

# Lake Washington School District Executive Limitation Monitoring Report

EL-5 Parents and Community  
June 20, 2016

**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	◀ ▶
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## *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 | ◀ ▶ |
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### *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.

## 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 information from 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>
<b>Dec. 2015-Feb. 2016</b>	23%	34% <sup>^,^^</sup>	40% <sup>^,^^</sup>	4%	<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

- As indicated in the chart above, the recent response rate of 2.8 on the question “LWSD schools effectively handle complaints” is in line with past years.

## EL-5 Parents and Community

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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*	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*,**	43	46**	5	<b>2.5**,**</b>
<b>Dec. 2007-Feb. 2008</b>	Have a child in LWSD	21	49	24*	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^	47	36^^	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^	48	23*	2	<b>3.0*, ^</b>
	Don't have child in LWSD	20	37	40	3	<b>2.7**</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**</b>
<b>Dec. 2011-Feb. 2012</b>	Have a child in LWSD	24	41	28	7*	<b>2.8</b>
	Don't have child in LWSD	10^,**	42	41^^	7	<b>2.5**</b>
<b>Dec. 2012-Feb. 2013</b>	Have a child in LWSD	32*, ^^	45	20*	3	<b>3.1*, ^^</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**	49	34	3	<b>2.7</b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	28^	46	23*	2^^	<b>3.0*</b>
	Don't have child in LWSD	15**	34	42^^,**	9**	<b>2.6**</b>
<b>Dec. 2015-Feb. 2016</b>	Have a child in LWSD	29	33	36	2	<b>2.9</b>
	Don't have child in LWSD	15*****	35^	44^,^^	6	<b>2.6*****</b>

\* Significant difference vs. January 2005

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

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

^ Significant difference vs. previous three-month period

^^ Significant difference vs. March 2006

**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:

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

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	◀ ▶
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***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.

## 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>
<b>Dec. 2015-Feb. 2016</b>	61%	22%	15%	2%	<b>3.4</b>

\*= Significant difference vs. January 2005

^ Significant difference vs. preceding survey

- The recent survey of community members shows a continued positive response to the question “I feel welcome in LWSD schools”. This year’s survey showed no significant difference compared to previous surveys.

## EL-5 Parents and Community

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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	Sometimes	Never	Mean
<b>January 2005</b>	Have a child in LWSD	74	17	9	1	<b>3.6</b> *****
	Don't have child in LWSD	52*****	27*****	16*****	5*****	<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*****	29	16*****	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*^*****	45*	21*****	5*****	<b>3.0</b> *****
<b>Dec. 2007-Feb. 2008</b>	Have a child in LWSD	61*	28*	10	1	<b>3.5</b> *
	Don't have child in LWSD	44*****	34	16	5	<b>3.2</b> *****
<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*^,^^*****	34*****	24*****	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*****	30	17	5*****	<b>3.2</b> *****
<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*****	43*****,*^	9	5*****	<b>3.2</b> *****
<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*****	37	11	6*****	<b>3.2</b> *****
<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*****	20^	17*****	6*****	<b>3.3</b> *****
<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*****	29	13	7*****	<b>3.2</b> *****
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	64	28*	7	2	<b>3.5</b>
	Don't have child in LWSD	52	27	11	10^,^^,*****	<b>3.2</b> *****
<b>Dec. 2015-Feb. 2016</b>	Have a child in LWSD	66	20	14	0	<b>3.5</b>
	Don't have child in LWSD	55	25	15	4*****	<b>3.3</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

- The overall positive response rate is even higher among parents, of whom 86% responded that always or usually feel welcome in LWSD schools, compared to 80% of those who don't have a child in the district.

## EL-5 Parents and Community

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Accordingly, the CEO shall:

- |   |                  |     |
|---|------------------|-----|
| 5. Maintain an open and responsive organizational culture that treats all constituents with respect, dignity, and courtesy. | In<br>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% ^^	46% ^^	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% *^^	46% ^^	22%	3%	<b>3.0*</b>
<b>Dec. 2015-Feb. 2016</b>	33%	43%	22%	2%	<b>3.1</b>

\* Significant difference vs. January 2005

^^ Significant difference vs. March 2006

- The survey show that overall approximately 75% of respondents believe LWSD schools always or usually maintain an open and responsive culture.



## EL-5 Parents and Community

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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 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*****	<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*****	38	30*****	1	<b>3.0*****</b>
<b>May 2007</b>	Have a child in LWSD	31*	45	21	3	<b>3.0</b>
	Don't have child in LWSD	18*,*****	49	26	7	<b>2.8*****</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*	44	27	5	<b>2.9*</b>
<b>Dec. 2008-Feb. 2009</b>	Have a child in LWSD	29*,^^	52*,^^	16	3	<b>3.1</b>
	Don't have child in LWSD	23*	34*****	39*,*****	4	<b>2.8*,^^,*****</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*****</b>
<b>Dec. 2010-Feb. 2011</b>	Have a child in LWSD	33*, ^^	43	23*	1	<b>3.1</b>
	Don't have child in LWSD	23*	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*,*****	49	34*,*****	1	<b>2.8*,*****</b>
<b>Dec. 2012-Feb. 2013</b>	Have a child in LWSD	47	42	11	0	<b>3.4*</b>
	Don't have child in LWSD	29*****	40	27*****	4*****	<b>3.0*****</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*,*****	43	30*	4	<b>2.9*,*****</b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	33^^	51*,^^	15	1	<b>3.2</b>
	Don't have child in LWSD	23*	39^	33*,*****	6^^,*****	<b>2.8*,*****</b>
<b>Dec. 2015-Feb. 2016</b>	Have a child in LWSD	43	40	16	1	<b>3.2</b>
	Don't have child in LWSD	22*,*****	47	28*,*****	3	<b>2.9*,*****</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 school are more likely to rate district schools as “always” or “usually” maintaining an open and responsive culture, with recent response rates of parents at 83% compared to non-parents at 69%.

## 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}*

“The schools maintain 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
Staff survey 2015	44%	43%	12%	1%	3.3
Staff survey 2016	56%	34%	8%	1%	3.5

- This year’s staff survey showed the highest percentage in the past ten years of respondents indicating “always” when responding to the question “The schools maintain an open and responsive organizational culture”. This year’s mean 3.5 response rate was also among the highest overall mean scores over the same period.

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 increased 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 use a systematic approach to ensuring appropriate public participation, communication, and involvement.

- The nearly year-long Long-Term Facilities Planning Task Force was a systematic, extensive use of public participation in determining the district’s approach to facilities planning. This effort included a 63-person community task force, as well as periodic surveys and community meetings. It represents the district’s most extensive public participation program to date.
- A community-based Bond Advisory Committee also provided advice to the district to develop a financing plan to implement the Long-Term Facility Task Force recommendations.
- Evidence of the extensive community involvement in developing the district’s facilities planning approach is the significantly higher community support for the bond measure, which passed with more than 66% approval.
- Community meetings to seek feedback on concept design plans for the first three new schools to be constructed as part of the recently passed bond measure are occurring in June.
- A new Let’s Talk system was used to track and respond to questions about the bond measure. A total of 75 questions or comments were fielded via this system.

## 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:

- A Community Connections web page provides easy access to all district standing committees and special task forces that involve community members.
- The College and Career Readiness Task Force formed to study, analyze, and make recommendations regarding impacts of the new state 24-credit requirements, school schedule and start time implications has incorporated community members and staff voice through inclusion of community members on the Task Force as well as through listening sessions with students, staff, and parents.
- Textbook Adoption Committees have been expanded to include community representatives.

“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>
<b>Dec. 2015-Feb. 2016</b>	26% <sup>*,^^</sup>	34%	29%	12% <sup>*,^^</sup>	<b>3.7<sup>*,^^</sup></b>

\* Significant difference vs. January 2005

^ Significant difference vs. preceding survey

^^ Significant difference vs. March 2006

- There has been significant improvement on responses to the question “Lake Washington schools gather feedback on important issues” over responses from eight to ten years prior. Over the past four years 60% or more of respondents agree or strongly agreed with this statement. The mean ranking has been consistently higher over the last few years, between 3.7 and 3.8 on a scale of one to four since 2012/13.

## 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
January 2005	Have a child in LWSD	18	34	31	17	3.5
	Don't have child in LWSD	15	25****	31	29****	3.2****
Feb./March 2006	Have a child in LWSD	19	39	26	17	3.5
	Don't have child in LWSD	10****	24****	41****	24	3.1****
May 2007	Have a child in LWSD	15	39	30	16	3.5
	Don't have child in LWSD	9	29	38	24	3.1****
Dec. 2007-Feb. 2008	Have a child in LWSD	17	39	26	18	3.5
	Don't have child in LWSD	10	25****	38	27	3.1****
Dec. 2008-Feb. 2009	Have a child in LWSD	17	31	32	19	3.4
	Don't have child in LWSD	19^	20	33^	29	3.2
Dec. 2009-Feb. 2010	Have a child in LWSD	22	38	31^	9*	3.7*
	Don't have child in LWSD	20^^	23****	41	16*	3.4
Dec. 2010-Feb. 2011	Have a child in LWSD	24	36	27	13	3.7
	Don't have child in LWSD	21^^	24	37	17*	3.4
Dec. 2011-Feb. 2012	Have a child in LWSD	29*, ^^	38	24	9*	3.8*, ^^
	Don't have child in LWSD	15****	24****	36	25****	3.2****
Dec. 2012-Feb. 2013	Have a child in LWSD	33*, ^^	34^	25	8*, ^^	3.9*, ^^
	Don't have child in LWSD	22^^	27	36	14*	3.5*, ^^, ****
Dec. 2013-Feb. 2014	Have a child in LWSD	30*, ^^	49*	14*, ^^, ^^	7*, ^^	4.0*, ^^
	Don't have child in LWSD	23^^	31****	29****	17*, ****	3.5*, ^^, ****
Dec. 2014-Feb. 2015	Have a child in LWSD	30*, ^^	45*	16*, ^^	9*	3.9*, ^^
	Don't have child in LWSD	18****	30****	29****	23****	3.3****
Dec. 2015-Feb. 2016	Have a child in LWSD	36*, ^^	38	19*	8*, ^^	4.0*, ^^
	Don't have child in LWSD	15****	29	39****	16*	3.4****

\* 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. During this winter, parents were more likely to strongly agree than ever.

## 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	2016	2015	2014	2013	2012
May visits	571,192	437,136	567,591	611,677	494,371
Peak daily visits	31,188	29,355	28,863	30,522	70,449
Server uptime (discounting planned outages)	99.93%	99.87%	100%	99.96%	100%
Visits to <i>Employment Page</i>	11,602	10,278	12,951	13,681	9,783
Visits to <i>District Calendar</i>	8,187	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 <i>Ranking compared to all websites globally</i>	Page views <i>Average page views per visitor, over the past three months</i>	Time on site <i>Average minutes visitors stay on website, over past three months</i>	Incoming links <i>Number of sites linking to this one</i>
Seattle SD - SeattleSchools.org	41,176	4.8	6:06	1217
<b>LWSD LWSD.org</b>	<b>76,152</b>	<b>4.65</b>	<b>3:07</b>	<b>529</b>
Northshore SD NSD.org	89,085	6.3	6:57	385
Bellevue SD BSD405.org	98,022	5.4	5:34	488

- The LWSD website's traffic rank compared to all websites in the world has improved, from 103,907 to 76,152.
- Peak daily visits declined in 2014 with the implementation of Haiku, but they have increased again over the last two years.

## EL-5 Parents and Community

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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>
12/15-2/16	58% <sup>*, ^^</sup>	27%	11% <sup>^^</sup>	4% <sup>*</sup>	4.4 <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

- After two years of lower responses to the question “I have online access to information about school and district programs” responses increased back to response rates seen in 2012-13. This result may be influenced by the social media efforts (shown below).

### **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 using a secure credit card transaction via Parent Access.

## EL-5 Parents and Community

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### *Evidence {continued}*

#### 2015-16 Portal(s) Usage:

Portal	User Account Total	Average Unique Visitors Per Day in May 2016	Total Unique Visits in May 2016	Most Visited Page
Staff Portal	*5,413	3,806	102,596	1 Curriculum & Assessment Framework – 1 <sup>st</sup> grade
Parent Access	**37,244	946	42,609	1. Family Access
Student Portal	*29,380	4,228	109,928	1. Student Access

\* 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% of those answering the parent strategic work survey reported visiting Haiku between one and three times a week. In addition, 17% visited weekly and 26% 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.
- Connections subscriber numbers continue to rise and are now at 46,243. 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 5,284 likes on the district’s Facebook page, an increase of 64% from last year. The district used targeted digital advertising to reach community members who do not have students in our schools as part of the effort to provide information on the bond measure.
- The district’s Twitter account has 1,914 followers. That number reflects a 54% increase over the previous year.

**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.  
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***Evidence {continued}***

- The addition of a social media specialist in January is reflected in the district’s social media efforts in first semester versus most of second semester:

	<b>Semester 1 (Sept. 1 – Jan. 22)</b>	<b>Semester 2 (Jan. 23 – May 31)</b>
<b>Facebook</b>	88 posts; 262,563 total reach	224 posts; 700,623 total reach
<b>Twitter</b>	72 tweets; 69,321 impressions	273 tweets; 201,566 impressions

I certify the above to be correct as of June 20, 2016.

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