
City of Redmond
PO Box 97010
Redmond, WA 98073-9710**

To the Lake Washington School District:

**Technology Department
PO Box 97039
Redmond, WA 98073-9739**

Either Party may change the person(s) to be notified or the address for the notification by giving written notice of the change, in writing, to the persons then designated to receive routine notices.

23. Subject to the provisions of RMC Section 12.14.0250, the City and the District hereby reserve the right to alter, amend or modify the terms and conditions of this Agreement upon written agreement of both parties to such alteration, amendment or modification. This Agreement may only be modified by a written agreement signed by an authorized representative of each Party. If there are any inconsistent provisions in this Agreement with the provisions contained in the New ROW Agreement, then the provisions in this Agreement shall prevail.
24. All provisions of this Agreement, including both its benefits and burdens are binding upon the Parties' successors, agents, and assigns.
25. The individuals signing this Agreement are duly authorized by their respective organizations to sign this Agreement and to bind their organizations to its performance.
26. Renewal of this Agreement will be consistent with the terms and authority of the New ROW Agreement and is available by mutual agreement by both parties and will not be unreasonably withheld by either party. If the New ROW Agreement is in effect through automatic renewal or otherwise, this Agreement shall also continue in full force and effect.
27. The reimbursement time under Section 10.A of the New ROW Agreement is changed from 10 days to 30 days.
28. The fifth sentence of Section 16.C of the New ROW Agreement is omitted.
29. As the District is a Washington municipal corporation, no performance or restoration bond will be required as requested in Section 20 of the New ROW Agreement and the District shall not be required to provide security in favor of the City as set forth in Section 21 of the New ROW Agreement
30. The District will provide a Self-Insured Letter of Coverage versus an insurance certificate as requested in Section 17 of the New ROW Agreement.
29. Section 32 of the New ROW Agreement concerning eminent domain and the first sentence of Section 38 of the New ROW Agreement are omitted.
30. Whenever in this Agreement the approval or consent of either Party is necessary, the party whose consent is necessary shall not unreasonably withhold, delay or condition such consent.
31. The District may lease or otherwise grant the right to other entities to use the District's fiber, as long as (a) the District notifies the City of each such lease or grant and provides the name and contact information of the lessee or grantee, (b)

the District and the lessee or grantee understand that the City is not bound by any of the terms of the lease or grant and that all such leases or grants are subject to all terms and conditions of this Agreement; and (c) if the lessee or grantee is an entity that is required to obtain a franchise, right-of-way use authorization, or right-of-way use permit under Chapter 12.14 of the Redmond Municipal Code, the entity shall be required to obtain the same prior to exercising any rights to use the District's fiber under the lease or grant.

City of Redmond

Lake Washington School District No. 414

By: John Marcione
Its: Mayor

By: _____
Its: _____

**Approved As To Form:
Office of The City Attorney:**

By: James E. Haney

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DONATIONS

March 16, 2015

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>
Elizabeth Blackwell PTSA to Blackwell Elementary	\$ 11,450.00	To provide per diem for teacher leadership team (\$2,000.00); purchase library books (\$850.00) and preschool play table (\$500.00); and support field trips (\$600.00), assemblies (\$1,500.00), teachers and specialists (\$2,000.00), and academic enrichment (\$4,000.00).
Juanita Elementary School PTSA to Juanita Elementary	\$ 3,100.00	To support field trips.
Kelsey Jensen Memorial Fund to Kirk Elementary	\$ 10,000.00	To support academic enrichment.
Rotary Club of Kirkland to Muir Elementary School	\$ 3,000.00	To purchase library books.
Redmond Elementary PTSA to Redmond Elementary	\$ 2,000.00	To purchase subscription renewal for Accelerated Reader.
Norman Rockwell PTSA to Rockwell Elementary	\$ 6,253.00	To provide stipends for student council, choir, and outdoor education.
Juanita High School PTSA to Juanita High	\$ 1,017.50	To provide stipend for computer/website.
Lake Washington High School PTSA to Lake Washington High	\$ 1,682.00	To purchase library books (\$499.00), lab equipment (\$424.00), aprons for culinary competition (\$300.00), microphone for English department (\$59.00), and exercise bike for transition classroom (\$200.00); and provide support for key club (\$200.00).
Redmond High School PTSA to Redmond High	\$ 1,938.20	To purchase elliptical trainers for P.E. and special education departments (\$1,438.20) and provide reimbursement for speaker (\$500.00).
TOTAL	\$ 40,440.70	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the March 16, 2015 board meeting.