

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

June 22, 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

June 18, 2015

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

Dear Ms. Pendergrass:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of June 22 2015 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74<sup>th</sup> Street, Redmond, WA.

Order of Business

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

Sincerely,

A handwritten signature in black ink that reads "Traci Pierce". The signature is written in a cursive style and is positioned above the printed name and title.

Traci Pierce  
Superintendent

**LAKE WASHINGTON SCHOOL DISTRICT**  
**Board of Directors' Meeting**  
**L.E. Scarr Resource Center Board Room**  
**June 22, 2015**

---

6:00 p.m.     **Board Study Session**  
 Topic: *Capital Planning/Comprehensive Community Engagement and Board Processes*  
 Location: *Robert Hughes Room*

---

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	<b>Convene, Roll Call</b>			
7:01	<b>Approve Agenda</b>			
7:02	<b>Recognition - School Resource Officers</b>			
7:10	<b>Student Grievance Appeal</b>			
7:30	<b>Public Comment</b>			
7:45	<b>Consent Agenda</b>	<b>GP-8</b> ( <i>Annual Agenda Planning</i> )		
	▪ Minutes - ( <i>June 1 board meeting and study session</i> )		1	1
	▪ Human Resources Report		2	12
	▪ Instructional Materials Adoption		3	17
	▪ Approval of Monitoring Board Policy	<b>B/CR 5</b> ( <i>Monitoring CEO Performance</i> )		
	✓ EL-5, Parents and Community		4	18
	✓ EL-6, Student Learning Environment		5	19
	✓ EL-8, Instructional Materials Selection		6	20
	▪ Donations		7	21
7:50	<b>Non-Consent Agenda</b>			
	▪ 2014-15 Budget, First Reading		8	22
8:10	<b>Superintendent Report</b>	<b>EL-3</b> ( <i>Communication &amp; Counsel to the Board</i> )		
8:20	<b>Legislative Update</b>	<b>GP-3</b> ( <i>Board Job Description</i> )		
8:25	<b>Board Follow-Up</b>	<b>GP-3</b> ( <i>Board Job Description</i> )		
8:27	<b>Future Agenda Items</b>	<b>EL-3</b> ( <i>Communication &amp; Counsel to the Board</i> )		
8:28	<b>Debrief</b>	<b>GP-2</b> ( <i>Governing Style</i> )		
8:30	<b>Board Member Comments</b>			
8:45	<b>Adjourn</b>			

**AGENDA**  
**June 22, 2015**  
**Page 2**

**Next Board Meeting:**

**August 3, 2015**

**5:30 p.m. Work Session**

*Topic: WaNIC*

**7:00 p.m. Board Meeting**

**August 24, 2015**

**7:00 p.m. Special Board Meeting for the purpose of conducting  
a public hearing and to fix and adopt the 2015-16  
Budget**

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

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Study Session  
June 1, 2015

CALL TO ORDER

The study session was called to order by President Jackie Pendergrass at 5:20 p.m.

ROLL CALL

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

Present: Superintendent Traci Pierce.

TOPIC

The topics discussed were:

- *Budget*
- *Capital Planning Comprehensive*

ADJOURNMENT

The meeting was adjourned at 6:50 p.m.

---

Jackie Pendergrass, President

---

Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
June 1, 2015

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

CALL TO ORDER

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

ROLL CALL

Present: Superintendent Traci Pierce.

Chris Carlson moved to approve the agenda. Seconded by Nancy Bernard.

APPROVAL OF AGENDA

Motion carried.

Judy East, President, Lake Washington PTSA Council, highlighted some the activities of the PTSA Council, such as supporting local building units, organizing brown bag lunches to provide networking and information to parents, ensuring emergency preparations at all school sites, organizing advocacy groups, working with HopeLink for the pantry pack program, offering parent workshops, participating in the National Reflections Art Program, and providing student and teacher scholarships. She conveyed that as a token to honor the board, a \$1,000 scholarship has been donated in their name.

RECOGNITION -  
PTSA SCHOLARSHIP  
AWARDS

Wendy Delong, PTSA Scholarship Committee Chair, thanked the members of the scholarship committee for their work interviewing and selecting scholarship recipients. These scholarships are supported by the annual PTSA Scholarship Basket Auction and donations from the individual building units. A program booklet which listed the accomplishments of the scholars was provided. The recipients were recognized and presented with a certificate.

The members of the scholarship committee introduced the students and presented them with their certificates.

**Student Scholarships - \$1,000 college scholarships**

Kayleigh McGuigan - Eastlake High School  
Clark Ellis - Juanita High School  
Sarah Wingard - Lake Washington High School  
Conner York - Redmond High School  
Yotam Ofek - Tesla STEM High School

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

Madelyn Mendlen - Eastlake High School

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
June 1, 2015

**Jane Wierenga Memorial Scholarship - \$1,000 college scholarship**

Gillian Lait - Redmond High School

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

Katherine Adams - Juanita High School

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

Brooke Robertson - Lake Washington High School

**Bob Hughes Scholarship - \$1,000 college scholarship**

Madison Minsk - Tesla STEM High School

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

Liam Stewart - Eastlake High School

**At Large Scholarships - \$1,000 college scholarships**

Chase Whyte - Eastlake High School

Emily Peterson - Juanita High School

Robert Gilliam - Lake Washington High School

Helen Simecek - Lake Washington High School

Julia Doherty - Redmond High School

**LWSD Staff/LW PTSA Scholarships - \$500 scholarships**

McKenzie Smernis - Juanita Elementary School

Paul Miller - Juanita High School

Jackie Pendergrass thanked the parents and the students for attending and recognized the students for their hard work and accomplishments.

Jackie Pendergrass and Traci Pierce recognized Judy East and thanked her for her continued support of the district. She was presented with some flowers.

A 5-minute break was taken. The meeting was recessed at 7:25 p.m. and reconvened at 7:30 p.m.

RECESS

Nancy Bernard moved to approve the consent agenda as revised. Seconded by Chris Carlson.

CONSENT AGENDA

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

Motion carried.



LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
June 1, 2015

The following May 2015 vouchers were approved:

APPROVAL OF  
VOUCHERS

<u>General Fund</u>	
348697-348938	\$4,621,227.42
<u>Payroll Warrants</u>	
2379-2387	\$3,849.68
<u>Payroll</u>	
Accounts Payable Direct Deposit	\$ 1,197,907.20
Acquisition Card	1,334,884.30
Deferred Comp	82,133.00
Department of Revenue	4,016.46
Dept. of Retirement Systems	1,437,171.46
Dept. of Retirement Systems	708,700.79
Flex Spending	47,499.72
Payroll Direct Deposit	8,926,676.08
Payroll Tax Withdrawal	3,222,977.83
Sodexo	65,060.75
TSA Envoy	272,334.25
VEBA	7,085.82
Vision/(NBN)	61,080.26
Key Bank Processing Fees	\$ <u>3,236.61</u>
	\$17,370,764.63
<u>Capital Projects</u>	
35461-35492	\$691,597.83
<u>ASB</u>	
58643-58775	\$106,385.80
<u>Transportation Vehicle Fund</u>	
	\$0.00
<u>Private Purpose Trust Fund</u>	
2109-2146	\$4,669.00

Approves minutes of the May 18 study session and board meeting.

APPROVAL OF MINUTES

Approves June 1, 2015 Human Resources Report.

APPROVAL OF HUMAN  
RESOURCES REPORT

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
June 1, 2015

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

INSTRUCTIONAL  
MATERIALS ADOPTION

Title: SRA Reading Laboratory 2.0  
Author: McGraw Hill  
Publisher: McGraw Hill Education  
Copyright: 2013  
No. of Copies: 1  
Price: \$349 for up to 5 teachers/50 students per year  
School Requesting: Finn Hill Middle School  
Classification: Grades 6-8

Title: Environmental Science A Study of Interrelationships –  
14<sup>th</sup> Edition  
Author: Eldon Enger, Bradley F. Smith  
Publisher: McGraw Hill  
Copyright: 2015  
No. of Copies: 155  
Price: \$197.54 per book  
School Requesting: CTE Office  
Classification: Grades 9-12

Title: Environmental Science for AP  
Author: Friedland and Relyea  
Publisher: Bedford Freeman and Worth  
Copyright: 2015  
No. of Copies: 155  
Price: \$162.99 per book  
School Requesting: CTE Office  
Classification: Grades 9-12

Title: onRamp to Algebra  
Author: Pearson Education  
Publisher: Pearson  
Copyright: 2013  
No. of Copies: 5-10 per year  
Price: \$113.47 per book  
School Requesting: Eastlake High School  
Classification: Grades 9-12

Title: Principles of Food Science  
Author: Janet D. Ward  
Publisher: Goodheart-Willcox Publisher  
Copyright: 2015  
No. of Copies: 140  
Price: \$79.00 per book  
School Requesting: Juanita High School  
Classification: Grades 9-12

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

June 1, 2015

Title: Critical Thinking: An Introduction, Second Edition  
Author: Alec Fisher  
Publisher: Cambridge University Press  
Copyright: 2011  
No. of Copies: 42  
Price: \$30.00 per book  
School Requesting: Juanita High School for Cambridge Program  
Classification: Grade 10

Approves the Restated Amendment to the existing Joint Use Agreement for Lakeview Elementary with the City of Kirkland, that authorizes the development, maintenance, scheduling, and operations of a new synthetic grass turf field at Lakeview Elementary.

RESTATED AMENDMENT,  
JOINT USE AGREEMENT  
WITH CITY OF KIRKLAND  
FOR  
DEVELOPMENT,  
MAINTENANCE,  
SCHEDULING,  
AND OPERATIONS OF  
ATHLETIC FACILITIES

Adopted the Six-Year Capital Facilities Plan, 2015-2020, as presented.

SIX YEAR CAPITAL  
FACILITIES PLAN,  
2015-2020

Approves the monitoring report for EL-14, Technology, as presented.

APPROVAL OF BOARD  
POLICY  
EL-14, TECHNOLOGY

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Robert Frost PTSA to Frost Elementary in the amount of \$1,180.00 to support field trips.

Acceptance from Samantha Smith PTSA to Smith Elementary in the amount of \$ 8,330.04 to purchase reader board (\$5,800.00), books for library (\$2,073.14), equipment for PE, and classroom supplies (\$456.90).

Acceptance from Laura Ingalls Wilder PTSA to Wilder Elementary in the amount of \$5,369.00 to provide stipends for Math Olympiad (\$2,088.60) and choir (\$3,280.40).

Acceptance from Tesla STEM PTSA to Tesla STEM High in the amount of \$1,619.99 to purchase electronic component sets for computer programming (\$1,340.00) and an electronic cutting machine (\$279.99).

**TOTAL \$ 16,499.03**

NON-CONSENT

WORLD LANGUAGE  
COMPETENCY TEST FEES

Dr. Pierce conveyed that in 2010, Office of Superintendent of Public Instruction (OSPI), the Washington State School Directors' Association (WSSDA), and the State Board of Education (SBE) developed a sample policy regarding competency credits for world languages that allows students with proficiency in a language other than English to earn up to four world language credits. School districts across the state, including Lake Washington School District (LWSD), adopted similar policies. Over the past three years, students in LWSD have completed competency testing through the University of Washington Language Lab and neighboring school districts. In 2014-2015, these sites have begun to close their assessment sessions to out-of-district students due to their capacity constraints. As a result, LWSD students who are registering to take a proficiency test are unable to find an open testing site. In an effort to provide LWSD students with the option to earn competency credit, we are coordinating several full-scale world language assessment days throughout 2015-2016, beginning in June 2015, with a field test to understand all aspects of what a testing session entails.

There are a number of tests in use, each specific to the type of language being assessed. A chart summarizing the competency testing fees charged by neighboring school districts for various tests was presented. In addition, it includes the fees recommended for LWSD competency testing. These fees cover a portion of the costs of the testing materials and test administration. The district will need to support these costs of about \$20,000 annually. In researching the practices of neighboring districts, all are using general fund monies to support testing. A reduced testing rate for students on free and reduced lunch was recommended.

Chris Carlson moved that the Board of Directors approves the fees for world language competency testing beginning in June 2015. Seconded by Nancy Bernard.

The board asked several questions regarding the fees charged, if students can earn high school and college credit if they pass an AP test; could the district pay the fee in order to make the test more accessible for all students; what are other districts

charging. Jackie Pendergrass related that was a good starting point and the board could amend it at a later date once there is more information on the costs. Dr. Pierce indicated that they wanted to create an option for students to take the test in the district since there is no space in other school districts. The proposed fee schedule includes reduced fees for those students on free or reduced lunch.

Siri Bliesner asked if the budget implications can be examined so that a decision could be made on the test fees. Jackie Pendergrass agreed the budget implications should be examined to assess costs. Until the legislature is finished completing its work on the budget, the district's budget can't be formulated. Dr. Pierce indicated that the board could approve the fees for testing for June and that would provide baseline information. Additional information can be gathered and presented for the 2015-16 school year.

Matt Manobianco, Associate Superintendent, related that some districts pay for the first test fee. On the average, three different sessions are provided. Edmonds had 180 students participate; Seattle, 300; Kent 250-300.

Siri Bliesner moved to amend the motion to approve the fees for world language "beginning in June 2015" to "for the 2014-15 school year." Motion seconded by Mark Stuart.

Motion carries to amend the motion.

The Board of Directors approves the fees for world language competency testing for the 2014-15 school year.

Motion carries.

Mike Van Orden, Director of Curriculum, indicated that during the 2012-2015 school years, the High School Science Adoption Committee reviewed research and best practices and developed rubrics to use for the evaluation of various science curricula. These rubrics included: Best Practice Alignment; Standards Alignment; Assessment Alignment; Organization and Design; and Technology Integration. He indicated that next year, the State will make a recommendation regarding the adoption of the Next Generation Science Standards (NGSS) Publishers are waiting to see how the State will proceed; however, it was

DISTRICT TEXTBOOK  
ADOPTION  
PERFORMING ARTS:  
GRADES 6-12

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

June 1, 2015

critical to proceed due to the fact the district's science materials were 12+ years old.

This year, the committee heard presentations from publishers, evaluated curricula for physical science, biology, chemistry, and physics using rubrics, piloted materials in classrooms, and narrowed options to a final recommendation for each subject. The district's Instructional Materials Committee reviewed these materials and recommended them for adoption at its May 7, 2015 monthly meeting.

An opportunity for public review and comment of instructional materials under consideration for adoption along with an opportunity to give written feedback was provided. This information was publicized on the district's website. Materials were on display outside of the Curriculum Library at the Resource Center from May 12 - May 26.

Teachers will have multiple options to participate in professional development in science standards, proficiency scales, and curriculum materials during an afternoon session in June, after school is out, and in August, in the week prior to LEAP days. Training in the science standards and collaboration time to learn and implement the new materials will be provided throughout the 2015-16 school year.

Teacher and student materials will be bar-coded and entered into the district textbook inventory system during the summer. The curriculum materials will be implemented in the 2015-16 school year. Members of the committee presented and highlighted the materials and responded to board members questions.

Title:	Physical Science with Earth Science, Textbook and Digital Subscription
Author:	McLaughlin, Thompson and Zike
Publisher:	McGraw Hill
Copyright:	2012
No. of Copies:	1,400
Price:	\$106.11
School Requesting:	District High School Science Adoption Committee
Classification:	Grades 9-12

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
June 1, 2015

Title: Holt McDougal Biology, Textbook and  
Digital Subscription  
Author: Stephen Nowicki  
Publisher: Houghton Mifflin Harcourt  
Copyright: 2012  
No. of Copies: 1,800  
Price: \$111.10  
School Requesting: District High School Science Adoption Committee  
Classification: Grades 9-12

Title: Glencoe Chemistry: Matter and Change, Textbook  
and Digital Subscription  
Author: Buthelezi et al.  
Publisher: McGraw Hill  
Copyright: 2013  
No. of Copies: 1,500  
Price: \$101.13  
School Requesting: District High School Science Adoption Committee  
Classification: Grades 9-12

Title: Walker Physics 1e Textbook, and Digital  
Subscription  
Author: James Walker  
Publisher: Pearson  
Copyright: 2014  
No. of Copies: 750  
Price: \$93.47  
School Requesting: District High School Science Adoption Committee  
Classification: Grades 9-12

Chris Carlson moved that the board approves the recommendations from the Adoption Committee for High School Science, Gr. 9-12, and the Instructional Materials Committee to adopt the above listed materials for use in the district. Seconded by Siri Bliesner.

Motion carried.

Dr. Pierce related that approximately 1,600 seniors will cross the stage and earn their diplomas in the weeks ahead. This year will be the first year for graduating seniors from Tesla STEM High School. She highlighted a few accomplishments.

SUPERINTENDENT  
REPORT

She congratulated Lake Washington High School as they are having their first capstone presentations from students in their Engineering Design STEM Signature program this evening. This event showcases the original inventions that students designed, prototyped, and tested this year. Students will present their

inventions in the LWHS theater to the community and a panel of nine judges representing a number of area engineering firms. Dr. Pierce also congratulated Tesla STEM and Juanita High School students who attended the Northwest Association for Biomedical Research Student Bio Expo on May 27. From Juanita, 22 STEM 1 & 2 students in the STEM Global Health Signature Program did a fabulous job representing Juanita High School. Each student wrote a 5-10 page research paper on their topic, interacted with an external mentor, and presented their work to judges from the Seattle scientific community. A number of JHS students earned awards for their bio-med/bio-ethics work in the categories of website, journalism, and teaching. In addition, 41 Tesla STEM students participated and many students earned awards in the 3D printing category for their bio-med work.

Dr. Pierce related another source of pride for the district is the Transition Academy. Last week, Michael Konopasek from KING 5 was at Transition Academy interviewed the coordinators, teachers, and students in the program. One of the students talked about what she liked about the program and the work that she does at Mod Pizza. Her mother talked about the growth she has seen in her daughter and how much it has meant to them to have this program after high school.

Finally, Dr. Pierce noted that the 30-day Special Session was only the first Special Session of the 2015 Legislature. At least one more session will be required. On May 28, Governor Inslee ordered a second Special Session to begin on May 29. The second Special Session will be limited to 30 days, although the Legislature may adjourn any time before that deadline. Additional 30 day sessions may also be called if necessary. The main priority and only real requirement is adoption of a new two-year Operating Budget. The current biennial budget expires at midnight on June 30. If a budget is not adopted by that deadline, a partial state government shutdown would begin on July 1. State agencies are already making contingency plans and are preparing to send temporary layoff notices to employee should the Legislature fail to adopt a new budget. The district is monitoring cash reserves to ensure that July payroll obligations can be made. Currently, there are no plans to issue temporary layoff notices to district employees.



While the Legislature has not completed their work, the district is still required by law to present a budget to the Board. Throughout the spring, the district has been following the regular annual budget and strategic planning processes to align resource needs with strategic work. The 2015-16 budget will be presented to the Board at the June 22 meeting.

It was further discussed the need to schedule an additional board meeting in August so that a revised budget (based on the outcome of the legislative session) can be shared and presented to the community at the August 3 board meeting prior to the board holding a public hearing and adopting the budget at a second board meeting (*a date will be scheduled and publicized.*)

Jackie Pendergrass related that she and Siri had attended a meeting with both the cities of Redmond and Kirkland to discuss mutual areas of interest.

BOARD MEMBER  
COMMENTS

Mark Stuart visited the Futures class at Juanita High School. They set a goal to raise \$10,000 for cancer research which they met. Congressman Suzan DelBene also visited the classroom.

Jackie Pendergrass reviewed the 2015-16 board meeting schedule.

Nancy Bernard moved to adjourn. Seconded by Chris Carlson.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 9:30 p.m.

---

Jackie Pendergrass, President

---

Traci Pierce, Deputy Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report

## June 22, 2015



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Apkon, Talia NC	Teacher	Community	A-0	08/24/15	Repl. S. Potter
Bradwisch, Karilyn NC	.8 Teacher	Redmond HS	A-0	08/24/15	Leave Replacement
Brothers, Amanda NC	Teacher	Evergreen MS	C-0	08/24/15	Leave Replacement
Deskins, Douglas NC	Teacher	Rose Hill MS	D-8	08/24/15	Leave Replacement
Dhasmana, Swati	Special Ed Para Ed	Dickinson Elem	\$16.21	01/05/15	Repl. Z. Hester
Eggert, Erin NC	Teacher	Elem Pool	C-1	08/24/15	Leave Replacement
Eichelkraut, Minnie NC	Teacher	Redmond Elem	C-0	08/24/15	Leave Replacement
Fisher, Erika NC	Teacher	Inglewood MS	C-0	08/24/15	Leave Replacement
Fredenberg, Catherine	Assoc Principal	Eastlake HS	\$116,030	07/01/15	Repl. S. Thatcher
Grant, Julie NC	Occupational Therapist	Special Services	C-0	08/24/15	Leave Replacement
Gravelyn, Chelsea NC	.5 Teacher	Kirk Elem	C-0	08/24/15	Leave Replacement
Griffen, Ashton NC	Teacher	Lake Washington HS	A-0	08/24/15	Leave Replacement
Hamilton, Dana NC	Teacher	Evergreen MS	C-0	08/24/15	Leave Replacement
Hawkins, Cody NC	Teacher	Redmond HS	C-0	08/24/15	Leave Replacement
Hsi, Dana NC	.6 Teacher	Int'l Community	D-8	08/24/15	Leave Replacement
Jenkins, Sally	School Secretary	Redmond Elem	\$18.28	01/26/15	Repl. K Fishbauger
Kulkarni, Sheetal	Instructional Assist	Kamiakin MS	\$13.74	01/14/15	Repl. K. McCallum
Lawson, Greg NC	Teacher	Redmond HS	A-0	08/24/15	Leave Replacement
Leopold, Emily NC	Teacher	Parks Elem	A-0	08/24/15	Leave Replacement
McNaughton, Kerry NC	Teacher	Evergreen MS	C-5	08/24/15	Leave Replacement
Meyer, Allyson NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Mulherron, Marian	Office Manager	Einstein Elem	\$20.86	01/20/15	Repl. J. Norman
Odegard, Traci NC	.8 Teacher	Juanita HS	A-2	08/24/15	Leave Replacement
Olafson, Mary NC	Teacher	Evergreen MS	A-0	08/24/15	Leave Replacement
Pawlicki, Edith NC	Teacher	Redmond HS	C-0	08/24/15	Leave Replacement
Pflager, Sherri NC	Teacher	Inglewood MS	A-4	08/24/15	Leave Replacement
Reeh, Jesse NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement

# Human Resources Board Report June 22, 2015



## NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Reynolds, Kathleen	Special Ed Para Ed	Dickinson Elem	\$16.21	01/05/15	Repl. S. Hagy
Ronning, Caitlyn NC	Teacher	Inglewood MS	C-0	08/24/15	Leave Replacement
Sikora, Stacy NC	Teacher	Elem Pool	C-6	08/24/15	Leave Replacement
Subramanian, Christina NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Thompsen, Linda	Special Ed Para Ed	Dickinson Elem	\$16.21	02/09/15	Repl. M. Montgomery
Underbrink, Kinsey NC	Teacher	Kamiakin MS	C-0	08/24/15	Leave Replacement
Van Waardhuizen, Samantha NC	.2 Teacher	Int'l Community	A-2	08/24/15	Repl. M. Egger
Vanderkooi, Katherine	Special Ed Para Ed	McAuliffe Elem	\$16.21	01/26/15	Budgeted
Warman, Danielle	Assoc Principal	Kamiakin MS	\$111,480	07/01/15	Repl. H. Urness

## RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Agnew, Kevin	Teacher	Eastlake HS	8/27/08	06/19/15	Resignation
Altman, Susan	Health Specialist	Special Services	12/08/97	07/01/15 (rev)	Retirement
Austin, Patricia	Teacher	Keller Elem	09/02/82	06/17/15	Retirement
Baber, Holly	Occupational Therapist	Special Services	08/27/12	06/17/15	Resignation
Brand (rev), Sally	Instructional Assist	Dickinson Elem	12/16/92	06/17/15	Retirement
Brown, Miriam	Special Ed Para Ed	Evergreen MS	11/29/90	06/18/15	Retirement
Busch, Makena	Teacher	Redmond HS	08/25/14	06/17/15	Resignation
Coppel, Renee	Teacher	Rose Hill Elem	08/26/03	06/17/15	Retirement
Crowder, George	Teacher	Lake Washington HS	09/02/93	06/17/15	Resignation
Eichner, Janet	Instructional Assist	Twain Elem	09/11/90	06/18/15	Retirement
Fast, Hannah	Teacher	Kamiakin MS	08/24/13	06/17/15	Resignation
Fletcher, Amanda	Teacher	LOA	09/01/98	06/17/15	Resignation
Gallo, Sue	Psychologist	Special Services	09/10/90	06/17/15	Retirement

# Human Resources Board Report

## June 22, 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>
Garcia, Ryan	Office Manager	Parks Elem	08/22/14	08/12/15	Resignation
Grinde, Heather	Teacher	Eastlake HS	08/29/11	06/19/15	Resignation
Harris, Sandra	Special Ed Para Ed	Rose Hill Elem	11/16/06	06/17/15	Resignation
Hauser, Kathrine	Teacher	Eastlake HS	09/13/07	06/17/15	Resignation
Hiller, Benjamin	Bus/Truck Mechanic	Bus Shop	08/18/08	06/22/15	Resignation
Holman, Daniel	Special Ed Para Ed	Kirkland MS	09/19/13	06/17/15	Resignation
Hotes, Peggy	Teacher	Sandburg Elem	08/27/01	07/04/15	Retirement (rev)
Howisey, Jo Ann	Instructional Assist	Juanita Elem	01/31/96	06/17/15	Resignation
Irwin, Kent	Bus Driver	Transportation	08/27/08	08/31/15	Retirement
Isaacson, Kristine	Teacher	Alcott Elem	04/21/92	06/17/15	Retirement
Jasper, Cossia	Teacher	WaNIC	01/28/13	06/17/15	Resignation
Jordan, Anne	Teacher	Kamiakin MS	11/19/90	06/17/15	Retirement
Koll, Christine	Teacher	Mann Elem	08/31/78	06/17/15	Retirement
Lane, Mariko	Teacher	Juanita HS	08/28/06	06/17/15	Resignation
Larson, Jeffrey	Assoc Principal	Redmond HS	08/26/03	06/30/15	Resignation
Ledesma, Sylvia	Teacher	Muir Elem	08/28/86	06/17/15	Retirement
Lutterloh, Kimberly	Physical Therapist	Special Services	08/29/11	06/17/15	Resignation
McMackin, Eileen	Teacher	Environmental	09/03/87	06/17/15	Retirement
Medina, Georgia	Instructional Assist	Einstein Elem	10/09/97	06/18/15	Retirement
Meisner, David	Teacher	Inglewood MS	08/27/01	06/17/15	Resignation
Montgomery, Morio	Special Ed Para Ed	Redmond HS	03/13/13	06/17/15	Resignation
Mullen, Michelle	Psychologist	Special Services	08/29/11	06/17/15	Resignation
Norton, Terrance	Teacher	Einstein Elem	04/01/13	06/17/15	Resignation
Ofner, Sharon	Instructional Assist	Rush Elem	10/26/89	06/17/15	Retirement
Palmer, Gabriel	Instructional Assist	Extended Day	09/24/13	06/17/15	Resignation
Richardson, Cynthia	Teacher	Redmond MS	08/24/11	06/17/15	Resignation
Sams, Andrew	Teacher	Carson Elem	05/01/00	06/17/15	Resignation

# Human Resources Board Report

## June 22, 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>
Satterfield, Janice	Tech Support Specialist	Resource Center	02/13/92	06/30/15	Retirement
Schmitt, Patricia	Instructional Assist	Alcott Elem	10/15/07	06/17/15	Resignation
Schwartzberg, Laurie	Teacher	Lake Washington HS	09/21/11	06/17/15	Resignation
Shardelman, Linda	Bus Driver	Transportation	11/24/86	06/30/15	Retirement
Snider, Brianna	Teacher	Lake Washington HS	06/23/12	06/17/15	Resignation
Stanley, Shauna	Instructional Assist	Evergreen MS	02/24/12	06/18/15	Resignation
Stotesbery, Tari	Teacher	Kirkland MS	05/01/02	06/17/15	Resignation
Tarte, Linda	Teacher	Twain Elem	08/30/79	06/17/15	Retirement
Taylor, Antoinette	Instructional Assist	Carson Elem	02/02/02	06/17/15	Retirement
Tockey, Young Jae	Special Ed Para Ed	LOA	04/13/10	06/08/15	Resignation
Torre, Angela	Instructional Assist	Rose Hill MS	10/22/13	06/17/15	Resignation
Tuckwell, Amy	Teacher	Redmond MS	03/01/98	06/17/15	Resignation
Walker, George	Warehouse Manager	Warehouse	10/03/83	08/31/15	Retirement
Whittingham, Megan	Instructional Assist	Twain Elem	11/02/94	08/31/15	Retirement
Williams, Susan	Teacher	LOA	08/27/08	06/17/15	Resignation
Winard, Nicole	Librarian	Int'l Community	08/26/07	06/17/15	Resignation
Worthen, Jessica	Teacher	Mead Elem	08/26/13	06/17/15	Resignation

### CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Zahn, Leigh	Mead Elem	.8 C to .8 C /.1 NC	08/24/15

## INSTRUCTIONAL MATERIALS ADOPTION

June 22, 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:** Duke  
**Author:** Kirby Larson  
**Publisher:** Scholastic  
**Copyright:** 2013  
**No. of Copies:** 60  
**Price:** \$7.99 per book  
**School Requesting:** Twain Elementary  
**Classification:** Grade 5

**Title:** Shadow  
**Author:** Michael Morpurgo  
**Publisher:** Feiwel and Friends  
**Copyright:** 2010  
**No. of Copies:** 40  
**Price:** \$2.50 per book  
**School Requesting:** Rose Hill Elementary  
**Classification:** Grade 5

**Title:** Second Step Child Protection Unit  
**Author:** Committee for Children  
**Publisher:** Committee for Children  
**Copyright:** 2014  
**No. of Copies:** 1  
**Price:** \$250.00  
**School Requesting:** Lakeview Elementary  
**Classification:** Grade K-1

**Title:** Who Was Isaac Newton?  
**Author:** Janet B. Pascal  
**Publisher:** Penguin  
**Copyright:** 2014  
**No. of Copies:** 30  
**Price:** \$4.99 per book  
**School Requesting:** Rose Hill Elementary  
**Classification:** Grade 5

**Title:** AVID  
**Author:** AVID  
**Publisher:** AVID  
**Copyright:**  
**No. of Copies:** 1 kit for each of the two school requesting  
**Price:** \$4,370.00  
**School Requesting:** Redmond and Evergreen Middle Schools  
**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.

APPROVAL OF MONITORING REPORT  
EL-5, PARENTS AND COMMUNITY

June 1, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-5, Parents and Community, are in compliance and, therefore, is being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-5, Parents and Community, as presented.

**Lake Washington School District**  
**Executive Limitation Monitoring Report**  
**EL-5 Parents and Community**  
**June 22, 2015**

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

1. Use methods of managing information that protect confidential information of students and families.	In Compliance	◀ ▶
--	------------------	-----

***Evidence***

The District protects confidential information of students, parents, and staff through a variety of means. Each August, the district reviews many of these confidentiality requirements with principals as a reminder.

Student and parent information is protected through the application of law and policy:

- Federal law and the Family Educational Rights and Privacy Act of 1974 (FERPA). In accordance with this law, parents annually have the option to complete a form indicating whether they wish to have directory information excluded from release internally (including school specific publications including yearbooks and newsletters) and/or externally (including media, web sites open to public, district publications going the community and PTSA). High school students and their parents may also protect their directory information from military and higher education. The communications department works with schools to ensure FERPA compliance with regard to media, particularly television news.
- State laws, including Revised Codes of Washington (RCWs) 28A.305, 230 and Washington Administrative Codes (WACs) 180-52,-57 and 392-182. These laws provide for parental consent prior to release of records to outside agencies. Notable exceptions are for student discipline records, requests by other school districts in cases of serious danger or disruption, and required reports of child abuse and neglect as mandated by RCW 26.44.

District administrative policy:

- Student Records policy JO and procedure JO-R provide that the District maintain only those student records necessary for the educational welfare of students and for the orderly and efficient operation of schools and as required by law.
- Relations with Education Research Agencies LC-R Requires research to follow district procedures for the protection for the rights and welfare of students. Procedures must be in accordance with the guidelines for the protection of human subjects.

The district consults with attorneys with regard to public records requests and other legal requests for records to ensure that such requests are handled appropriately.

Technology security and safety procedures are in place to protect student information. This information is covered in EL-14, Technology.



## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

2. Provide a process for the fair and expedient handling of complaints from parents and community.

In  
Compliance



### *Evidence*

The district's process for the effective handling of parent and community complaints is designed to allow issues to be addressed closest to the source of origin:

- Complaints that may constitute misconduct by school employees are investigated. Procedures within the collective bargaining agreements are followed to ensure employee rights are protected and that appropriate consequences are issued if misconduct is found.
  - Staff members work with parents and citizens with complaints to address their concerns in an informal manner as a first step. This includes:
    - o Communication in person, on the telephone, by e-mail, and/or meetings to address concerns, identify issues, and seek resolution.
    - o Assignment of appropriate central office staff to assist in advisement, protocol, routing, and follow-up on complaints when not resolved at the building/department level.
  - The district has a protocol that allows complaints to be escalated to a higher level if patrons are not satisfied with the response.
  - Public Complaints, policy KLD, provides an avenue for formal complaints. This policy defines the basis for a grievance as a decision based on a condition or circumstance that was allegedly caused by misinterpretation or inequitable application of existing school district policy, rules or regulations. It stipulates the process to be followed to reach a satisfactory solution. The policy was reviewed and revised in 2010.
  - The district follows laws and government agency rules regarding discrimination, professional conduct, and harassment, intimidation and bullying as well as other complaints.
- 
- No complaints have been heard by the Board under policy KLD in the last year.
  - One discrimination complaint was appealed to the Board.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

2. Provide a process for the fair and expedient handling of complaints from parents and community.

In  
Compliance



### *Evidence {continued}*

- The following survey data represents the perception of LWSD school effectiveness in handling complaints (scale of one to four) by all community members, including those who have a child in school and those who do not.

“LWSD schools effectively handle complaints.”	Always	Usually	Sometimes	Never	Mean
<b>January 2005</b>	20%	41%	35%	4%	<b>2.8</b>
<b>Feb./March 2006</b>	20%	46%	26%	9%	<b>2.8</b>
<b>May 2007</b>	13%*	50%*	33%	4%	<b>2.7</b>
<b>Dec. 2007-Feb. 2008</b>	19%	48%	28%	5%	<b>2.8</b>
<b>Dec. 2008-Feb. 2009</b>	16%	45%	36% <sup>^,^^</sup>	3% <sup>^^</sup>	<b>2.7</b>
<b>Dec. 2009-Feb. 2010</b>	24%	44%	30%	2% <sup>^^</sup>	<b>2.9<sup>^</sup></b>
<b>Dec. 2010-Feb. 2011</b>	18%	43% <sup>^</sup>	34% <sup>^^</sup>	4% <sup>^</sup>	<b>2.7</b>
<b>Dec. 2011-Feb. 2012</b>	19%	41%	33% <sup>^^</sup>	7%	<b>2.7</b>
<b>Dec. 2012-Feb. 2013</b>	29% <sup>*^^</sup>	45%	23%	4%	<b>3.0<sup>*^^</sup></b>
<b>Dec. 2013-Feb. 2014</b>	23%	42%	32%	3%	<b>2.8</b>
<b>Dec. 2014-Feb. 2015</b>	23%	42%	30%	5%	<b>2.8</b>

\* Significant difference vs. January 2005

<sup>^</sup> Significant difference vs. previous three-month period

<sup>^^</sup> Significant difference vs. March 2006

- The mean of 2.8 for this quarter is in line with past years.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

2. Provide a process for the fair and expedient handling of complaints from parents and community.

In  
Compliance



### *Evidence {continued}*

“LWSD schools effectively handle complaints.”		Always	Usually	Sometimes	Never	Mean
<b>January 2005</b>	Have a child in LWSD	21	41	35	2	<b>2.8</b>
	Don't have child in LWSD	19	40	35	5	<b>2.7</b>
<b>Feb./March 2006</b>	Have a child in LWSD	22	47	24 <sup>*</sup>	7	<b>2.8</b>
	Don't have child in LWSD	18	44	28	10	<b>2.7</b>
<b>May 2007</b>	Have a child in LWSD	16	53	27	3	<b>2.8</b>
	Don't have child in LWSD	5 <sup>*,**</sup>	43	46 <sup>**</sup>	5	<b>2.5<sup>*,**</sup></b>
<b>Dec. 2007-Feb. 2008</b>	Have a child in LWSD	21	49	24 <sup>*</sup>	6	<b>2.8</b>
	Don't have child in LWSD	15	46	35	4	<b>2.7</b>
<b>Dec. 2008-Feb. 2009</b>	Have a child in LWSD	14 <sup>^</sup>	47	36 <sup>^^</sup>	3	<b>2.7</b>
	Don't have child in LWSD	19	40	37	4	<b>2.7</b>
<b>Dec. 2009-Feb. 2010</b>	Have a child in LWSD	27 <sup>^</sup>	48	23 <sup>*</sup>	2	<b>3.0<sup>*, ^</sup></b>
	Don't have child in LWSD	20	37	40	3	<b>2.7<sup>**</sup></b>
<b>Dec. 2010-Feb. 2011</b>	Have a child in LWSD	22	43	33	3	<b>2.8</b>
	Don't have child in LWSD	12	43	37	7	<b>2.6<sup>**</sup></b>
<b>Dec. 2011-Feb. 2012</b>	Have a child in LWSD	24	41	28	7 <sup>*</sup>	<b>2.8</b>
	Don't have child in LWSD	10 <sup>^, **</sup>	42	41 <sup>^^</sup>	7	<b>2.5<sup>**</sup></b>
<b>Dec. 2012-Feb. 2013</b>	Have a child in LWSD	32 <sup>*, ^^</sup>	45	20 <sup>*</sup>	3	<b>3.1<sup>*, ^^</sup></b>
	Don't have child in LWSD	24	44	26	6	<b>2.9</b>
<b>Dec. 2013-Feb. 2014</b>	Have a child in LWSD	29	38	31	3	<b>2.9</b>
	Don't have child in LWSD	13 <sup>**</sup>	49	34	3	<b>2.7</b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	28 <sup>^</sup>	46	23 <sup>*</sup>	2 <sup>^^</sup>	<b>3.0<sup>*</sup></b>
	Don't have child in LWSD	15 <sup>**</sup>	34	42 <sup>^^, **</sup>	9 <sup>**</sup>	<b>2.6<sup>**</sup></b>

\* Significant difference vs. January 2005

\*\* Significant difference vs. those who have a child in LWSD

^ Significant difference vs. previous three-month period

^^ Significant difference vs. March 2006

- There is a statistically significant difference between responses of those who have children in the district versus those without children in the district.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

- |  |               |     |
|--|---------------|-----|
| 3. Establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with ethnic, gender, disability, religious and age discrimination. | In Compliance | ◀ ▶ |
|--|---------------|-----|



### *Evidence*

District Administrative Policies and Procedures that prohibit discrimination and harassment and align with federal and state laws include:

- Nondiscrimination (AC);
- Human Dignity (ACA);
- Harassment of Staff (ACB and procedure ACB-R) prohibit harassment in all forms, including bullying and intimidation of staff; and,
- Harassment, Intimidation and Bullying of Students (JFD and procedure JFD-R) prohibit harassment in all forms, including bullying and intimidation of students. JFD-E is the incident reporting form.

Nondiscrimination and Human Dignity policies (AC and ACA) were revised in September 2010.

Harassment, Intimidation, and Bullying of Students policies (JFD, JFD-R and JFD-E) were adopted July 2011. Harassment of Staff (ACB and ACB-R) were revised in August 2011.

These policies are communicated and shared as follows:

- Annually with all staff at the beginning of school staff meetings;
  - Specific training as part of new employee orientation;
  - Student and staff handbooks containing this policy information and expectations are distributed and reviewed annually;
  - Posters inform parents, citizens, and visitors of the district's discrimination and harassment policies; and
  - District publications as well as the district's website inform readers of our policies and procedures regarding compliance with all federal and state laws.
- The district reviewed its English Language Learners program, including communication with parents, to ensure that program is in compliance with federal law. Additional efforts to ensure communication with parents in their native language have been made, including more translations of important documents.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

4. Provide a welcoming environment for parents and community.

In  
Compliance



### *Evidence*

The district and schools make a number of efforts to ensure a welcoming environment in our schools.

- Professional expectations are in place in all schools for staff to provide a welcoming environment for all parents and guests.
- Schools hold events to welcome parents, including orientations, curriculum nights, open houses, and other school events.
- Building use policies and procedures allow community organizations to use school buildings for functions. Community use welcomes many into our schools who would not otherwise come through the doors.
- Volunteer strategies such as the LINKS program encourage community members to volunteer in our schools. The schools themselves encourage parents to volunteer actively in many different roles.

“I feel welcome in LWSD schools.”	Always	Usually	Sometimes	Never	Mean
<b>January 2005</b>	63%	22%	12%	3%	<b>3.5</b>
<b>Feb./March 2006</b>	62%	24%	12%	2%	<b>3.5</b>
<b>Dec. 2007-Feb. 2008</b>	54%*	30%*	13%	2%	<b>3.4</b>
<b>Dec. 2008-Feb. 2009</b>	56%	26%	15%	3%	<b>3.4</b>
<b>Dec. 2009-Feb. 2010</b>	63%	24%	11%	2%	<b>3.5</b>
<b>Dec. 2010-Feb. 2011</b>	58%	31%*	8%	2%	<b>3.5</b>
<b>Dec. 2011-Feb. 2012</b>	57%	30%*	10%	3%	<b>3.4</b>
<b>Dec. 2012-Feb. 2013</b>	67%^	21%^	10%	3%	<b>3.5</b>
<b>Dec. 2013-Feb. 2014</b>	61%	24%	12%	3%	<b>3.4</b>
<b>Dec. 2014-Feb. 2015</b>	60%	27%	8%	5% ^	<b>3.4</b>

\*= Significant difference vs. January 2005

^ Significant difference vs. preceding survey

- The recent survey of community members question “I feel welcome in LWSD schools” shows no significant difference in results as compared to previous surveys.
- The mean ranking for this item has been remarkably stable, coming in at 3.4 or 3.5 on a scale of one to four in all but one of the 31 times it has been measured since January 2005. (It was 3.3 in May 2007.)

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

4. Provide a welcoming environment for parents and community.

In  
Compliance



### *Evidence {continued}*

“I feel welcome in LWSD schools.”		Always	Usually	Sometime s	Never	Mean
<b>January 2005</b>	Have a child in LWSD	74	17	9	1	<b>3.6</b> <sup>*****</sup>
	Don't have child in LWSD	52 <sup>*****</sup>	27 <sup>*****</sup>	16 <sup>*****</sup>	5 <sup>*****</sup>	<b>3.3</b>
<b>Feb./March 2006</b>	Have a child in LWSD	70	21	9	1	<b>3.6</b>
	Don't have child in LWSD	52 <sup>*****</sup>	29	16 <sup>*****</sup>	4	<b>3.3</b>
<b>May 2007</b>	Have a child in LWSD	66	23	11	1	<b>3.5</b>
	Don't have child in LWSD	29 <sup>*,*****</sup>	45 <sup>*</sup>	21 <sup>*****</sup>	5 <sup>*****</sup>	<b>3.0</b> <sup>*****</sup>
<b>Dec. 2007-Feb. 2008</b>	Have a child in LWSD	61 <sup>*</sup>	28 <sup>*</sup>	10	1	<b>3.5</b> <sup>*</sup>
	Don't have child in LWSD	44 <sup>*****</sup>	34	16	5	<b>3.2</b> <sup>*****</sup>
<b>Dec. 2008-Feb. 2009</b>	Have a child in LWSD	68	20	10	2	<b>3.5</b>
	Don't have child in LWSD	37 <sup>*,^,^^,*****</sup>	34 <sup>*****</sup>	24 <sup>*****</sup>	4	<b>3.0</b>
<b>Dec. 2009-Feb. 2010</b>	Have a child in LWSD	72	21	8	0	<b>3.6</b>
	Don't have child in LWSD	48 <sup>*****</sup>	30	17	5 <sup>*****</sup>	<b>3.2</b> <sup>*****</sup>
<b>Dec. 2010-Feb. 2011</b>	Have a child in LWSD	68	24	8	0	<b>3.6</b>
	Don't have child in LWSD	42 <sup>*****</sup>	43 <sup>*****,* ,^^</sup>	9	5 <sup>*****</sup>	<b>3.2</b> <sup>*****</sup>
<b>Dec. 2011-Feb. 2012</b>	Have a child in LWSD	65	25	9	1	<b>3.5</b>
	Don't have child in LWSD	46 <sup>*****</sup>	37	11	6 <sup>*****</sup>	<b>3.2</b> <sup>*****</sup>
<b>Dec. 2012-Feb. 2013</b>	Have a child in LWSD	74	21	5	0	<b>3.7</b>
	Don't have child in LWSD	57 <sup>*****</sup>	20 <sup>^</sup>	17 <sup>*****</sup>	6 <sup>*****</sup>	<b>3.3</b> <sup>*****</sup>
<b>Dec. 2013-Feb. 2014</b>	Have a child in LWSD	66	22	11	1	<b>3.5</b>
	Don't have child in LWSD	51 <sup>*****</sup>	29	13	7 <sup>*****</sup>	<b>3.2</b> <sup>*****</sup>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	64	28 <sup>*</sup>	7	2	<b>3.5</b>
	Don't have child in LWSD	52	27	11	10 <sup>^,^^,*****</sup>	<b>3.2</b> <sup>*****</sup>

- \* Significant difference vs. January 2005
- \*\* Significant difference vs. those who have a child in LWSD
- ^ Significant difference vs. previous three-month period
- ^^ Significant difference vs. March 2006
- \*\*\*\*\* = Significant difference vs. those who have a child in LWSD

- In the last survey period, 92% of parents said they always or usually feel welcome in LWSD schools, compared to 79% of those who don't have a child in the district.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

5. Maintain an open and responsive organizational culture that treats all constituents with respect, dignity, and courtesy.

In  
Compliance



### *Evidence*

The district relies on good communication and public engagement as well as coordinating with constituent groups to ensure an organizational culture that treats all constituents with respect, dignity and courtesy. For example, the superintendent and central office staff members meet regularly with the PTSA District Council, Lake Washington Schools Foundation, and other constituency groups.

The district has been tracking community perception around this item for a number of years.

“LWSD schools maintain an open and responsive culture.”	Always	Usually	Sometimes	Never	Mean
<b>January 2005</b>	39%	40%	18%	3%	<b>3.1</b>
<b>Feb./March 2006</b>	39%	38%	21%	2%	<b>3.1</b>
<b>May 2007</b>	27%	46%	23%	4%	<b>3.0 *</b>
<b>Dec.-Feb. 2008</b>	29%*	45%	22%	4%	<b>3.0</b>
<b>Dec. 2008-Feb. 2009</b>	27%*	45%	24%	4%	<b>2.9</b>
<b>Dec. 2009-Feb. 2010</b>	35%	42%	21%	2%	<b>3.1</b>
<b>Dec. 2010-Feb. 2011</b>	30%	44%	25%	2%	<b>3.0</b>
<b>Dec. 2011-Feb. 2012</b>	29% <sup>**</sup>	46% <sup>**</sup>	23%	2%	<b>3.0</b>
<b>Dec. 2012-Feb. 2013</b>	40%	41%	18%	2%	<b>3.2</b>
<b>Dec. 2013-Feb. 2014</b>	32%	42%	24%	2%	<b>3.0</b>
<b>Dec. 2014-Feb. 2015</b>	29% <sup>*,**</sup>	46% <sup>**</sup>	22%	3%	<b>3.0 *</b>

\* Significant difference vs. January 2005

\*\* Significant difference vs. March 2006

- The mean rating from the community overall has stayed between 2.9 and 3.2 since 2005.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

5. Maintain an open and responsive organizational culture that treats all constituents with respect, dignity, and courtesy.

In  
Compliance



### Evidence

“LWSD schools maintain an open and responsive culture.”		Always	Usually	Sometimes	Never	Mean
<b>January 2005</b>	Have a child in LWSD	41	39	18	2	<b>3.2</b>
	Don't have child in LWSD	37	40	18	5 <sup>*****</sup>	<b>3.1</b>
<b>Feb./March 2006</b>	Have a child in LWSD	45	37	15	3	<b>3.2</b>
	Don't have child in LWSD	31 <sup>*****</sup>	38	30 <sup>*****</sup>	1	<b>3.0<sup>*****</sup></b>
<b>May 2007</b>	Have a child in LWSD	31 <sup>*</sup>	45	21	3	<b>3.0</b>
	Don't have child in LWSD	18 <sup>*,*****</sup>	49	26	7	<b>2.8<sup>*****</sup></b>
<b>Dec. 2007-Feb. 2008</b>	Have a child in LWSD	33	45	18	4	<b>3.1</b>
	Don't have child in LWSD	24 <sup>*</sup>	44	27	5	<b>2.9<sup>*</sup></b>
<b>Dec. 2008-Feb. 2009</b>	Have a child in LWSD	29 <sup>*,^^</sup>	52 <sup>*,^^</sup>	16	3	<b>3.1</b>
	Don't have child in LWSD	23 <sup>*</sup>	34 <sup>*****</sup>	39 <sup>*,*****</sup>	4	<b>2.8<sup>*,^^,*****</sup></b>
<b>Dec. 2009-Feb. 2010</b>	Have a child in LWSD	38	45	17	1	<b>3.2</b>
	Don't have child in LWSD	31	37	27	4	<b>3.0<sup>*****</sup></b>
<b>Dec. 2010-Feb. 2011</b>	Have a child in LWSD	33 <sup>*,^^</sup>	43	23 <sup>*</sup>	1	<b>3.1</b>
	Don't have child in LWSD	23 <sup>*</sup>	45	27	4	<b>2.9</b>
<b>Dec. 2011-Feb. 2012</b>	Have a child in LWSD	38	45	15	3	<b>3.2</b>
	Don't have child in LWSD	16 <sup>*,*****</sup>	49	34 <sup>*,*****</sup>	1	<b>2.8<sup>*,*****</sup></b>
<b>Dec. 2012-Feb. 2013</b>	Have a child in LWSD	47	42	11	0	<b>3.4<sup>*</sup></b>
	Don't have child in LWSD	29 <sup>*****</sup>	40	27 <sup>*****</sup>	4 <sup>*****</sup>	<b>3.0<sup>*****</sup></b>
<b>Dec. 2013-Feb. 2014</b>	Have a child in LWSD	38	41	20	1	<b>3.2</b>
	Don't have child in LWSD	23 <sup>*,*****</sup>	43	30 <sup>*</sup>	4	<b>2.9<sup>*,*****</sup></b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	33 <sup>^^</sup>	51 <sup>*,^^</sup>	15	1	<b>3.2</b>
	Don't have child in LWSD	23 <sup>*</sup>	39 <sup>^</sup>	33 <sup>*,*****</sup>	6 <sup>^^,***</sup> **	<b>2.8<sup>*,*****</sup></b>

- \* Significant difference vs. January 2005
- \*\* Significant difference vs. those who have a child in LWSD
- ^ Significant difference vs. previous three-month period
- ^^ Significant difference vs. March 2006
- \*\*\*\*\* = Significant difference vs. those who have a child in LWSD

- Those who do have a child in the district are significantly more likely to rate district schools as “always” or “usually” maintaining an open and responsive culture. This combined rating for the winter quarter from community members who are not parents was 62%, compared to 84% for parents.



## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

5. Maintain an open and responsive organizational culture that treats all constituents with respect, dignity, and courtesy.

In  
Compliance



### *Evidence {continued}*

“LWSD maintains an open and responsive organizational culture”	Always	Usually	Sometimes	Never	Mean
Staff survey 2007	47%	44%	8%	1%	3.4
Staff survey 2008	47%	42%	10%	1%	3.4
Staff survey 2009	48%	40%	10%	1%	3.4
Staff survey 2010	45%	46%	8%	1%	3.3
Staff survey 2011	49%	43%	8%	0%	3.4
Staff survey 2012	51%	40%	7%	1%	3.4
Staff survey 2013	52%	40%	7%	1%	3.4
Staff survey 2014	48%	43%	9%	0%	3.5

- In 2014, district staff responded at a level of 3.5 on a scale of one to four (one = never and four = always) to the statement “LWSD maintains an open and responsive organizational culture.” Staff data for 2015 is not yet available.

6. Establish and maintain systems for public participation, communication, and involvement.

In  
Compliance



### *Evidence*

While the district has long had in place a public communication program, the district has begun efforts to maintain consistent systems for public participation and involvement. Using the International Association for Public Participation’s Spectrum of Public Participation as its guide, district projects now have a systematic approach to ensuring appropriate public participation, communication, and involvement.

- The district used a broad public engagement process to determine the new boundaries that will be put in place for the fall.
- The long-term facilities planning task force is made up primarily of parents and community members. That group has been soliciting input from parents and community members as it proceeds, including both surveys and in-person meetings. Part of the Task Force’s charter is to “Provide a forum for the community to give meaningful input on the Task Force and Working Subcommittee’s work.”
- Survey data from parents and staff helped inform this year’s updates to the district’s strategic plan.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

6. Establish and maintain systems for public participation, communication, and involvement.

In  
Compliance



### *Evidence {continued}*

“LWSD schools gather feedback on important issues.”	Strongly agree	Agree	Neutral	Disagree or Strongly disagree	Mean
<b>January 2005</b>	17%	29%	31%	23%	<b>3.3</b>
<b>Feb./March 2006</b>	15%	32%	33%	20%	<b>3.4</b>
<b>May 2007</b>	13%	36%	33%	19%	<b>3.4</b>
<b>Dec.-Feb. 2008</b>	14%	34%	31%	21%	<b>3.3</b>
<b>Dec. 2008-Feb. 2009</b>	18%	27%	32%	22%	<b>3.3</b>
<b>Dec. 2009-Feb. 2010</b>	21%	32%	35% <sup>^</sup>	12% <sup>*,^^</sup>	<b>3.6<sup>*,^^</sup></b>
<b>Dec. 2010-Feb. 2011</b>	23% <sup>^^</sup>	31%	31%	15% <sup>*</sup>	<b>3.6<sup>*,^^</sup></b>
<b>Dec. 2011-Feb. 2012</b>	23% <sup>*,^^</sup>	32%	29%	16%	<b>3.5<sup>*,^^</sup></b>
<b>Dec. 2012-Feb. 2013</b>	29% <sup>*,^^</sup>	32%	30%	10%	<b>3.7<sup>*,^^</sup></b>
<b>Dec. 2013-Feb. 2014</b>	27% <sup>*,^^</sup>	42% <sup>*,^^,^</sup>	20% <sup>*,^^,^</sup>	11% <sup>*,^^</sup>	<b>3.8<sup>*,^^</sup></b>
<b>Dec. 2014-Feb. 2015</b>	25% <sup>*,^^</sup>	39% <sup>*</sup>	21% <sup>*,^^</sup>	15% <sup>*</sup>	<b>3.7<sup>*,^^</sup></b>

\* Significant difference vs. January 2005

<sup>^</sup> Significant difference vs. preceding survey

<sup>^^</sup> Significant difference vs. March 2006

- There is a pattern of improvement on the item for “Lake Washington schools gather feedback on important issues.” The mean ranking has been consistently higher over the last few years, generally between 3.5 and 3.7 on a scale of one to four since March 2009.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

6. Establish and maintain systems for public participation, communication, and involvement.

In  
Compliance



### *Evidence {continued}*

““LWSD schools gather feedback on important issues.”		Strongly agree	Agree	Neutral	Disagree or Strongly disagree	Mean
<b>January 2005</b>	Have a child in LWSD	18	34	31	17	<b>3.5</b>
	Don't have child in LWSD	15	25 <sup>*****</sup>	31	29 <sup>*****</sup>	<b>3.2<sup>*****</sup></b>
<b>Feb./March 2006</b>	Have a child in LWSD	19	39	26	17	<b>3.5</b>
	Don't have child in LWSD	10 <sup>*****</sup>	24 <sup>*****</sup>	41 <sup>*****</sup>	24	<b>3.1<sup>*****</sup></b>
<b>May 2007</b>	Have a child in LWSD	15	39	30	16	<b>3.5</b>
	Don't have child in LWSD	9	29	38	24	<b>3.1<sup>*****</sup></b>
<b>Dec. 2007-Feb. 2008</b>	Have a child in LWSD	17	39	26	18	<b>3.5</b>
	Don't have child in LWSD	10	25 <sup>*****</sup>	38	27	<b>3.1<sup>*****</sup></b>
<b>Dec. 2008-Feb. 2009</b>	Have a child in LWSD	17	31	32	19	<b>3.4</b>
	Don't have child in LWSD	19 <sup>^</sup>	20	33 <sup>^</sup>	29	<b>3.2</b>
<b>Dec. 2009-Feb. 2010</b>	Have a child in LWSD	22	38	31 <sup>^</sup>	9 <sup>*</sup>	<b>3.7<sup>*</sup></b>
	Don't have child in LWSD	20 <sup>^^</sup>	23 <sup>*****</sup>	41	16 <sup>*</sup>	<b>3.4</b>
<b>Dec. 2010-Feb. 2011</b>	Have a child in LWSD	24	36	27	13	<b>3.7</b>
	Don't have child in LWSD	21 <sup>^^</sup>	24	37	17 <sup>*</sup>	<b>3.4</b>
<b>Dec. 2011-Feb. 2012</b>	Have a child in LWSD	29 <sup>*,^^</sup>	38	24	9 <sup>*</sup>	<b>3.8<sup>*,^^</sup></b>
	Don't have child in LWSD	15 <sup>*****</sup>	24 <sup>*****</sup>	36	25 <sup>*****</sup>	<b>3.2<sup>*****</sup></b>
<b>Dec. 2012-Feb. 2013</b>	Have a child in LWSD	33 <sup>*,^^</sup>	34 <sup>^</sup>	25	8 <sup>*,^^</sup>	<b>3.9<sup>*,^^</sup></b>
	Don't have child in LWSD	22 <sup>^^</sup>	27	36	14 <sup>*</sup>	<b>3.5<sup>*,^^,*****</sup></b>
<b>Dec. 2013-Feb. 2014</b>	Have a child in LWSD	30 <sup>*,^^</sup>	49 <sup>*</sup>	14 <sup>*,^^,^</sup>	7 <sup>*,^^</sup>	<b>4.0<sup>*,^^</sup></b>
	Don't have child in LWSD	23 <sup>^^</sup>	31 <sup>*****</sup>	29 <sup>*****</sup>	17 <sup>*,*****</sup>	<b>3.5<sup>*,^^,*****</sup></b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	30 <sup>*,^^</sup>	45 <sup>*</sup>	16 <sup>*,^^</sup>	9 <sup>*</sup>	<b>3.9<sup>*,^^</sup></b>
	Don't have child in LWSD	18 <sup>*****</sup>	30 <sup>*****</sup>	29 <sup>*****</sup>	23 <sup>*****</sup>	<b>3.3<sup>*****</sup></b>

- \* Significant difference vs. January 2005
- \*\* Significant difference vs. those who have a child in LWSD
- ^ Significant difference vs. previous three-month period
- ^^ Significant difference vs. March 2006
- \*\*\*\*\* = Significant difference vs. those who have a child in LWSD

- Parents continue to be more likely to agree with this item than those who do not have a child in the district.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

7. Provide to parents and to the community access to appropriate information about school and district programs and academic progress.	In Compliance	◀ ▶
--	---------------	-----

### Evidence

The district has migrated to primarily electronic communications over the last few years. The district’s website and specific portals have become tremendous resources for a large amount of information on the district, schools, programs, academic progress, and much more. Additional efforts to reach out to parents and the community via electronic newsletters and social media complement the website and help drive traffic to specific timely information.

– District Website Usage Overview

Data Points - month of May	2015	2014	2013	2012
May visits	437,136	567,591	611,677	494,371
Peak daily visits	29,355	28,863	30,522	70,449
Server uptime (discounting planned outages)	99.87%	100%	99.96%	100%
Visits to <i>Employment Page</i>	10,278	12,951	13,681	9,783
Visits to <i>District Calendar</i>	7,094	9,711	9,166	11,748

### Comparison to Nearby School Districts’ Websites

*Based on data from Alexa.com, a web analytics site, sorted by traffic rank. Stats for the last three months*

District	Traffic rank <small>Ranking compared to all websites globally</small>	Page views <small>Average page views per visitor, over the past three months</small>	Time on site <small>Average minutes visitors stay on website, over past three months</small>	Incoming links <small>Number of sites linking to this one</small>
Seattle SD - SeattleSchools.org	66,231	4.3	4:35	1246
Bellevue SD BSD405.org	86,502	6.0	5:54	637
<b>LWSD LWSD.org</b>	<b>103,907</b>	<b>5.3</b>	<b>4:09</b>	<b>505</b>
Northshore SD NSD.org	170,763	5.0	4.31	333

- The LWSD website’s traffic rank compared to all websites in the world has improved, from 207,486 to 103,907. Bellevue’s has improved even more, from 304,923 to 86,502.
- Peak daily visits continue to decline as more students go directly to Haiku, the Learning Management system. Pages aimed at students had fewer visits as a result, which also affects the website’s traffic rank.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

7. Provide to parents and to the community access to appropriate information about school and district programs and academic progress.	In Compliance	◀ ▶
--	---------------	-----

### *Evidence {continued}*

Parents and community have access to all school and district activities on electronic calendars on each school and district websites. Families can combine events at multiple schools into a single online calendar.

“I have online access to information about school and district programs”	5	4	3	2/1	Mean
12/09 – 2/10	55% <sup>* ^^</sup>	28%	10% <sup>^^</sup>	6%	4.3 <sup>* ^^</sup>
12/10 – 2/11	57% <sup>* ^^</sup>	29%	6% <sup>* ^^</sup>	8% <sup>^</sup>	4.3 <sup>* ^^</sup>
12/11 – 2/12	53% <sup>^^</sup>	30%	11% <sup>^^</sup>	7%	4.3 <sup>* ^^</sup>
12/12 – 2/13	64% <sup>* ^^ ^^</sup>	21% <sup>* ^^ ^^</sup>	11% <sup>^^</sup>	4% <sup>*</sup>	4.4 <sup>* ^^</sup>
12/13 - 2/14	54% <sup>* ^^</sup>	33%	9% <sup>* ^^</sup>	4%	4.3 <sup>* ^^</sup>
12/14 - 2/15	50% <sup>^^</sup>	33%	11% <sup>^^</sup>	6%	4.2 <sup>^^</sup>

*On a scale of 1 to 5 where 1 means “Strongly disagree” and 5 means “Strongly agree”*

- \* Significant difference vs. January 2005
- ^ Significant difference vs. preceding survey
- ^^ Significant difference vs. March 2006

- As part of our regular survey of community members and parents we ask the following: “I have online access to information about school and district programs?” A comparison of data from our most recent survey period and previous years is displayed in the table above. The mean dropped slightly this reporting period. Since the district’s provision of information online has not changed, this change may reflect the increasing expectations for online information. A complete website refresh is in the works for next year.

### **Parent Access, Student, and Staff Portals**

- Parent Access allows parents/guardians to securely access key information regarding their family and their children’s academic progress.
- Using this system, parents can check their children’s attendance, grades, teacher contact information, lunch balances, graduation requirements, and other pertinent specific information.
- Since September 2007, parents of secondary student have been able to view their children’s grades in their teachers’ grade book. This access provides timely and accurate information of the students’ performance. Students may also see their grades in their teachers’ grade book.
- Since October 2010, parents of elementary students have been able to view their children’s grades and assignments. Students may also see their grades in Skyward Standards-based Gradebook.
- Parents may also use Parent Access to check lunch obligations, pay outstanding balances by secure credit card transaction, access information about math curriculum and proficiency scales, and make application to volunteer in our schools.
- Parents of students at comprehensive secondary schools as well as ICS and Tesla STEM are able to pay for their students’ fines and fees online suing a secure credit card transaction via Parent Access.

## EL-5 Parents and Community

**Executive Limitation:** With respect to treatment of parents and community, the CEO shall ensure conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

Accordingly, the CEO shall:

7. Provide to parents and to the community access to appropriate information about school and district programs and academic progress.

In  
Compliance



### *Evidence {continued}*

#### 2014-2015 Portal(s) Usage:

Portal	User Account Total	Average Visitors Per Day in May 2015	Total Visits in May 2015	Total Visits May 2015 vs. May 2014	Most Visited Page
Staff Portal	*4,072	1,958	82,287	-26%	1. Curriculum & Assessment Framework – 1 <sup>st</sup> grade
Parent Access	**15,259	1,374	42,609	-11%	1. StandardsScore,
Student Portal	*26,708	16,612	143,395	-30%	1. StandardsScore,

\* Generally equals headcount

\*\* Parents must sign up for an account; not every parent has one

#### Learning Management System (Haiku)

- In the spring of 2015, 17 percent of those answering the parent strategic work survey reported visiting Haiku between one and three times a week. Seventeen percent visited weekly and 26 percent visited monthly.

#### Other Information and Communication Media

- The district uses Constant Contact to assist with managing its newsletter subscriptions, enabling individuals to subscribe or unsubscribe automatically.
- Connections, the parent e-newsletter, has continued on a bi-weekly basis to provide general district information to parents on a regular basis. This newsletter provides links to new and timely information on the district website. Subscribers include community members.
- Subscriber numbers continue to rise and are now at 41,459. The open rate for this newsletter continues to be higher than the education industry average.
- Social media has increasingly reached parents who use those tools. There are currently 3,193 likes on the district’s Facebook page, an increase of 53% from last year. The district has begun a small program to use targeted digital advertising to reach community members who do not have students in our schools. A digital marketing program in April reached over 10,000 people with information on the district’s long-term facilities planning online open house.
- The district’s Twitter account has 1,239 followers. That number reflects a 55% increase over the previous year.

I certify the above to be correct as of June 22, 2015.

\_\_\_\_\_  
Traci Pierce, Superintendent

APPROVAL OF MONITORING REPORT  
EL-6, STUDENT LEARNING COMMUNITY

June 22, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-6, Student Learning Community, are in compliance and, therefore, is being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-6, Student Learning Community, as presented.

# Lake Washington School District Executive Limitation Monitoring Report

## EL-6 Student Learning Environment June 22, 2015

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

- |   |               |     |
|---|---------------|-----|
| 1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students. | In Compliance | ◀ ▶ |
|---|---------------|-----|



### *Evidence*

The extracurricular obligations of students; such as participation in extracurricular sports, music, work, church, family, and community activities are an important aspect of student and family life. School events are scheduled to avoid conflict with these religious holidays and Sundays, with some exceptions as pre-approved. School's daily schedules are established to allow for a balance between students' academic needs and their out-of-school interests and obligations. Athletic events and practices are scheduled after school as much as possible. Students are infrequently released early for: league play; travel time for Seattle games; spring sports such as baseball, tennis, track and golf; KingCo Championships; district and state competitions. The number of times depends on success in each tournament. Absences, due to athletic conflicts are considered excused, however, student athletes must make up any missed assignments or homework.

"Encourage students to maintain a reasonable balance between instructional and extracurricular activities."	5	4	3	2 & 1	mean
<b>January 2005</b>	20%	42%	30%	8%	<b>3.7</b>
<b>Feb./March 2006</b>	21%	45%	20%	13%	<b>3.7</b>
<b>May 2007</b>	13%	46%	30%	11%	<b>3.6</b>
<b>Dec. 2007-Feb. 2008</b>	18%	50%	21%	11%	<b>3.7</b>
<b>Dec. 2008-Feb. 2009</b>	17%	44%	32% <sup>^^</sup>	7%	<b>3.7</b>
<b>Dec. 2009-Feb. 2010</b>	22%	48%	23%	7%	<b>3.8</b>
<b>Dec. 2010-Feb. 2011</b>	26% <sup>^</sup>	37% <sup>^</sup>	26%	11%	<b>3.7</b>
<b>Dec. 2011-Feb. 2012</b>	22%	43%	25%	10%	<b>3.7</b>
<b>Dec. 2012-Feb. 2013</b>	27%	42%	22%	9%	<b>3.9</b>
<b>Dec. 2013-Feb. 2014</b>	31% <sup>*,^^</sup>	41%	20%	8%	<b>3.9<sup>*,^^</sup></b>
<b>Dec. 2014-Feb. 2015</b>	24%	45%	24%	7%	<b>3.8</b>

\* Significant difference vs. January 2005

<sup>^</sup> Significant difference vs. previous three-month period

<sup>^^</sup> Significant difference vs. March 2006



## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students.	In Compliance	◀ ▶
---	------------------	-----



### *Evidence {continued}*

The survey is scaled 1 to 5 with 1 indicating “Not at all successful” and 5 indicating “Very successful.” The question asks parents, “In your opinion, how successful has the Lake Washington School District been in its efforts to encourage students to maintain a reasonable balance between instructional and extracurricular activities?”

- 69% of parents surveyed during December 2014-February 2015 gave a rating of 4 or 5.
- The mean rating for parents was 3.8, which was down from 3.9 during the same time period a year prior.

2. Consider instructional continuity.	In Compliance	◀ ▶
---------------------------------------	------------------	-----



### *Evidence*

Instructional continuity is important for students to gain the necessary skills and concepts required of them. The current negotiated calendar provides instructional continuity through consistent weekly Wednesday early release days of one and one half hours where teachers meet to discuss student work and plan to improve student learning. In addition the collective bargaining agreement specifies limits regarding use of teacher annual leave days.

- Schools have thirty-five (35) weeks during the school year in which students are in school each day (except legal holidays). Annually, Directors of School Support review high school schedules to ensure that school activities, graduation schedules, and testing do not substantively impact instructional continuity.

3. Assure the instructional time provided for students during the academic day is not interrupted by unnecessary intrusions or the scheduling of activities that can be scheduled during other times.	In Compliance	◀ ▶
---	------------------	-----



### *Evidence*

A variety of strategies are used to ensure the instructional time provided for students is not interrupted by unnecessary interruptions. A school master calendar is developed inclusive of grading periods, final schedules, field trips, and assemblies. At the secondary level, schools often have different bell schedules for different types of assemblies. The following strategies and efforts are utilized to limit unnecessary intrusions or scheduling of activities during the school day:

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

3. Assure the instructional time provided for students during the academic day is not interrupted by unnecessary intrusions or the scheduling of activities that can be scheduled during other times.	In Compliance	◀ ▶
---	------------------	-----

### *Evidence {continued}*

- Non-instructional or co-curricular activities are scheduled outside of the school day, with few exceptions.
- School daily schedules are reviewed each year to ensure compliance with minimum Basic Education requirements.
- Directors of School Support work with high school administrators to ensure that end-of-year activities, including finals schedules and senior celebrations do not unduly intrude on instructional time. High school end-of-year schedules are submitted and reviewed by Directors of School Support and the Associate Superintendent of Student and School Support Services.
- The Director of School Support in charge of graduation schedules graduation ceremonies in alignment with Basic Education requirements as directed by law.

4. Assure that any behaviors, actions, or attitudes by adults who have contact with students do not hinder the academic performance of students.	In Compliance	◀ ▶
--	------------------	-----

### *Evidence*

Adults who have contact with students are held to a set of defined policies designed to ensure appropriate behaviors, actions, and attitudes. The following administrative policies, procedures, and practices are in place to assure that the behaviors, actions, or attitudes of any adults, whether employees, volunteers, or visitors, do not hinder student academic performance. They include: Conduct on School Property, Volunteer Screening Procedures, Code of Professional Conduct, Employee Evaluation Procedures, and Employee Investigative Procedures.

#### **Conduct on School Property:**

- Interruption of student learning or academic performance of students is prohibited by Administrative Policy KGB, Public Conduct on School Property.
  - o This policy specifies that no individual may enter school property or conduct themselves in a manner which interferes with the orderly operation of the school or which interferes with the educational process.
- Violations result in formal warnings and in some cases, referral to police agencies for no-contact orders.
- Visitors to schools are required to report to school offices for a visitor pass and classroom visitors require pre-approval by the teacher.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

- |  |                  |     |
|--|------------------|-----|
| 4. Assure that any behaviors, actions, or attitudes by adults who have contact with students do not hinder the academic performance of students. | In<br>Compliance | ◀ ▶ |
|--|------------------|-----|



### ***Evidence*** {continued}

#### **Volunteer Screening Procedures:**

- The law requires the district to perform background checks on all volunteer applicants through Washington State Patrol. Once approved, volunteer names are added to the approved volunteers list. Volunteers and visitors are required to sign-in at buildings and wear name badges.

#### **Code of Professional Conduct:**

- Teachers, educational staff, and administrators must adhere to the Professional Code of Conduct, as codified in law. The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine-member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked. Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC. The district is obligated to report alleged violations of the Professional Code of Conduct to OSPI to investigate.

#### **Employee Evaluation Procedures:**

- Every employee group has an established process and criteria for annual evaluation, as codified by law and/or labor contract and/or district policy. Supervisors are required to provide feedback to assigned employees and provide written evaluations by established deadlines.

#### **Employee Investigative Procedures:**

- Allegations of inappropriate behaviors or actions that warrant investigation by the Human Resources department are investigated in a timely manner following established investigatory protocols. Administrators and supervisors receive training each year on procedures for reporting and investigating allegations of misconduct.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

- |  |                  |     |
|--|------------------|-----|
| <p>5. Adopt an administrative policy on conduct and discipline which:</p> <ul style="list-style-type: none"> <li>a. prohibits the use of drugs, alcohol or tobacco products by students or adults on school property and at school-sponsored events;</li> <li>b. prohibits the presence of firearms or other dangerous weapons on school property and at school-sponsored events;</li> <li>c. prohibits any form of violence on school property and at school-sponsored events;</li> <li>d. provides for the discipline of special education students consistent with their Individual Education Plan;</li> <li>e. establishes procedures for student interrogations, searches and arrests;</li> <li>f. establishes procedures to afford students, parents and school personnel due process with regard to student conduct and discipline issues;</li> <li>g. establishes procedures for written appeal to the Board from a decision to suspend or expel a student;</li> <li>h. provides for administration of appropriate discipline of students deemed to be habitually disruptive;</li> <li>i. establishes the district's student attendance policy;</li> <li>j. prohibits unruly behaviors to disrupt learning;</li> <li>k. prohibits bullying or other types of intimidation; and</li> <li>l. prohibits the administration of corporal punishment.</li> </ul> | In<br>Compliance | ◀ ▶ |
|--|------------------|-----|



### *Evidence*

Administrative policies on student conduct and discipline that specifically address a- f above have been developed, adopted, and disseminated to staff, students, and parents. Student discipline policies are reviewed annually and are in compliance with state and federal guidelines and statutes. JFC-R (Student Conduct) is in alignment with Student Rights and Responsibilities and student handbooks at all levels. JFD, JFD-R, and JFD-E conform to the state model policy for Harassment, Intimidation, and Bullying.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a) See District Policy – JFC, JFC-R</li> <li>b) See District Policy – JFC, JFC-R, JFCJ</li> <li>c) See District Policy – JFC, JFC-R</li> <li>d) See District Policy – IGB, IGB-R</li> <li>e) See District Policy – JFG, JFGA</li> <li>f) See District Policy – JF, JG, JFH</li> <li>g) See District Policy – JED, KLD</li> </ul> | <ul style="list-style-type: none"> <li>h) See District Policy – JFC, JFC-R</li> <li>i) See District Policy – JEA, JEG</li> <li>j) See District Policy – JEE, JED, JED-R, JEDA</li> <li>k) See District Policy – JFD, JFD-R, JFD-E</li> <li>l) See WAC 392-400-235 Discipline</li> </ul> |
|---|---|

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

5. Adopt an administrative policy on conduct and discipline which: <i>{for complete listing, see page 6}</i>	In Compliance	◀ ▶
---	------------------	-----



### ***Evidence*** *{continued}*

Discipline policies, which prohibit student behavior that disrupts learning, have been developed, adopted, and disseminated to staff, students, and parents. In accordance with state statute, students may be removed from a class, after attempts have been made to remediate the behavior, for the class period and up to two days (or until an administrative conference) if they are disruptive. When this occurs, appropriate disciplinary action is administered and parents are notified.

Administrative policies and procedures, which prohibit bullying and other types of intimidation and harassment, have been developed, adopted, and disseminated to staff, students, and parents and are posted in each school and worksite. These policies and procedures, JFD, JFD-R, and JFD-E (Incident Reporting Form), are in accordance with state statute RCW 28A.300.285 (Washington State's anti-bullying law) and were adopted in July 2011. Training on these policies is provided annually to administrators, certificated and classified staff, students, coaches, and bus drivers.

6. Appropriately involve teachers, administrators, students, and the community in developing administrative student discipline policy.	In Compliance	◀ ▶
--	------------------	-----



### ***Evidence***

Each year, school administrators convene a committee composed of staff, parents, and students (at the secondary level) to review and refine school discipline policies and procedures and to assist in the development of student discipline codes of conduct and student handbooks. The District Discipline Committee meets annually to review administrative student discipline policy and procedures. The District Discipline Committee has representation from all building levels and from all four learning communities.

7. Arrange to distribute and review annually a student handbook which outlines the conduct and discipline policy to each enrolled student and to each new student in the district.	In Compliance	◀ ▶
--	------------------	-----



### ***Evidence***

Each school distributes and reviews the student handbook with all students. Students new to the district receive orientation and a review of school conduct and discipline policies from school counselors, homeroom teachers or administrators. Students and parents sign that they have reviewed the student handbook, and some classroom teachers administer student handbook and discipline policy assessments to their students. The Student Rights and Responsibilities section of the student handbook is reviewed, updated, and revised annually.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

8. Distribute to each student copies of any significant changes in the handbook	In Compliance	◀ ▶
---	------------------	-----

### *Evidence*

Should significant changes to student handbooks occur during the school year after student handbooks are distributed, students are provided the new information in a timely manner.

- In accordance with administrative policy KC and KC-R (Security Camera Systems), students were notified during the 2014-15 school year of the installation of security cameras. Policy requires annual notification of students. This notification will become part of the standard student handbook materials that are reviewed and signed annually.

9. Ensure that a copy of the district policies, and any significant changes, are posted or available for inspection in each school building and on the website.	In Compliance	◀ ▶
---	------------------	-----

### *Evidence*

Updated district policies are available in each school building, on the district website, and on the staff portal. Schools are notified of all policy changes by email and through updates to the Administrator Resources and the Student Discipline Portal site. A poster for *Harassment, Intimidation, & Bullying Policies and Procedures* was developed. Multiple copies were distributed to all buildings and worksites for posting, and additional copies are provided annually as needed.

10. Ensure that the policies are enforced consistently and with reasonable judgment.	In Compliance	◀ ▶
--	------------------	-----

### *Evidence*

Policies related to student discipline are reviewed on an annual basis and updated as appropriate to reflect changes in state law. All administrators and staff receive annual training in August regarding student behavior and discipline policies and procedures. These policies and procedures are published in the common district pages of all school handbooks. Guidelines and protocols for the enforcement of these policies are posted on the Student Discipline Portal site, and administrators communicate with Directors of School support to ensure that policies are reasonably and consistently enforced. The district has one hearing officer who conducts hearings when parents/guardians appeal disciplinary actions. The entire appeal process is clearly communicated and conducted according to Washington Administrative Code. The district also has one Compliance Officer for Harassment, Intimidation, and Bullying (HIB) who ensures implementation of the policy and procedure by overseeing the investigative processes, ensuring that investigations are prompt, impartial, and thorough.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

All administrators have received student investigation training designed to ensure common, equitable practice. Continuing efforts are made to ensure consistent discipline communication from administration to parents/guardians that accurately reflects appropriate Washington Administrative Codes (WAC's) and procedures. Additionally, discipline codes in Skyward are reviewed and updated annually, and all schools are held accountable to enter discipline violations in the system.

“Student discipline is handled in a fair manner.”	Always	Usually	Sometimes	Never	Mean
<b>Fall 2009</b>	22%	59%	16%	3%	<b>3.0</b>
<b>Fall 2010</b>	29%	54%	15%	2%	<b>3.1</b>
<b>Fall 2011</b>	28%	61%	10%	1%	<b>3.2</b>
<b>Fall 2012</b>	25%	61%	13%	1%	<b>3.1</b>
<b>Fall 2013</b>	30%	51%	18%	1%	<b>3.1</b>
<b>Fall 2014</b>	28%	51%	19%	2%	<b>3.1</b>

- Community survey data from fall 2014 show that 79% of parents feel that student discipline is always/usually handled in a fair manner. This is a decrease from 81% in the fall of 2013 and 86% in fall 2012.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance

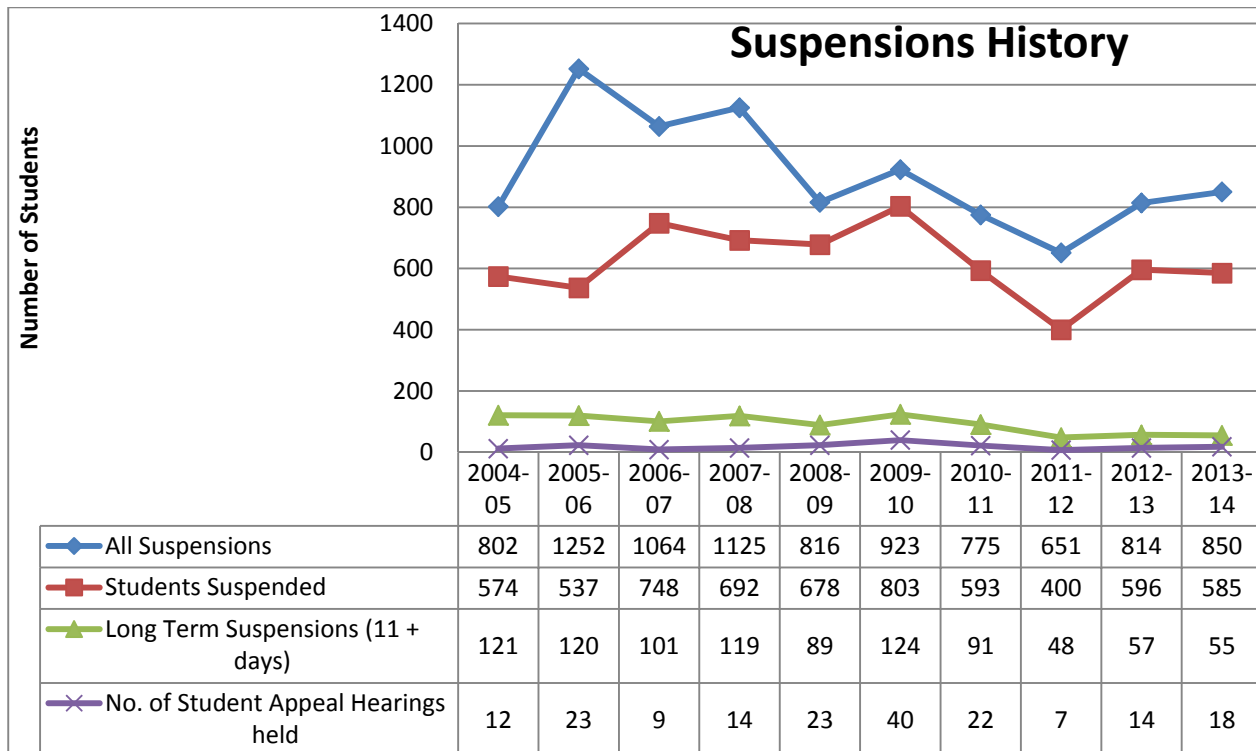


### *Evidence*

*All Suspensions* means the total number of suspensions (i.e. one student suspended three different times equals three suspensions). *Students Suspended* means individual students (not repeated) who were suspended (i.e. one student suspended more than once equals one individual student).

Suspensions are for exceptional/serious misconduct and discipline (e.g. arson, drugs/alcohol, firearms, harassment, threats, etc.) and for other forms of misconduct and discipline (e.g. disruptive behavior, physical aggression, theft, vandalism, willful disobedience, etc.). Specific data by school and by level for these violations are recorded and reviewed.

The chart below displays longitudinal student suspension data by number of students for short-term and long-term suspensions:





## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

- The average total number of students for 2012-2013 was 25,385. Suspensions for this year accounted for 2.3% of the total student population.
- The average total number of students for 2013-2014 was 25,938. Suspensions for this year accounted for 2.2% of the total student population.
- In 2013-14, the number of all suspensions increased by 4.4%; however, the number of students suspended decreased by 1.9%.
- The number of discipline appeals increased from 14 in the 2012-13 school year to 18 in the 2013-14 school year. Appeals are logged according to the date of the initial discipline violation. All 18 appeals were either upheld or modified; none were overturned.
- No appeals were submitted to the Board during the 2013-14 school year.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

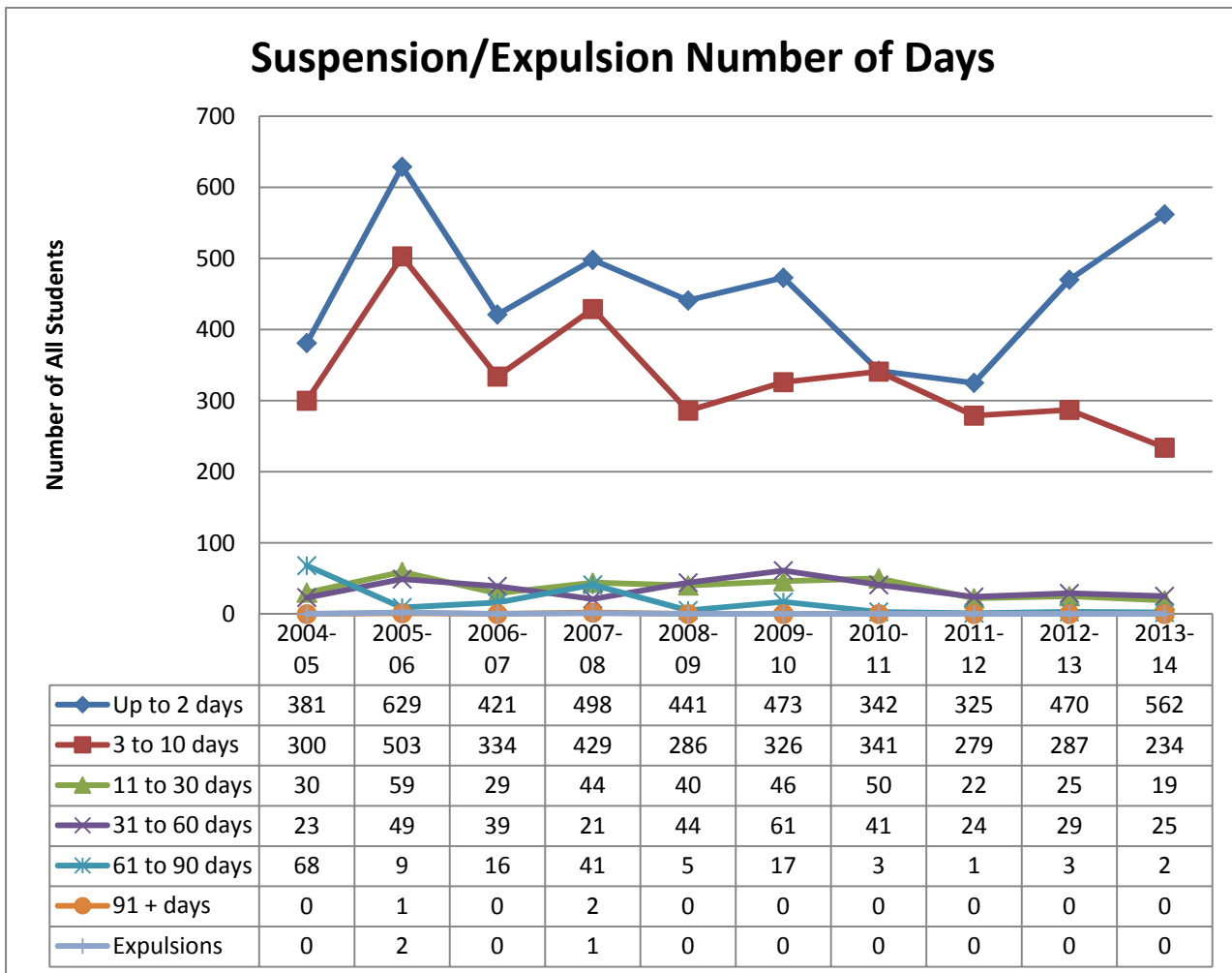
10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

Longitudinal student suspension data by number of days for short-term and long-term suspensions are shown below:



- In the 2013-14, the “up to 2 days” range increased by 92 over the 2012-13.
- All other ranges decreased.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

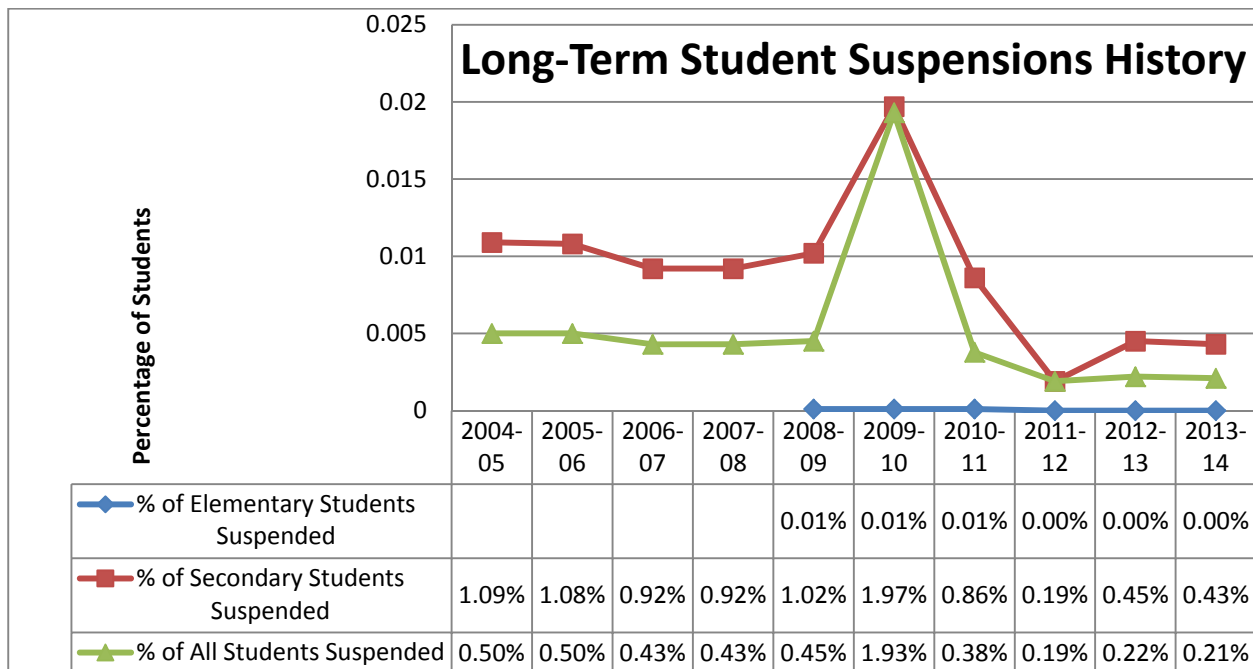
In  
Compliance



### *Evidence*

Student discipline is being tracked both at the school and District level in order to identify trends and develop and implement support as applicable.

The chart below displays longitudinal long-term student suspension data by level:



## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

The State requires all incidents of exceptional misconduct to be reported for elementary, middle, and high schools. The tables below displays the number of exceptional misconduct incidents by level and year:

### Elementary State Behavior and Weapons Reports

Elementary School Behavior Report	2013-2014	*2012-2013	2011-2012	2010-2011
Bullying	12	8	24	46
Tobacco	0	1	0	0
Alcohol	0	0	0	0
Illicit Drugs	0	0	0	0
Fighting without Major Injury	22	15	18	14
Violence without Major Injury	22	17	39	18
Violence with Major Injury	0	0	4	6
Elementary School Weapons Report	2013-2014	*2012-2013	2011-2012	2010-2011
Handgun	0	0	0	0
Rifle or Shotgun	0	0	0	0
Multiple Firearms	0	0	0	0
Other Firearms	5	0	0	0
Knife or Dagger	7	3	3	22
“Other” Weapons	0	5	6	2

\*2012-2013 marks the first year of K-5 elementary school configuration

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

#### Middle School State Behavior and Weapons Reports

Middle School Behavior Report	2013-2014	*2012-2013	2011-2012	2010-2011
Bullying	28	30	59	37
Tobacco	2	0	1	6
Alcohol	2	4	7	3
Illicit Drugs	3	10	21	15
Fighting without Major Injury	16	15	38	19
Violence without Major Injury	4	29	37	15
Violence with Major Injury	0	2	0	0
Middle School Weapons Report	2013-2014	*2012-2013	2011-2012	2010-2011
Handgun	0	0	0	0
Rifle or Shotgun	0	0	0	0
Multiple Firearms	0	0	0	0
Other Firearms	0	0	0	0
Knife or Dagger	5	3	2	3
“Other” Weapons	0	3	0	16

\*2012-2013 marks the first year of 6-8 middle school configuration

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

#### High School State Behavior and Weapons Reports

High School Behavior Report	2013-2014	*2012-2013	2011-2012	2010-2011
Bullying	6	14	17	11
Tobacco	4	1	3	3
Alcohol	36	21	15	4
Illicit Drugs	51	53	29	33
Fighting without Major Injury	27	31	14	21
Violence without Major Injury	7	19	8	3
Violence with Major Injury	0	1	0	0
High School Weapons Report	2013-2014	*2012-2013	2011-2012	2010-2011
Handgun	0	0	0	0
Rifle or Shotgun	0	0	0	0
Multiple Firearms	0	0	0	0
Other Firearms	0	2	0	0
Knife or Dagger	3	4	0	2
“Other” Weapons	0	2	0	12

\*2012-2013 marks the first year of 9-12 high school configuration

### **Attendance**

Attendance is important for academic success, and unexcused absences may be an early warning sign of unaddressed problems at school and/or an early indicator of a student’s risk of not graduating. When youth fail to attend school, they are considered truant.

Washington law requires children from age 8 to 17 to attend a public school, private school, or to receive home-based instruction (homeschooling) as provided in subsection (4) of RCW 28A.225.010. Children who are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Washington State’s truancy law, known as the Becca Bill, requires the school/district and the juvenile court to take specific actions when youth are truant.

**EL-6 Student Learning Environment**

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.  
Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



***Evidence***

After one unexcused absence in a month, the school is required to inform the parent in writing or by phone. After two unexcused absences, the school is required to initiate a parent conference to improve the student's attendance. After five unexcused absences in a month, the parent and school must enter a contract to improve the student's attendance. After seven unexcused absences in a month, or ten unexcused absences in an academic year, the school district may file truancy petitions with the juvenile court. If the student is not in compliance with a court order resulting from a tuition petition, the school is required to file a contempt motion. The district employs four Becca Coordinators who work with schools to file petitions when necessary.

- In 2013-2014, high school truancy petitions filed under the Becca Law decreased by two from the previous year.

<u>School Year</u>	<u>Truancy Petitions</u>
2013-14.....	126
2012-13.....	128
2011-12.....	95
2010-11.....	113
2009-10.....	114

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.

In  
Compliance



***Evidence***

To support students at-risk of suspension or expulsion, the district employs a number of proactive strategies and provides alternatives to out-of-school suspension:

**Identification of students at risk:**

- Referral arrangements exist with Youth Eastside Services to provide training in anger management, drug and alcohol intervention and prevention, and other coping skills. Students are also referred for risk assessment for anger and drug/alcohol use. The district has compiled and updated a list of approved providers for these risk assessments and implements an approval process for other requested providers.
- Drug and Alcohol Prevention and Intervention Specialists are employed by eight of our secondary schools.
- School counselors work one-on-one and in group settings to support the emotional and academic needs of students.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.	In Compliance	◀ ▶
--	------------------	-----



### *Evidence {continued}*

- Becca Coordinators provide student and family intervention and support for truancy issues.

#### **Opportunities for students to avoid suspension:**

- With the exception of serious misconduct, schools use a progressive discipline approach and employ methods to modify student behavior for incidents other than serious misconduct. These methods include alternatives to short-term and long-term suspension such as: detention, behavior contracts, community service, loss of privileges, in-school suspension and other restrictions.
- Schools have adopted a number of programs to support positive school climate and reduce bullying and intimidation, including:
  - ❖ *Steps to Respect* and *Kelso's Choices* are effective programs at all elementary schools. *Second Step* is being piloted at several elementary schools.
  - ❖ *Peace Builders* and mentoring programs such as Lunch Buddies are effective at many elementary schools. Several elementary schools have implemented a *Rachel's Challenge* program.
  - ❖ Personalization at the secondary level is provided through home rooms and other programs to ensure that students are connected to an adult at school.
  - ❖ Programs to teach students the definitions of harassment, intimidation, and bullying and to encourage prompt reporting to school staff and appropriate disciplinary action taken where warranted have been developed and implemented.
  - ❖ Cyber-safety presentations have been provided at the middle and high school levels for the past two years.
- A variety of anti-bullying programs and activities occur at all schools. These efforts were increased for 2014-2015, and include Safe School Ambassadors and a variety of other activities and events such as Unity Day during National Bullying Prevention month.



**EL-6 Student Learning Environment**

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.

In  
Compliance



***Evidence {continued}***

- An Anti-Bullying Advisory Committee (A-BAC) was initiated in 2013-2014 and continued in 2014-2015. Administrators, teachers, counselors, parents, and students regularly attend quarterly meetings. This committee makes recommendations for anti-bullying activities and shares effective strategies and efforts across all schools to cultivate a culture of respect throughout the district.

Student suspension data is reviewed at the district level on a monthly basis to help identify students at risk and in an effort to review the proactive programs currently in place. Programs are expanded and modified as needed.

I certify the above to be correct as of June 22, 2015.

\_\_\_\_\_  
Traci Pierce, Superintendent

APPROVAL OF MONITORING REPORT  
EL-8, INSTRUCTIONAL MATERIALS SELECTIONS

June 22, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-8, Instructional Materials Selections, are in compliance and, therefore, is being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-8, Instructional Materials Selections, as presented.

# Lake Washington School District Executive Limitation Monitoring Report

## EL-8, Instructional Materials Selections June 22, 2015

**Executive Limitation:** The CEO shall select textbooks and instructional materials that advance the achievement of the Board’s *End Results* policies.

Accordingly, the CEO shall:

1. Ensure appropriate input from the following groups as textbooks and instructional materials, including content-based software, are reviewed and selected: students, parents, teachers, administrators and other staff members involved in the instructional program.	In Compliance	▲
---	---------------	---

### **Evidence**

#### **Curriculum Adoption Committees**

Administrative Policy IIAA, Textbook Selection and Adoption, governs the procedures utilized to adopt materials. This policy calls for the screening and selection of instructional materials through a cooperative process shared by teachers, administrators, and community persons. In order to ensure appropriate input from these groups, we seek diverse representation in our selection of adoption committee members.

At the beginning of materials adoption cycles, teachers, and administrators are recruited to serve on adoption committees. Announcements describing the work and responsibilities are made via our District Digest to administrators and are sent directly to teachers. Teachers expressing interest are asked to complete an application. The application asks teachers to respond to three prompts. These include:

- 1) What skills or experiences would you bring to the work?
- 2) Why are you interested in serving on an adoption committee?
- 3) Biographical information (grade level/subject area taught, school, years of experience)

Parents and community members are also recruited so serve on adoption committees. This process of recruiting parent and community members starts with an announcement on our district website. Press releases and social media are also used to direct people to our site. In addition, we ask principals to let parents know of the opportunity to serve on an adoption committee and how to apply. Parents and community members interested in participating in one of these adoption committees are asked to complete a brief online application on our district website or to contact the Director of Curriculum, by email.

A brief application asks parent and community members to respond to two prompts. These include:

- 1) Please provide a brief statement describing your interest in serving on an adoption committee, as well as any relevant skills, experiences, or perspectives that you would bring to the committee.
- 2) Please provide contact information. (Also used to determine Learning Community).

For the 2014-15 school year, we were able to accept all applicants to our adoption committees.

## *EL-8 Instructional Materials Selection*

**Executive Limitation:** The CEO shall select textbooks and instructional materials that advance the achievement of the Board’s **End Results** policies.

Accordingly, the CEO shall:

1. Ensure appropriate input from the following groups as textbooks and instructional materials, including content-based software, are reviewed and selected: students, parents, teachers, administrators and other staff members involved in the instructional program.

In  
Compliance



### **Evidence**

#### **Curriculum Adoption Pilot Process**

- Beginning with the 2014-15 school year, at the conclusion of the instructional materials pilot period, students in these classrooms complete a survey asking them to rate the materials in areas such as readability, organization, accessibility and how well the materials support their learning. In addition, students are asked to comment on the overall quality and usefulness of the materials. Data and comments collected from surveys are used to inform a final recommendation for adoption.

#### **Instructional Materials Committee**

A key component in policy IIAA is the establishment of the Instructional Materials Committee (IMC). This committee reviews all materials to determine if proposed adoptions are meeting the guidelines established in policy. The IMC has representation from parents, students, administration, librarians, and teachers. The committee carefully reviews all proposed materials and then makes a recommendation to the Board of Directors based on the alignment of the materials with district goals and criteria.

IMC committee members are selected to ensure appropriate input representing various groups. The make-up of the committee is shown in the tables below:

IMC Committee Representation	Committee members
Elementary Teachers	4
Middle School Teachers	2
High School Teachers	2
Special Education and Safety Net Teacher	2
Librarians	3
Building Administrators	3
Students	4
Community Members - Board Appointed	5
District Administrators	2
Curriculum & Assessment Specialist	1
Technology Operations Specialist	1

#### **IMC Community members –** *{Board-appointed}*

Director District # Board Member	Community Member	Term
Director District #1 (Jackie Pendergrass)	Amy Lofquist	Through June 2015
Director District #2 (Christopher Carlson)	Mary Beth Binns	Through June 2017
Director District #3 (Nancy Bernard)	Jodi Gaertner	Through June 2015
Director District #4 (Mark Stuart)	Janet Lennon-Jones	Through June 2017
Director District #5 (Siri Bliesner)	Deanna Carter	Through June 2017

*EL-8 Instructional Materials Selection*

**Executive Limitation:** The CEO shall select textbooks and instructional materials that advance the achievement of the Board’s *End Results* policies.

Accordingly, the CEO shall:

- |   |               |   |
|---|---------------|---|
| 1. Ensure appropriate input from the following groups as textbooks and instructional materials, including content-based software, are reviewed and selected: students, parents, teachers, administrators and other staff members involved in the instructional program. | In Compliance | ▲ |
|---|---------------|---|



**Evidence**

**Highlights for 2014-15 include:**

**9-12 Science Adoption**

- The 9-12 Science Adoption Committee met throughout the year to review instructional materials in the areas of physical science, biology, chemistry, and physics. The committee was composed of high school science teachers, administrators, parents, and community members. Committee members used data and information from a variety of sources to inform their final recommendation. The process included:
  - **A thorough review of instructional materials** from a variety of publishers using review rubrics. This review, conducted by the adoption committee, was used to narrow the selection of materials to two to three finalists per subject.
  - **A pilot of materials**, involving teachers from each high school, where finalist materials were tested in classrooms. Student and teacher feedback was also gathered during this process.
  - **Teacher surveys** asking physical science, biology, chemistry and physics teachers to provide feedback about the timing of the adoption.
  - **An evaluation of digital resources** from each of the finalists by our staff members in our Technology Operations Department.

The adoption committee’s recommendation was forwarded to the Instructional Materials Committee (IMC) for review at the May 7 IMC meeting. Following the IMC review, materials were made available for public preview and comment, in the two weeks before the Board meeting on June 1.

**6-8 Science Adoption**

- A committee composed of middle school science teachers, administrators, and parents met this year to learn more about the Next Generation Science Standards and best instructional practices for 6-8 science. They used this learning to develop alignment and best practice checklists (rubrics) that will be used to review science materials next year. A recommendation for 6-8 science materials will be made in 2016.

**6-8 Math Adoption**

- A committee composed of middle school teachers, administrators, parents, and community members met this year to learn about Washington State Mathematics Standards and best instructional practice for 6-8 math. They used this learning to develop best practice checklists (rubrics) that will be used to review math materials next year. A recommendation for 6-8 math materials is scheduled for the spring of 2016.

***EL-8 Instructional Materials Selection***

***Executive Limitation:*** The CEO shall select textbooks and instructional materials that advance the achievement of the Board’s ***End Results*** policies.

Accordingly, the CEO shall:

2. Assure the selection of instructional materials that contribute toward continuity, integration, and articulation of the curriculum by course and program.

In  
Compliance



***Evidence***

**Curriculum Adoption Process and Committees**

Part of our curriculum adoption committee work is to assure the selection of instructional materials contributes toward continuity, integration and articulation of the program by course and program. During the first year of our two year curriculum adoption process, committees review standards and develop best practice and standards rubrics that allow them to review materials for continuity, integration and articulation by course and program. During the second year of the process, committee members use these rubrics to conduct a thorough analysis of materials. Committees consist of teachers, parents, and administrators representing multiple grade levels and/or content areas depending on the adoption.

**Highlights from 2014-15**

**9-12 Science Adoption**

- During their review process for instructional materials this year the 9-12 science adoption committee analyzed how well the instructional materials under consideration contributed to the continuity of learning standards in and between grade levels.

**6-8 Math and Science Adoptions**

- The 6-8 math and 6-8 science adoption committees learned about best practices and standards, and used this learning to create rubrics that will be used next year to assess materials for integration and articulation by course and program.

## *EL-8 Instructional Materials Selection*

**Executive Limitation:** The CEO shall select textbooks and instructional materials that advance the achievement of the Board’s *End Results* policies.

Accordingly, the CEO shall:

3. Consider the needs of all learners when recommending textbooks and selecting instructional materials.

In  
Compliance



### ***Evidence***

#### **Curriculum Adoption Process and Committees**

In creating adoption committees, we strive to ensure that membership reflects and will advocate for the needs of all learners when reviewing and recommending textbooks and selecting instructional materials. Committees are structured to include teachers and administrators representing general education, Special Education, Safety Net, and ELL and Quest. In addition rubrics used to review and evaluate curriculum materials include criteria that specify how well the materials meet the needs of all learners.

#### **Instructional Materials Committee**

In addition to adoption committee work, Instructional Materials Committee members use a reviewer form to evaluate instructional materials under consideration. A number of the items on this form focus on if the materials will meet the needs of all learners. Examples include: promotes student understanding of the ethnic, cultural, and occupational diversity of American life and presents the concerns and builds upon contributions, current and historical, of both sexes and members of various religious, ethnic and cultural groups.

#### **Highlights from 2014-15**

##### **9-12 Science Adoption**

- Adopted materials included resources to meet the needs of a range of learners. These included leveled readers, differentiation strategies and materials, text to speech, tutorials, and extensions.

##### **6-8 Math and Science Adoptions**

- Best practice rubrics include criteria to evaluate materials for the inclusion modes of instruction for all levels, support for differentiation (including reading levels), and student diversity.

***EL-8 Instructional Materials Selection***

***Executive Limitation:*** The CEO shall select textbooks and instructional materials that advance the achievement of the Board’s ***End Results*** policies.

Accordingly, the CEO shall:

4. Provide a procedure for the scheduled evaluation of materials and textbooks, and a procedure for reviewing such materials upon formal request by a parent or other constituent.

In  
Compliance



***Evidence***

**Curriculum Adoption Cycle**

We use a Curriculum Adoption Cycle for the scheduled evaluation of instructional materials and textbooks. For each curriculum area under evaluation, we follow similar procedures, including:

- a) Research best practice
- b) Develop rubrics
- c) Recommend instructional materials for adoption
- d) Implement instructional materials
- e) Provide for professional development

Appendix A includes the most current Curriculum Adoption Cycle.

**Instructional Materials Committee (IMC)**

The IMC meets once a month from October to June. The IMC policy details procedures for a Reconsideration Process. This process provides any patron with an avenue to request a formal review of materials that are currently being used in the district and have been approved by the IMC.

In 2013, the Director of Curriculum and Assessment updated Administrative Policy File: IIAA-R, Textbook Selection and Adoption. This procedure outlines steps for adoption of curriculum materials, including our Instructional Materials Committee adoption process and process for reconsideration of curriculum materials. The updated policy was in place for the 2014-15 school year.

**Highlights for 2014-15**

- In 2014-15, IMC reviewed 49 instructional materials as compared to 61 materials reviewed in 2013-2014. This year two items were not recommended for approval. Those items not recommended for approval included content that did not meet the criteria on the IMC reviewer form - they included content that was too graphic for the proposed grade level.
- In 2014-2015, the IMC did not receive any challenges to approved materials; as a result, no reconsideration hearings were held.
- In 2014-2015, no patrons expressed concerns or attended IMC meetings to express concerns regarding materials being used in the field.

I certify the above to be correct as of June 22, 2015.

\_\_\_\_\_  
Traci Pierce, Superintendent



## Appendix A: Lake Washington School District Curriculum Adoption & Assessment Cycle

Curriculum	Last Adoption Implemented	<ul style="list-style-type: none"> <li>• Research Best Practice</li> <li>• Power Standards</li> <li>• Proficiency Scales</li> <li>• T &amp; L Framework Revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt Instructional Materials</li> <li>• Develop Leveled Assessments and Scoring Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Implement instructional materials</li> <li>• Instructional strategies</li> <li>• Professional development</li> <li>• Implement Leveled assessments</li> </ul>	Next Cycle Starts
Social Studies K-5	2009	2007-08	<b>2008-09</b>	2009-10	2020
French, Japanese	2009	2008-09	<b>2008-09</b>	2009-10	2020
Mathematics K-5	2010	2008-09	<b>2009-10</b>	2010-11	2021
Health/Fitness K-5	2012	2010-11	<b>2011-12</b>	2012-13	2022
Health/Fitness 6-12	2012	2010-11	<b>2011-12</b>	2012-13	2022
Visual Arts 6-12	2012	2010-11	<b>2011-12</b>	2012-13	2022
Music K-5	2012	2010-11	<b>2011-12</b>	2012-13	2022
Music 6-12	2012	2010-11	<b>2011-12</b>	2012-13	2022
Spanish	2012	2010-11	<b>2011-12</b>	2012-13	2022
LA/Reading & Writing K-6	2001	2011-12	<b>2012-13</b>	2013-14	2023
Performing Arts 6-12		2012-13	<b>2013-14</b>	2014-15	2024
Visual Arts K-5	2003	2014-15	<b>2014-15</b>	2015-16	2025

This cycle is subject to change due to unexpected financial, political, or capacity issues.  
Revised June 9, 2014

## Appendix A: Lake Washington School District Curriculum Adoption & Assessment Cycle

Curriculum	Last Adoption Implemented	<ul style="list-style-type: none"> <li>• Research Best Practice</li> <li>• Power Standards</li> <li>• Proficiency Scales</li> <li>• T &amp; L Framework Revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt Instructional Materials</li> <li>• Develop Assessments and Scoring Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Implement instructional materials</li> <li>• Instructional strategies</li> <li>• Professional development</li> <li>• Implement District assessments</li> </ul>	Next Cycle Starts
Science 9-12	2004	2013-14	<b>2014-15</b>	2015-16	2025
Science 6-8	2003	2014-15	<b>2015-16</b>	2016-17	2026
Mathematics 6-8	2005	2014-15	<b>2015-16</b>	2016-17	2026
Mathematics 9-12	2005	2015-16	<b>2016-17</b>	2017-18	2027
Science K-5	2004	2016-17	<b>2017-18</b>	2018-19	2028
LA/Reading & Writing 9-12	2006	2017-18	<b>2018-19</b>	2019-20	2029
LA/Reading & Writing 6-8	2007	2018-19	<b>2019-20</b>	2020-21	2030
Social Studies 9-12	2008	2019-20	<b>2020-21</b>	2021-22	2031
Social Studies 6-8	2009	2020-21	<b>2021-22</b>	2022-23	2032

This cycle is subject to change due to unexpected financial, political, or capacity issues.  
 Revised June 9, 2014

## DONATIONS

June 22, 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>
Lake Washington Schools Foundation to Inglewood Middle	\$2,850.00	To purchase subscription renewal for IXL Math.
Juanita Elementary PTSA to Juanita Elementary	\$ 13,330.53	To purchase playground equipment.
Christa McAuliffe PTSA to McAuliffe Elementary	\$ 5,000.00	To support safety patrol (\$600.00) and field trips (\$1,100.00); purchase books for classroom libraries (\$300.00); and reimburse copy machine supplies (\$3,000.00).
John Muir Elementary PTSA to Muir Elementary	\$ 5,600.00	To provide stipends for choir (\$1,300.00), drama (\$1,300.00) and purchase laptops (\$3,000.00).
Anonymous donor to Redmond Elementary	\$ 3,000.00	To support lunch buddy program.
Community group of Discovery School to Sandburg Elementary	\$ 1,635.39	To support field trips.
Kirkland Middle School PTSA to Kirkland Middle	\$ 2,000.00	To purchase professional repair and cleaning of shared music/band instruments.
Inglewood Middle School PTSA to Inglewood Middle	\$ 2,000.00	To purchase equipment for weight room.
Northstar Community Parent Fund to Northstar Middle School	\$ 10,000.00	To purchase classroom supplies.
Tesla STEM PTSA to Tesla STEM High	\$ 5,000.00	To purchase a 3D printer for Advanced Biomedical Engineer program.
Wolves Football Association to Eastlake High	\$ 21,500.00	To provide logo and lettering enhancement to Eastlake High School stadium turf upgrade project.
LWHS Choir Boosters to Lake Washington High	\$ 4,355.60	To support choir trip.
<b>TOTAL</b>	<b>\$ 76,271.52</b>	

### RECOMMENDATION

The Board of Directors accepts the donations as identified at the June 22, 2015 board meeting.

2015-16 BUDGET  
FIRST READING

June 22, 2015

SITUATION

A draft budget for 2015-16 has been prepared in accordance with state laws, rules, and regulations. The state legislature is currently in its second special session and has not yet agreed to a state budget.

Changes in planned 2015-16 revenues and expenditures, such as enrollment, staffing, grant and fixed cost adjustments, have been incorporated into the budget document. Also incorporated were state planned retirement increases that both the original Senate and House budget proposals from March agreed on. No other assumptions about revenue and expenditure impacts from the legislature were included.

Other input on the proposed budget was solicited from departments and a process for prioritizing requests was done by the Strategic Advisory Leadership Team (SALT). As shared at the board study session on June 1, approved priority staffing, safety and program needs have been incorporated into the draft budget. Other proposed budget recommendations will not be incorporated into the budget until we have more information from the state.

The district budget document is presented in both the official F-195 state format and the district summary format. We are continuing to update the document to incorporate portions of the Associate School Business Officials (ASBO) Meritorious Budget Award criteria. Additional changes in alignment with the ASBO criteria will be made in future budget documents.

An overview of the draft 2015-16 budget will be presented at the board meeting.

Normally, our district is required to have a copy of the F-195 budget submitted to the ESD by July 10 each year. OSPI has extended the deadline to July 17 because of the delay by the legislature. A copy of the summary budget is available from the business office or the district website. Feedback can also be provided via the website or email.

Once the legislature provides a state budget, we will incorporate changes and prepare a final budget. The final budget will be presented at the regular board meeting on August 3, 2015. A public hearing and adoption of the 2015-16 budget is scheduled for a special board meeting on August 24, 2015.