

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

February 11 board meeting rescheduled to February 19, 2019  
due to inclement weather.

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

<b>AMO:</b> Annual Measurable Objectives	<b>MSP:</b> Measurement of Student Progress
<b>AMAO:</b> Annual Measurable Achievement Objective in English Language Proficiency	<b>NSBA -</b> National School Board Association
<b>AP:</b> Advanced Placement	<b>OSPI:</b> Office of Superintendent of Public Instruction
<b>AVID:</b> Advancement Via Individual Determination	<b>PCC:</b> Professional Community & Collaboration
<b>B/CR:</b> Board/CEO Relationship	<b>PLC:</b> Professional Learning Community
<b>CAA:</b> Certificate of Academic Achievement	<b>PLIE:</b> Planning, Learning, Implementation, and Evaluation
<b>CADR:</b> College Academic Distribution Requirements	<b>Policy Governance:</b> 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.
<b>CBA:</b> Classroom-Based Assessments	<b>Quest:</b> Highly Capable program for students in gr. 2-8
<b>CDSA:</b> Common District Summative Assessments	<b>RCW:</b> Revised Codes of Washington
<b>CEDARS:</b> Comprehensive Education Data and Research System (CEDARS)	<b>RTI:</b> Response to Intervention
<b>CIA:</b> Certificate of Individual Achievement	<b>SALT:</b> Strategic Advisory Leadership Team
<b>CIP:</b> Continuous Improvement Process	<b>SEL:</b> Social Emotional Learning
<b>CLT:</b> Central Leadership Team	<b>SIOP:</b> Sheltered Instruction Observation Protocol
<b>COE:</b> Collection of Evidence	<b>SBA:</b> Smarter Balanced Assessment
<b>CTE:</b> Career & Technical Education	<b>SBE:</b> State Board of Education
<b>DIBELS:</b> Dynamic Indicators of Basic Early Literacy Skills	<b>SCAP:</b> School Construction Assistance Program
<b>DLT:</b> District Leadership Team (manager level and above, includes both certified and classified)	<b>SGP:</b> Student Growth Percentile
<b>EL:</b> Executive Limitations (See Policy Governance)	<b>sMAS:</b> Secondary Mobile Access for Students
<b>ELL:</b> English Language Learners	<b>STEM:</b> Science, Technology, Engineering, and Mathematics
<b>ELPA21:</b> English Language Proficiency Assessment for the 21st Century	<b>WAC:</b> Washington Administrative Codes
<b>eMAS:</b> Elementary Mobile Access for Students	<b>WaKids:</b> Washington Kindergarten Inventory of Developing Skills
<b>EOC:</b> End of Course	<b>WaNIC:</b> Washington Network for Innovative Careers
<b>ER:</b> End Results (formerly known as ENDS). Goals set forth by the board, including the mission of the district.	<b>WCAS:</b> Washington Comprehensive Assessment of Science
<b>ESEA:</b> Elementary and Secondary Education Act	<b>WCAP:</b> Washington Comprehensive Assessment Program
<b>ESSA:</b> Every Student Succeeds Act	<b>WELPA:</b> Washington English Language Proficiency Assessment
<b>GC/CM:</b> General Contractor/Construction Management	<b>WSIF:</b> Washington School Improvement Framework
<b>GP:</b> Governance Process (Board)	<b>WSSDA:</b> Washington State School Directors Association
<b>HCP:</b> Highly Capable Program	
<b>HSBP:</b> High School and Beyond Plan	
<b>KISN:</b> Kindergarten Intensive Safety Net	
<b>KPI:</b> Key Performance Indicators	
<b>LC:</b> Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary and middle schools that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.	
<b>LEAP:</b> Learning Enhancement & Academic Planning	
<b>MTSS:</b> Multi-Tiered Systems of Support	

February 7, 2019

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

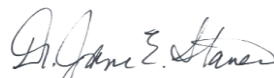
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of February 11, 2019 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. Host School
4. Recognitions
5. Public Comment
6. Consent Agenda
7. Non-Consent Agenda
8. Program Report
9. Superintendent Report
10. Legislative Update
11. Board Follow-Up
12. Future Agenda Items
13. Debrief
14. Board Member Comments
15. Adjourn

Sincerely,



Dr. Jane Stavem  
Superintendent

# LAKE WASHINGTON SCHOOL DISTRICT

## Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

February 19, 2019

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5:00 p.m.     **Study Session**  
*Topic: Summer Athletics and Special Education Preschool*  
*Location: Sammamish, Resource Center*

6:45 p.m.     **Reception – PTSA Reflections and National Board Certified Teachers**

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<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	<b>Convene, Roll Call</b>			
	<b>Approve Agenda</b>			
	<b>Host School</b>			
	▪ <i>Lake Washington School District PTSA Council</i>			
	<b>Recognitions</b>			
	▪ <i>2019 PTSA Reflections</i>			
	▪ <i>National Merit Semifinalists &amp; Commended Scholars</i> <i>Tesla STEM School – Cindy Duenas, Principal</i>			
	▪ <i>National Board Certified Teachers – Matt Manobianco, Associate Superintendent, Student &amp; Professional Learning Services</i>			
	<b>Public Comment</b>	<b>GP-3</b> ( <i>Board Job Description</i> )		
	<b>Consent Agenda</b>	<b>GP-8</b> ( <i>Annual Agenda Planning</i> )		
	▪ Approval of Vouchers			
	▪ Minutes - (Jan. 14 board meeting and study session and Jan. 30 special board meeting)		1	1
	▪ Human Resources Report		2	9
	▪ Continuous Improvement Process (CIP) Plan Approval, 2018-19		3	13
	▪ Athletic Participation Fees		4	14
	▪ Sale of District Property – Real Estate Rose Hill Property (Site 27) Resolution No. 2262		5	15
	▪ Instructional Materials Adoption		6	16

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	<ul style="list-style-type: none"> <li>▪ Selection of Community Members, Statement for April 2019 King County Elections Voters' Pamphlet</li> </ul>		7	19
	<ul style="list-style-type: none"> <li>▪ Surplus of Equipment and Books Resolution No. 2263</li> </ul>		8	20
	<ul style="list-style-type: none"> <li>▪ Donations</li> </ul>		9	21
<b>Non-Consent Agenda</b>				
	<ul style="list-style-type: none"> <li>▪ Approval of Monitoring Report - Science               <ul style="list-style-type: none"> <li>✓ ER-2, Interdisciplinary Content Knowledge</li> </ul> </li> </ul>	<b>B/CR-5</b> ( <i>Monitoring CEO Performance</i> )	10	22
<b>Program Report</b>				
	<ul style="list-style-type: none"> <li>▪ Facilities Update</li> </ul>			
<b>Superintendent Report</b>		<b>EL-3</b> ( <i>Communication &amp; Council to the Board</i> )		
<b>Legislative Update</b>		<b>GP-3</b> ( <i>Board Job Description</i> )		
<b>Board Follow-Up</b>		<b>GP-2</b> ( <i>Governing Style</i> )		
<b>Future Agenda Items</b>		<b>EL-3</b> ( <i>Communication &amp; Council to the Board</i> )		
<b>Debrief</b>		<b>EL-3</b> ( <i>Communication &amp; Council to the Board</i> )		
<b>Board Member Comments</b>				
<b>Adjourn</b>				

**Next Board Meeting:**      **March 4, 2019**  
    **5:00 p.m. Study Session**  
    *Topic: Elementary Science Adoption*  
    *Location: Sammamish, Resource Center*  
    **7:00 p.m. Board Meeting**  
    *Location: Board Room*

**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  
January 14, 2019

The January 19, 2019 study session was called to order by  
President Siri Bliesner at 5:15 p.m.

CALL TO ORDER

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

ROLL CALL

Present: Superintendent Jane Stavem.

The topics discussed was:

TOPICS

- *School Starting Time*

The meeting was adjourned at 6:40 p.m.

ADJOURNMENT

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
January 14, 2019

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

CALL TO ORDER

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

ROLL CALL

Present: Superintendent Jane Stavem

Chris Carlson moved to approve the January 14, 2019 agenda with the following modification to move the Naming of the New School Mascot, for Timberline Middle School to follow the Host School Presentation. Seconded by Eric Laliberte.

APPROVAL OF AGENDA

Motion carried.

The following proclamations were read:

- *January – School Board Appreciation*
- *Proclamation – Career and Technical Education Month, February 1-28, 2019*
- *Proclamation – National School Counseling Week, Feb 4-8, 2019*

RECOGNITIONS

Dr. Stavem thanked the board members for their service to the students and the community. She presented them with three books for each of them to present as a donation to a school of their choice.

HOST SCHOOL

Jon Young, Principal, Redmond Middle School, shared information how they model Positive Behavior Interventions and Supports. He noted that office referrals and detention rates have been cut in half. He reviewed the Healthy Youth Survey results. The staff collaborates to review data. Students are consistently at 75-80% meeting or exceeding standards and he highlighted achievement gaps and strategies being implemented to assist students.

REDMOND MIDDLE  
SCHOOL

The ASB Student president spoke about the wide range of opportunities available to students and leadership skills that they learn.

NON-CONSENT AGENDA

Heidi Paul, Planning Principal, Timberline Middle School, reviewed the process to select a new school mascot for Timberline Middle School. She announced that the winner was Timberwolves, also known as grey wolves. This is a meaningful symbol that can be used to unite the school community.

NAMING OF NEW  
SCHOOL MASCOT,  
TIMBERLINE MIDDLE  
SCHOOL

Chris Carlson moved to approve Timberwolves as the new school mascot for Timberline Middle School. Seconded by Eric Laliberte.

Motion carried.

PUBLIC COMMENT

Dr. Stavem opened the nominations for president.

BOARD REORGANIZATION

Mark Stuart moved to nominate Siri Bliesner. Siri Bliesner accepted the nomination. No other nominations were submitted. Nominations were closed.

Motion carried.

Siri Bliesner opened nominations for vice president.

Cassandra Sage moved to nominate Mark Stuart for vice president. Mark Stuart accepted the nomination. No other nominations were submitted. Nominations were closed.

Motion carried.

Siri Bliesner opened nominations for legislative representative.

Chris Carlson moved to nominate Eric Laliberte for legislative representative. Eric Laliberte accepted the nomination. Nominations were closed.

Motion carried.

Chris Carlson moved to approve the consent agenda. Seconded by Cassandra Sage.

CONSENT AGENDA

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

Motion carried.



Approval of the minutes of the December 3, 2018 study session and board meeting.

APPROVAL OF MINUTES

Approval of January 14, 2019 Human Resources Report.

APPROVAL OF HUMAN RESOURCES REPORT

Approval of the following instructional materials for use in the Lake Washington schools –

INSTRUCTIONAL MATERIALS ADOPTION

**Title:** Just Mercy  
**Author:** Bryan Stevenson  
**Publisher:** Penguin Random House/Spiegel & Grau  
**Copyright:** 2014  
**No. of Copies:** 150/100  
**Price:** \$14.00  
**School Requesting:** Tesla STEM High School/Lake Washington High School  
**Classification:** Grade 10

**Title:** Atomsmith  
**Author:** Betwixt Software Systems LLC  
**Publisher:** Betwixt Software Systems LLC  
**Copyright:** 2016-2018  
**No. of Copies:** 1 Text/80 Licenses per year  
**Price:** \$11.99/\$1.00 per year  
**School Requesting:** International Community School  
**Classification:** Grade 10-12

**Title:** Better World Ed: Social & Emotional Learning Materials  
**Author:** Abhi Nangia  
**Publisher:** Reweave, Inc.  
**Copyright:** 2013-2018  
**No. of Copies:** 2 Texts/1 License  
**Price:** Texts: \$175.00 per teacher/License: \$2,400.00 per school  
**School Requesting:** Rockwell Elementary School  
**Classification:** Grades K-5

**Title:** POGIL Activities for High School Biology  
**Author:** Laura Trout (Editor)  
**Publisher:** Flinn Scientific & HSPI-The POGIL Project  
**Copyright:** 2012  
**No. of Copies:** 3  
**Price:** \$59.95 per book  
**School Requesting:** Lake Washington High School  
**Classification:** Grade 9

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

January 14, 2019

**Title:** LEARN Adobe Premiere Pro CC for Visual Communication  
**Author:** Dockery, Chavez, Schwartz  
**Publisher:** Peachpit Press  
**Copyright:** 2016  
**No. of Copies:** 35  
**Price:** \$92.00 per book  
**School Requesting:** Eastlake High School  
**Classification:** Grade 9

**Title:** LEARN Adobe Photoshop CC for Video Communication  
**Author:** Rob Schwartz  
**Publisher:** Peachpit Press  
**Copyright:** 2016  
**No. of Copies:** 35  
**Price:** \$92.00 per book  
**School Requesting:** Eastlake High School  
**Classification:** Grade 9

**Title:** Hundertwasser for Kids  
**Author:** Barbara Stieff  
**Publisher:** Prestel Verlag  
**Copyright:** 2008  
**No. of Copies:** 1 per Elementary School  
**Price:** \$19.95 per book  
**School Requesting:** Teaching & Learning Department, Resource Center  
**Classification:** Grade 3

**Title:** Matisse The King of Color  
**Author:** Laurence Anholt  
**Publisher:** Barron's Educational Series  
**Copyright:** 2007  
**No. of Copies:** 1 per Elementary School  
**Price:** \$15.87 per book  
**School Requesting:** Teaching & Learning Department, Resource Center  
**Classification:** Grades 2, 4&5

**Title:** My Name is Georgia  
**Author:** Jeanette Winter  
**Publisher:** Voyager Books Harcourt  
**Copyright:** 1998  
**No. of Copies:** 1 per Elementary School  
**Price:** \$7.99 per book  
**School Requesting:** Teaching & Learning Department, Resource Center  
**Classification:** Grades 1&2

**Title:** Klimt and His Cat  
**Author:** Berenice Capatti  
**Publisher:** Eerdmans Boks for Young Readers  
**Copyright:** 2004  
**No. of Copies:** 1 per Elementary School

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

January 14, 2019

**Price:** \$19.69 per book  
**School Requesting:** Teaching & Learning Department, Resource Center  
**Classification:** Grade 3

**Title:** The Road  
**Author:** Cormac McCarthy  
**Publisher:** First Vintage International Edition  
**Copyright:** 2006  
**No. of Copies:** 95  
**Price:** \$13.46  
**School Requesting:** Redmond High School  
**Classification:** Grade 12

Announces its plan and timeline for soliciting nominations for committees to prepare a statement in support (pro) and in opposition (con) of Resolution No. 2259 Capital Projects Levy.

SOLICITATION OF  
COMMUNITY MEMBERS,  
STATEMENT FOR  
APRIL 2019 KING COUNTY  
ELECTIONS VOTERS'  
PAMPHLET

Adopts Resolution No. 2260 authorizing the designated district employees to sign all necessary documents relating to the state assistance program for the construction of school facilities.

AUTHORIZED  
SIGNATURES FOR SCHOOL  
CONSTRUCTION  
RESOLUTION NO. 2260

Adopts Resolution No. 2261 and authorizes the Superintendent or designee to proceed with the sale and closing of the property.

SALE OF DISTRICT  
PROPERTY - REAL ESTATE  
FALL CITY ROAD (SITE 99)  
RESOLUTION NO. 2261

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Elizabeth Blackwell PTSA to Blackwell Elementary School in the amount of \$4,558.80 to provide stipends for running club and basketball.

Acceptance from Rachel Carson PTSA to Carson Elementary School in the amount of \$37,372.08 to provide stipends for webmaster, student council, outdoor education, choir, intramurals, Watch Dogs (\$18,080.99); purchase Nature Vision supplies, work stations, and library tables and chairs (\$14,691.09); and support field trips (\$4,600.00).

Acceptance from Emily Dickinson PTSA to Dickinson Elementary School in the amount of \$14,341.00 to provide stipends for choir, math club, ASB, assemblies support, and outdoor education.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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January 14, 2019

Acceptance from Community Group of Discovery School to Sandburg Elementary School in the amount of \$2,000.00 to purchase and install garden.

Acceptance from Albert Einstein PTSA to Einstein Elementary School in the amount of \$1,088.51 to purchase Raz Kids (reading enrichment) site licensing.

Acceptance from Ben Franklin PTSA to Franklin Elementary School in the amount of \$14,134.68 to provide stipends for basketball and running clubs (\$2,971.68); purchase eMAS (Elementary Mobile Access for Students) devices (\$1,463.00); and support outdoor education (\$4,700.00) and field trips (\$5,000.00).

Acceptance from Symetra to Franklin Elementary School in the amount of \$2,000.00 to support music program.

Acceptance from Peter Kirk Elementary PTSA to Kirk Elementary School in the amount of \$6,500.00 to purchase ball pit.

Acceptance from Horace Mann Elementary PTSA to Mann Elementary School in the amount of \$4,000.00 to support classroom enrichment.

Acceptance from Margaret Mead Elementary PTSA to Mead Elementary School in the amount of \$11,675.23 to purchase site licenses for Accelerated Reader, STAR Reader, Raz Kids (reading enrichment), and IXL Math.

Acceptance from Redmond Elementary PTSA to Redmond Elementary School in the amount of \$2,500.00 to purchase site licenses for Accelerated Reader.

Acceptance from Norman Rockwell PTSA to Rockwell Elementary School in the amount of \$3,926.62 to purchase Scholastic Magazines.

Acceptance from Ben Rush PTSA to Rush Elementary School in the amount of \$11,654.00 to purchase Nature Vision programs (\$7,560.00); and support extracurricular activities (\$500.00), choir (\$3,094.00), and field trips (\$500.00).

Acceptance from Carl Sandburg PTSA to Sandburg Elementary School in the amount of \$2,000.00 to purchase and install garden.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

January 14, 2019

Acceptance from Samantha Smith PTSA to Smith Elementary School in the amount of \$9,200.00 to purchase Nature Vision programs (\$5,400.00) and art supplies (\$3,800.00).

Acceptance from H.D. Thoreau Elementary PTSA to Thoreau Elementary School in the amount of \$3,000.00 to purchase ball pit.

Acceptance from Laura Ingalls Wilder Elementary PTSA to Wilder Elementary School in the amount of \$2,031.90 to purchase library books.

Acceptance from Anonymous donor to EAS in the amount of \$25,000.00 to support outdoor learning enrichment.

Acceptance from Evergreen Middle School PTSA to Evergreen Middle School in the amount of \$1,180.00 to support classroom enrichment.

Acceptance from Renaissance PTSA to Renaissance in the amount of \$21,000.00 to provide student assistance (\$1,000.00); purchase art supplies (\$1,750.00) and classroom supplies (\$500.00); and support field trips (\$2,500.00), academic enrichment (\$14,000.00), and end of year activities (\$1,250.00).

Acceptance from Stella Schola PTO to Stella Schola in the amount of \$3,625.43 to provide stipend for extra-curricular activity programming.

Acceptance from Symetra to Juanita High School in the amount of \$2,000.00 to support academic enrichment.

Acceptance from LWHS Choir Boosters to Lake Washington High School in the amount of \$2,000.00 to support choir trip to Disneyland.

**TOTAL \$186,788.25**

Mike Van Orden, Associate Superintendent, Student Academic Success Services, presented a program report on World Languages & Dual Language Program Implementation Update. The dual language program is at Einstein Elementary School.

WORLD LANGUAGES &  
DUAL LANGUAGE  
PROGRAM  
IMPLEMENTATION  
UPDATE

Dr. Stavem provided a report on the turnout of the first Community Engagement Forum that was held on January 10. The feedback and emerging themes will be presented to the board to guide in the updating of the district's strategic plan.

SUPERINTENDENT  
REPORT

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
January 14, 2019

Eric Laliberte suggested that the board reviewing the schedule when the board reorganizes each year. He suggest the board reorganize to coincide with the school year.

BOARD FOLLOW-UP

Siri Bliesner attended the Eastside Pathways meeting and they are planning to do an outreach for families to address early childhood education.

BOARD MEMBER  
COMMENTS

Eric Laliberte moved to adjourn. Seconded by Chris Carlson.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 8:35 p.m.

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Special Board Meeting  
January 30, 2019

The January 30, 2019 special board meeting was called to order by President Siri Bliesner at 8:00 a.m. at Eastlake High School, 400 228th Ave. NE, Sammamish.

CALL TO ORDER

Members present: Siri Bliesner and Cassandra Sage.

ROLL CALL

Present: Superintendent Jane Stavem.

Board members toured the co-teaching model program at Eastlake High School.

TOPICS

The meeting was adjourned at 10:00 a.m.

ADJOURNMENT

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report

## February 11, 2019



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Aust, Matthew	Special Ed Para Ed	Franklin Elem	\$19.40	09/18/18	Budgeted
Braden, Chelsea	Instructional Assist	Redmond HS	\$16.88	08/29/18	Budgeted
Brady, Marika	Health Services Specialist I	Special Services	\$42.94	10/08/18	Budgeted
Brandjes, Lynette	Special Ed Para Ed/IA	Mann Elem	\$19.40/\$16.88	08/29/18	Budgeted
Brandt, Sherly	Special Ed Para Ed/IA	Blackwell Elem	\$19.40/\$16.88	09/04/18	Budgeted
Cotton-Betteridge, Yolanda	Special Ed Para Ed	Redmond Elem	\$19.40	08/29/18	Budgeted
Cox, Karen	Health Room Secretary	Smith Elem	\$22.50	09/05/18	Budgeted
Cruz-Rodriguez, Carlos	School Secretary	Kirk Elem	\$22.50	08/20/18	Budgeted
Day, Mariah P3	Teacher	Kirkland MS	C-0	01/17/18	Repl. M. Arango
Dunniway, Stephanie	Instructional Assist	Kirk Elem	\$16.88	08/29/18	Budgeted
Eaton, Christine	Instructional Assist	Parks Elem	\$16.88	08/29/18	Repl. P. Santhana Vannon
Ege, Tyler	Special Ed Para Ed	Kamiakin MS	\$19.40	09/06/18	Repl. E. Frieden
Ekren, Suzanne NC	Teacher	Kirkland MS	A-0	01/07/19	Leave Replacement
Engbretson, Katie	Special Ed Para Ed/IA	Lakeview Elem	\$19.40/\$16.88	08/29/18	Repl. C. Joss
Escarda, Maxwell	Curriculum/Warehouse Asst	Warehouse	\$22.93	07/03/18	Repl. B. Rainey
Evans, Aida P3	Teacher	Lake Washington HS	C-0	01/14/19	Budgeted
Gunnell, Kelly	Special Ed Para Ed/IA	Lakeview Elem	\$19.40/\$16.88	08/29/18	Budgeted
Hagy, Sandra	Special Ed Para Ed	McAuliffe Elem	\$19.40	09/03/18	Budgeted
Hinn, Alec	Athletic Complex Supervisor	Juanita HS	\$32.31	10/12/18	Repl. W. Liley
Hobart, Nicole	Special Ed Para Ed	Franklin Elem	\$19.40	09/03/18	Budgeted
Howell, Kate	Special Ed Para Ed/IA	Mann Elem	\$19.40/\$16.88	08/29/18	Budgeted
Ivy, Breck NC	Teacher	Juanita HS	C-4	01/28/19	Budgeted
Jain, Richa	Instructional Assist	Rose Hill Elem	\$16.88	08/29/18	Repl. M. Franchuk
Jenkins, Sally	School Secretary	Emerson HS	\$22.50	09/06/18	Repl. J. McGrath
Johnson, Regina	Instructional Assist	Kirk Elem	\$16.88	09/10/18	Repl. S. Shelton
Jones, Andrea	School Secretary	Dickinson Elem	\$22.50	08/20/18	Repl. J. Johnson
Jones, Trilogy	Office Manager II	Barton Elem	\$25.70	09/04/18	Budgeted
Jonson, Stacie	Health Room Secretary	Wilder Elem	\$22.50	09/04/18	Repl. V. Goetze-Nelson
Joya Ramos, Marcela	Special Ed Para Ed	Sandburg Elem	\$19.40	08/29/18	Budgeted



# Human Resources Board Report

## February 11, 2019



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Kadannamana Covilakam, Reshmi Varma	Instructional Assist	Dickinson/Explorer Elem	\$16.88	08/29/18	Budgeted
Kelley, Pamela	Instructional Assist	Redmond HS	\$16.88	08/29/18	Repl. P. Mullen
Klingensmith, Aaron	Instructional Assist	Lake Washington HS	\$16.88	08/29/18	Budgeted
Knuth, Kimberly	Instructional Assist	Franklin Elem	\$16.88	08/29/18	Budgeted
Kopf, GERALYN	Instructional Assist	Parks Elem	\$16.88	08/29/18	Repl. A. Cygan & R. Sundee
Landgren, Emily	Special Ed Para Ed	Baker Elem	\$19.40	09/03/18	Budgeted
Lane, Rachel	Special Ed Para Ed	Rose Hill MS	\$19.40	09/03/18	Repl. O. Baladhandayutham
Leto, Paul	Instructional Assist	Redmond Elem	\$16.88	08/29/18	Budgeted
Lujan, Misty	Special Ed Para Ed/IA	Redmond Elem	\$19.40/\$16.88	08/29/18	Repl. K. Hooper
Mackay, Kristy	Special Ed Para Ed	Blackwell Elem	\$19.88	09/03/18	Budgeted
Martin, Eric	Instructional Assist	Redmond HS	\$16.88	08/29/18	Budgeted
McCaughey, Christine	Instructional Assist	Parks Elem	\$16.88	08/29/18	Repl. M. Cottone
McDonald, Molly	Instructional Assist	Extended Day	\$19.98	08/22/18	Budgeted
Mezich, Steven	Elem Associate Principal	Bell Elem	\$129,230.00	02/05/19	Repl. B. Story
Mitra Mustafi, Manjima	Instructional Assist/Para Ed	Baker Elem	\$16.88/\$19.40	08/29/18	Budgeted
Morgan, Cynthia	Admin Secretary II	Resource Center	\$23.52	09/24/18	Repl. M. Brown
Nam, Jimmy	Instructional Assist	Rose Hill Elem	\$16.88	08/29/18	Repl. J. Hargrove
Neely, Lauren	Special Ed Para Ed	McAuliffe Elem	\$19.40	09/03/18	Budgeted
Nisargand, Andrew	Instructional Assist	Emerson HS	\$16.88	08/29/18	Budgeted
O'Brien, Ericca	Instructional Assist	Baker Elem	\$16.88	08/29/18	Budgeted
Potter, Carson	Instructional Assist	Redmond MS	\$16.88	08/29/18	Budgeted
Powell, Rachal	School Secretary	Lake Washington HS	\$22.50	09/03/18	Repl. W. Hollis
Prescod, Jana	Special Ed Para Ed	Blackwell Elem	\$19.88	09/03/18	Budgeted
Rice, Shelly	Special Ed Para Ed	Rockwell Elem	\$19.40	09/03/18	Budgeted
Sears, Sharon	Special Ed Para Ed	Bell Elementary	\$19.40	01/30/18	Budgeted
Shull, Ellyn	Special Ed Para Ed/IA	Thoreau Elem	\$19.40/\$16.88	08/29/18	Budgeted
Stafford, Claire	Special Ed Para Ed/IA	Lakeview Elem	\$19.40/\$16.88	08/29/18	Budgeted
Struble, Jeryl P3	Teacher	Juanita HS	D-10	01/22/19	Budgeted
Sundene, Dawn	Office Manager II	Franklin Elem	\$25.70	09/03/18	Repl. L. Neumann

# Human Resources Board Report

## February 11, 2019



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Sundene, Scott	Instructional Assist	Extended Day	\$19.98	09/04/18	Budgeted
Swanger, Melissa	Instructional Assist	Extended Day	\$19.98	09/10/18	Budgeted
Swensen, Heidi	Special Ed Para Ed	Kamiakin MS	\$19.40	09/05/18	Budgeted
Trace, Kelly	Instructional Assist	Baker Elem	\$16.88	08/29/18	Budgeted
Tramp, Julie	Instructional Assist	Extended Day	\$19.98	08/22/18	Budgeted
Wagner, Diana	Office Manager II	Bell Elem	\$25.70	08/20/18	Repl. M. Sanders
Weir, Makenna	Special Ed Para Ed	Parks Elem	\$19.40	09/04/18	Budgeted
Wolcott, Jolie	Special Ed Para Ed	Redmond HS	\$19.40	09/03/18	Budgeted
Zapata, Heather	Office Manager II	Evergreen MS	\$25.70	08/02/18	Repl. F. Casolary

### RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Allee, Donna	Teacher	Juanita HS	08/24/04	06/30/19	Resignation
Baumann, Kristi	Special Ed Para Ed	Carson Elem	10/13/05	02/28/19	Resignation
Benn, Andrea	Occupational Therapist	Special Services	08/25/14	06/30/19	Resignation
Bird, Heather	Teacher	Dickinson Elem	08/31/89	06/30/19	Retirement
Chokshi, Miral	Instructional Assist	Rockwell Elem	09/06/16	02/13/19	Resignation
Fornia, Brian	Custodian	Finn Hill MS	03/31/05	06/19/19	Retirement
Fuhrman, Launa	Speech Language Path	Special Services	08/25/14	01/08/19	Resignation
Kuttler, Janna	Head Start/Ready Start	Juanita Elem	11/22/99	06/17/19	Retirement
Lane, Rachel	Special Ed Para Ed	Rose Hill MS	09/03/18	01/31/19	Resignation
Lickenbrock, Heather	Admin Sec III	Resource Center	12/04/17	02/07/19	Resignation
Mom, Samith	Custodian	Muir Elem	10/13/05	01/31/19	Retirement (REV)
Okawa, Donna	Teacher	Finn Hill MS	08/31/78	06/30/19	Retirement
Olsen, Jennifer	Teacher	Inglewood MS	08/28/17	01/22/19	Resignation
Package, Linda Lou	Admin Sec II	Resource Center	09/27/91	03/31/19	Retirement
Parsons, Sheri	Special Ed Para Ed	Parks Elem	01/02/18	01/25/19	Resignation
Poppino, Nicole	Office Manager	McAuliffe Elem	01/20/16	02/22/19	Resignation

# Human Resources Board Report February 11, 2019



## RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Searle, Kathryn	Program Specialist	Resource Center	08/26/13	01/28/19	Resignation
Torres, Primrose	Special Ed Para Ed	Redmond HS	11/10/97	06/28/19	Retirement
Trepanier, Robert	Procurement Manager	Resource Center	06/25/07	01/31/19	Retirement
Welch, JoAnn	Teacher	Evergreen MS	08/28/17	06/30/19	Resignation
Witham, Louise	Teacher	Dickinson Elem	10/24/91	06/30/19	Retirement

## CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Bricker, Megan	Kirkland MS	.8 P3 to .8 P3/.1 NC	01/30/19
Gregori, Christina	Kamiakin MS	.5 C to .5 C/.1 NC	01/28/19
Vanbuskirk, Tanya	WANIC/Emerson HS	.5 P/.2 NC to .5 P/.3 NC	01/28/19

## CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Brunke, Jill	Instructional Assist	Health Room Secretary	09/04/18	Budgeted	\$22.50
Johnson-Key, Julie	Instructional Assist	School Secretary	09/03/18	Repl. K. Aghaseyedali	\$22.50
Kalman, Zsuzsanna	ReadyStart/HeadStart Ld Teacher	Preschool SpEd Teacher	01/28/19	Budgeted	A-0
King, Renata	Instructional Assist	School Secretary	09/04/18	Budgeted	\$22.50
Lind, Madison	Instructional Assist	Health Room Secretary/IA	08/29/18	Repl. K. Shaffer	\$22.50/\$16.88
Paul, Heidi	Elem Principal	MS Planning Principal	01/31/19	Budgeted	\$148,575.00
Story, Brian	Elem Associate Principal	Interim Elem Principal	01/31/19	Repl. H. Paul	\$144,445.00

## CONTINUOUS IMPROVEMENT PROCESS (CIP) PLAN APPROVAL, 2018-19

February 11, 2019

### SITUATION

Pursuant to WAC 180-16-220, "Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors. At a minimum, the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan."

Each school has completed its Continuous Improvement Process (CIP) Plans for the 2018-19 school year. The plans are reviewed by Directors of School Support in order to ensure they met the criteria defined in the WAC and in Policy AFE-R, Evaluation of Instructional Program.

Plan modifications were made to address any areas of concern identified in this review. All of the plans have been found to meet the criteria established by the WAC and by the district.

As part of the CIP planning process, each school has set goals consistent with State requirements in Literacy, math, and science.

### RECOMMENDATION

The Board of Directors approves the 2018-19 Continuous Improvement Process (CIP) Plans for all schools as presented.

# ATHLETIC PARTICIPATION FEES

February 11, 2019

## SITUATION

Many student-athletes participate in organized athletic activities run by their coaches during the summer months. The District has an interest in providing the same standard of care and supervision for these organized activities by having student-athletes register for participation, paying coaches at their in-season hourly rate for up to either 30 or 60 hours for summer activities, and providing oversight and athletic trainer access during the summer months. A tiered participation fee, based on the number of contact hours, is necessary to compensate coaches for their time in organizing and supervising these activities.

The following fees are recommended beginning summer 2019. These fees will continue for the 2019-20 school year:

<b>Middle School</b>	<b>2018-19</b>	<b>2018-19/2019-20 Proposed</b>
Per Sport	\$75.00	\$75.00
Individual Cap	\$150.00	\$150.00
Same school family cap	\$225.00	\$225.00

<b>High School</b>	<b>2018-19</b>	<b>2018-19/2019-20 Proposed</b>
Per Sport	\$200.00	\$200.00
Individual Cap	\$400.00	\$400.00
Same school family cap	\$725.00	\$725.00
Summer Tier 1 (60 hours)	N/A	<b>\$100.00</b>
Summer Tier 2 (30 hours)	N/A	<b>\$50.00</b>

Fee waivers can be requested and schools will work with the booster clubs and PTSA to assist with those students who may not be able to pay the fee.

## RECOMMENDATION

The Board of Directors approves the 2018-19 athletic participation fees as listed above.

SALE OF DISTRICT PROPERTY – REAL ESTATE  
ROSE HILL PROPERTY (SITE 27)  
RESOLUTION NO. 2262

February 11, 2019

SITUATION

The Rose Hill Property (Site 27) was acquired many years ago to use for a potential school site. After the property was acquired, the City of Redmond approved an ordinance requiring that the location of a school have a significant setback from the gas pipeline (500 feet) on the eastern side of the property. Using the 500-foot set back from the property line results in City of Redmond code not permitting a school to be constructed within about 70% of the property. The District would be left with useable area of approximately 3.21 acres which is about 30% of the property. The remaining buildable area would not support the construction of a school.

At the May 8, 2017 board meeting, the Board of Directors, after holding a public hearing as required by law, approved Resolution No. 2237, concluding that the Rose Hill Property is no longer feasible to use as a school site and authorizing the Superintendent to proceed with the process for the sale of the property. In accordance with law, the district obtained an appraisal that concluded the fair market value of the property was \$11,925,000.

The District, with the assistance of a real estate broker, marketed the sale of the property which continued into early 2019. Many local and national developers expressed interest in purchasing the property. The District entered into a Vacant Land Purchase and Sale Agreement with DR Horton, subject to seller and buyer contingencies, to sell the property for \$20,750,000. The agreement includes a commercially reasonable buyer feasibility contingency period (60 days) and a substantial non-refundable earnest money deposit (\$2.0 million) if the buyer waives its feasibility contingency. If the buyer waives its feasibility contingency, it is expected it will take approximately 15 months for the buyer to obtain plat approval from the City of Redmond with a closing to occur in the summer of 2020. The funds from the sale of the property will be reserved for future property acquisition.

If the buyer waives its feasibility contingency, a Notice of Intention to Sell Real Property will be published under RCW 28A.335.120(3) of the District's intention to sell the real property after forty-five (45) days from the publication of the Notice. Prior to closing, the Board will authorize the Superintendent, or designee, to sign documents necessary to close the sale of property.

RECOMMENDATION

The Board of Directors adopt Resolution No. 2262 approving the agreement with DR Horton and authorizing the Superintendent or designee to proceed with the process for sale and closing of the property.

SALE OF DISTRICT PROPERTY – REAL ESTATE  
ROSE HILL PROPERTY (SITE 27)

RESOLUTION No. 2262

A Resolution of the Board of Directors of Lake Washington School District No. 414 ("District") to approve the sale of the Rose Hill Property to SSHI LLC, d/b/a/ DR Horton under a Vacant Land Purchase and Sale Agreement dated February 6, 2019 ("Agreement").

WHEREAS, pursuant to RCW 28A.335.120, the Board of Directors held a public hearing regarding the surplus and sale of the property; and

WHEREAS, after the public hearing, the Board of Directors adopted Resolution No. 2237 on May 8, 2017 that the Rose Hill Property is no longer feasible for school use, that such property is surplus, and authorized the process for sale of the property; and

WHEREAS, the District marketed the property in 2018 into early 2019; and

WHEREAS, the District and DR Horton executed the Agreement, which includes a Board of Directors Approval Contingency, after which DR Horton's 60-day feasibility contingency begins; and

WHEREAS, if DR Horton waives its feasibility contingency and all other contingencies of the parties' obligations to complete the purchase and sale of the property are fulfilled, the Board of Directors will authorize the Superintendent, or designee, to sign documents and take other action necessary to close the sale of property.

ADOPTED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 11<sup>th</sup> day of February 2019.

BOARD OF DIRECTORS  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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Attest:

\_\_\_\_\_  
Secretary, Board of Directors

## INSTRUCTIONAL MATERIALS ADOPTION

February 11, 2019

### SITUATION

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

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

**Title:** The Bedford Researcher Sixth Edition, 2018  
**Author:** Mike Palmquist  
**Publisher:** Macmillan Learning  
**Copyright:** 2018  
**No. of Copies:** 15  
**Price:** \$50.96 per book  
**School Requesting:** Lake Washington High School  
**Classification:** Grade 10

**Title:** World History: Preparing for the Advanced Placement Examination, 2018 Edition  
**Author:** Multiple  
**Publisher:** AMSCO School Publications, a division of Perfection Learning  
**Copyright:** 2018  
**No. of Copies:** 35  
**Price:** \$18.95 per book  
**School Requesting:** Lake Washington High School  
**Classification:** Grade 10

**Title:** The Great Wall of Lucy Wu  
**Author:** Wendy Wan-Long Shang  
**Publisher:** Scholastic  
**Copyright:** 2013  
**No. of Copies:** 25  
**Price:** \$7.89  
**School Requesting:** Rachel Carson Elementary School  
**Classification:** Grade 4

**Title:** Edge of Extinction: The Ark Plan  
**Author:** Laura Martin  
**Publisher:** Harper Collins  
**Copyright:** 2016  
**No. of Copies:** TBD  
**Price:** \$6.98  
**School Requesting:** Redmond Middle School  
**Classification:** Grade 6



IMC Adoption  
February 11, 2019

**Title:** The Last Wild  
**Author:** Piers Torday  
**Publisher:** Puffin Books  
**Copyright:** 2015  
**No. of Copies:** TBD  
**Price:** \$8.99  
**School Requesting:** Redmond Middle School  
**Classification:** Grade 6

**Title:** Ice Breaker  
**Author:** Lian Tanner  
**Publisher:** Scholastic  
**Copyright:** 2016  
**No. of Copies:** TBD  
**Price:** \$7.99  
**School Requesting:** Redmond Middle School  
**Classification:** Grade 6

**Title:** Theatre the Lively Art 9<sup>th</sup> Edition  
**Author:** Edwin Wilson and Alvin Goldfarb  
**Publisher:** McGraw Hill  
**Copyright:** 2014  
**No. of Copies:** Students would purchase/rent their own copies as this is a college level class  
**Price:** \$121.00  
**School Requesting:** Eastlake High School  
**Classification:** Grade 11

**Title:** Skeleton Creek  
**Author:** Patrick Carman  
**Publisher:** PC Studies, Inc  
**Copyright:** 2009  
**No. of Copies:** 20  
**Price:** \$10.99  
**School Requesting:** Inglewood Middle School  
**Classification:** Grade 6

**Title:** Language! LIVE  
**Author:** Louisa Moats Ed. D  
**Publisher:** Voyager Sopris  
**Copyright:** 2014  
**No. of Copies:** 14  
**Price:** Teacher Text/License \$895.00 per year,  
Student Text/Licnese \$109.00 per year  
**School Requesting:** District Intervention Program  
**Classification:** Grade 5

**Title:** The Firefly Code  
**Author:** Megan Frazer Blakemore  
**Publisher:** Bloomsbury USA  
**Copyright:** 2017  
**No. of Copies:** TBD  
**Price:** \$8.99  
**School Requesting:** Redmond Middle School  
**Classification:** Grade 6

IMC Adoption  
February 11, 2019

<b>Title:</b>	<b>A Whisper of Horses</b>
<b>Author:</b>	<b>Zillah Bethell</b>
<b>Publisher:</b>	<b>Feiwel &amp; Friends</b>
<b>Copyright:</b>	<b>2017</b>
<b>No. of Copies:</b>	<b>TBD</b>
<b>Price:</b>	<b>\$7.99</b>
<b>School Requesting:</b>	<b>Redmond Middle School</b>
<b>Classification:</b>	<b>Grade 6</b>

### 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 gender. 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.

SELECTION OF COMMUNITY MEMBERS, STATEMENT FOR  
APRIL 2019 KING COUNTY ELECTIONS VOTERS' PAMPHLET

February 11, 2019

SITUATION

As part of the process to be included in the voters' pamphlet, the Board is required to solicit Pro and Con committees (maximum of three members each) to prepare statements in favor or in opposition to the ballot measure (pro and con statements). Members are to be appointed from persons known to favor or oppose the measure. If such persons are not immediately known, the district must notify the public that members of the proponent or opponent committee are being sought.

Since the district has an established promotional committee, Lake Washington Citizens Levy Committee, they were asked to provide names of three members to write the promotional statement. Since no formal ongoing opposition committee is known to exist, the district employed formal means of notifying the public that the district was seeking interested community members to participate in writing an opposition statement. On January 16, a notice was posted on the district's website seeking interested persons and asking them to notify the district of their interest by January 31.

The Lake Washington Citizens Levy Committee has provided names of three members to write the promotional statements.

- Penny Sweet
- John Marchione
- Christie Malchow

As of January 31, one community member expressed an interest to write the con statement for the elections brochure.

- Susan Wilkins

After Board appointment of the committee members, the district must provide them with the rules and regulations.

RECOMMENDATION

The Board of Directors appoints the nominations of the Lake Washington Citizens Levy Committee to prepare a promotional statement in support and Susan Wilkins to prepare an opposition statement for Proposition 1, Capital Projects Levy, to be included in King County Elections Voters' Pamphlet for the April 23, 2019 election and notify that Elections Department of these appointments.

SURPLUS OF EQUIPMENT AND BOOKS  
RESOLUTION NO. 2263

February 11, 2019

SITUATION

In the normal course of district operations, materials and equipment become dated, damaged and in many cases, unusable or unsupportable. Our last surplus authorization for equipment was in June 2018. Since that time, we have been accumulating items that are no longer of any use to the schools or departments.

In order to dispose of this equipment and materials, they must be declared surplus to the needs of the district. Resolution No. 2263 has been prepared in order to do so.

Once this property is declared surplus by the board and appropriate public notifications are made, we will offer it for sale/redistribution consistent with the requirements of RCW 28A.335.180. This could include providing technology equipment to economically-disadvantaged students, sales to other private and public schools, sale to the general public and/or disposal. As appropriate, we will use the state surplus warehouse for disposal.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2263 declaring the equipment listed on the attached page as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of the items listed.

SURPLUS OF EQUIPMENT AND BOOKS

RESOLUTION NO. 2263

WHEREAS, in the course of normal operations, equipment and materials are purchased for use by the various schools and support functions of the district;

WHEREAS, this equipment and these materials have been used and have fulfilled their useful life or have been replaced by other equipment, materials or vehicles which fulfill to a greater degree the needs for which the original equipment, material or vehicles were purchased;

WHEREAS, it is no longer practical or economical to retain these items for possible future use due to cost of storage, handling, and maintenance.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Washington School District, No. 414, declares that the personal property on the attached list is surplus to the needs of the district and that the administration is hereby authorized to dispose of this property in accordance with the regulations of the State of Washington.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 11<sup>th</sup> day of February 2019.

BOARD OF DIRECTORS  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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\_\_\_\_\_  
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Attest:

\_\_\_\_\_  
Secretary, Board of Directors

**Surplus of Equipment and Books****Resolution No. 2262****February 11, 2019**

<b>Quantity</b>	<b>Unit</b>	<b>Description</b>
1	lot	Activboard, Promethean, Assorted
1	lot	Activotes
1	lot	Activslates
1	lot	Activwands
2	each	Amplifiers
1	lot	Books, Curriculum
1	lot	Broadcasting Equipment, Assorted
1	lot	Cabinet, Assorted
3	each	Calculators, Graphing, Assorted
6	each	Carts (AV, TV, laptop, etc.)
1	lot	Cases, Assorted
8	each	Cash Register System, Assorted
1	each	CD Player, Sony
7	each	Cell Phone, Assorted
1	lot	Chairs, Assorted
1	lot	Computer Parts (keyboards, components, mice)
1	lot	Computers, Desktop, Assorted
1800	each	Computers, Desktop, HP 6305
1	lot	Computers, Laptops, Assorted
12	each	Computers, Netbooks, Assorted
31	each	Computers, Tablet, Assorted
2	each	Copiers
1	lot	Desks, Assorted
12	each	Digital Camcorder, Assorted
9	each	Digital Camera, Assorted
1	each	Dishwasher
1	lot	Document Cameras, Assorted
1	lot	DVD Player, Assorted
3	each	Editing Controller, Casablanca
1	each	Fax Machine, Brother
35	each	File Cabinets
1	each	Flight Simulator and accessories
1	each	Hard Drive, Lacie
2	each	IPAQ, Pocket PC
7	each	Laminator, Assorted
1	each	Lamp, desktop
1	lot	Library books
1	lot	Monitors, Assorted
1	lot	Network Switches, Assorted
1	each	Popcorn Machine
1	lot	Printers, Assorted
1	lot	Projectors, Assorted

2	each	Radios
1	each	Receipt Printer, Epson
1	lot	Scanner, Assorted
3	each	Scanner, handheld barcode, Janam XP20
5	each	Server, MAC Workgroup
1	each	Speaker, Yamaha
1	lot	Tables, Assorted
1	lot	Tape Recorders
1	lot	Telephones, Assorted
1	lot	Televisions, Assorted
2	each	Typewriters
1	lot	VCR, Assorted
1	lot	VHS tapes, Assorted
1	each	Washing Machine
8	each	Whiteboard, Assorted
1	lot	Wireless Access Points, Assorted

DONATIONS  
February 11, 2019

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>
Dr. Dana Kindberg to Nutrition Services	\$2,138.68	To provide relief to district families for negative lunch account balances.
William White and Suzann Royers to Nutrition Services	\$1,750.00	To provide relief to Finn Hill Middle School and Environmental & Adventure School families for negative lunch account balances.
Procter & Franzke Big Kahuna TX to Sandburg Elementary School	\$6,410.76	To support outdoor education.
Samantha Smith PTSA to Smith Elementary School	\$22,513.00	To provide student scholarships (\$500.00) and stipends for student council, math club, and reading club (\$6,699.00); purchase site licenses for Accelerated Reader and Accelerated Math (\$660.00), library resources (\$1,500.00), reading club supplies (\$300.00) and magazine subscriptions (\$3,340.00); and support assemblies (\$2,500.00) and classroom enrichment (\$7,014.00).
Finn Hill Middle School PTSA to Finn Hill Middle School	\$2,000.00	To provide teacher release time.
Taylor and Joann Smith to Rose Hill Middle School	\$3,000.00	To support professional development (\$2,500.00) and purchase classroom supplies (\$500.00).
Eastlake High School PTSA to Eastlake High School	\$28,926.00	To purchase theatre supplies (\$9,464.00), classroom supplies (\$4,840.00), musical instruments (\$3,536.00), and library books (\$7,280.00) and support school assemblies (\$2,556.00) and classroom enrichment (\$1,250.00).
Wolves Football Association to Eastlake High School	\$2,582.94	To purchase scoreboard repairs.
Lake Washington High School Cross Country/Track Booster Club to Lake Washington High	\$2,324.00	To provide stipends for conditioning and training.
Redmond High School PTSA to Redmond High School	\$1,500.00	To provide classroom enrichment.
<b>TOTAL</b>	<b>\$73,145.38</b>	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the February 11, 2019 board meeting.



APPROVAL OF ER-2, SCIENCE  
MONITORING REPORT

February 11, 2019

At the December 3, 2018 board meeting, ER-2, Science, was presented.

Following the presentation of the report, the Board has identified and documented consensus comments with respect to assertions of progress and exceptions. The Board has identified focus/priority areas and presentation comments to provide direction to the superintendent, as specified in Board Policy: Board/CEO Relationship, B/CR-5: Monitoring CEO Performance:

“The Board will view CEO performance as being identical to organizational performance. CEO job performance will be monitored systematically against the only CEO job expectations: reasonable progress toward organizational accomplishment of the Board’s Ends policies, and organizational operation within the boundaries established in the Board’s Executive Limitations policies.”

Following board discussion, the monitoring report and Assertion of Progress and Exception form for ER-2, Science, will be presented for approval.

RECOMMENDATION

The Board of Directors approves the ER-2, Science, monitoring report and Assertion of Progress and Exception form as presented, recognizing that reasonable interpretation is aligned with the Ends Policy and represents appropriate targets for outcomes. Further, this monitoring report demonstrates while there was not full achievement of the Ends Policy Interpretation, the Board believes that the evidence demonstrates reasonable partial achievement toward the Ends Policy interpretation.


# **End Result (ER) 2: Science**

Board Monitoring Report  
February 11, 2019

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## Data Overview Sheet

<b>Student Performance Targets:</b> 95% of students meet all established indicators Student performance is comparable to student performance in comparable WA state districts Student performance is improving								<b>Key:</b>  Reasonable Progress Limited Progress		
	All	Female	Male	Special Education	ELL	Low Income	Asian	Black/African American	Latino/Hispanic	White
<b>5 Science WCAS Spring 2018</b>	81.9% Rank 1 n/a baseline	81.7% Rank 1 n/a baseline	82.1% Rank 1 n/a baseline	47.0% Rank 1 n/a baseline	44.5% Rank 2 n/a baseline	45.7% Rank 17 n/a baseline	90.8% Rank 2 n/a baseline	55.5% Rank n/a n/a baseline	55.4% Rank 9 n/a baseline	82.8% Rank 1 n/a baseline
<b>8 Science WCAS Spring 2018</b>	78.4% Rank 3 n/a baseline	79.1% Rank 3 n/a baseline	77.8% Rank 4 n/a baseline	36.0% Rank 3 n/a baseline	18.8% Rank 5 n/a baseline	40.4% Rank 21 n/a baseline	87.9% Rank 2 n/a baseline	52.6% Rank n/a n/a baseline	56.8% Rank 7 n/a baseline	79.3% Rank 4 n/a baseline
<b>9 Full Science Credit 2017-18 Class of 2021</b>	92.7% n/a ↑3.7 (5 yr)	96.5% n/a ↑2.4 (5 yr)	96.3% n/a ↑5.0 (5 yr)	87.2% n/a ↑16.1 (5 yr)	85.5% n/a ↑7.7 (5 yr)	84.4% n/a ↑6.6 (5 yr)	98.5% n/a ↑1.2 (5 yr)	87.9% n/a ↑2.2 (5 yr)	88.4% n/a ↑8.8 (5 yr)	97.5% n/a ↑4.2 (5 yr)
<b>11 Science WCAS Spring 2018</b>	31.3% / 79.5%* Rank 1* n/a baseline	31.5% / 80.2%* Rank 1* n/a baseline	31.1% / 78.8%* Rank 2* n/a baseline	9.3% / 44.8%* Rank 1* n/a baseline	15.5% / 43.7%* Rank 3* n/a baseline	20.9% / 54.8%* Rank 2* n/a baseline	35.8% / 85.7%* Rank 5* n/a baseline	33.3% / 75.0%* Rank n/a n/a baseline	20.9% / 56.9%* Rank 2* n/a baseline	32.1% / 82.7%* Rank 1* n/a baseline

\*Of those that took the test. 39.4% of 11<sup>th</sup> grade students took the test in Spring, 2018. Ranking is compared to those that took tests in comparative districts.

<b>Data Business Rules:</b>	<b>Color Coding Business Rules:</b>
<ul style="list-style-type: none"> <li>Rankings are out of Washington School Districts with 6500 or more students. In 2017-18, this was 49 school districts.</li> <li>Gr 5-8, 11 Science: Washington State Report Card business rules, Spring 2018.</li> <li>9 Full Science Credit: % of students who earned 1.0 credits of Science in 9<sup>th</sup> grade. Students included were enrolled on May 1 and had attempted at least 1.0 credits of Science during the year. Rank not available for this indicator.</li> <li>Other: Specific percentages for American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander not provided due to low n.</li> <li>Other: Rank for Black/African American n/a due to several district's percentages suppressed.</li> </ul>	<p><b>Dark Green</b></p> <p>If 85% or higher, then dark green                      If negative progress of two (2) or more points, move to light green                      Or, if rank is &gt; 11, move to light green (rank 11 is the 80<sup>th</sup> percentile of 49 school districts)</p> <p><b>Yellow</b></p> <p>If 71-84%, then Yellow                      If rank is &lt;5, move to light green (rank 4 is the 94<sup>th</sup> percentile of 49 school districts)</p> <p><b>Dark Red</b></p> <p>If 70% or less, then dark red                      If rank is &lt; 12, move to light red                      Or, if progress is three (3) or more points, move to light red</p>

**Monitoring Description, Established Indicators,  
Targets for Student Achievement, and Established Data Sets/Displays**

**High Level Ends:**

Each student will demonstrate his or her highest level of achievement and application of knowledge within a well-rounded, interdisciplinary program of study.

Accordingly, for science students will:

- Understand and apply scientific principles and concepts
- Solve problems, reason, and communicate scientifically

## Part 1: Achievement in Elementary Science

### **CEO's Ends Policy Interpretation**

*Reasonable Interpretation: Policy criteria, observable conditions, alignment to Ends, targets and rationale*

Achievement in Elementary Science is interpreted as the demonstrated skills of grade 5 students. The elementary science program is founded on the Washington State K-12 Learning Standards/Next Generation Science Standards. These standards define what students should understand and be able to do in their study of science for kindergarten-grade 12. The district has adopted curriculum to support core and intervention instruction.

**Therefore, I interpret that student demonstration of achievement on the Washington Comprehensive Assessment of Science in grade 5 to provide evidence of preparing students for future academic success in science.**

As such, observable conditions and targets for End Results (ER) 2 Elementary Science include:

- 95% of 5th graders meeting or exceeding state standards in science

**Our commitment and aspirational goal is for 95% of students to demonstrate elementary science skills. I interpret that there is sufficient evidence toward accomplishment of the End for each student group when:**

- **85% or more students demonstrate above or at standard performance on the Washington Comprehensive Assessment of Science and a positive trend or no more than a 2% decline of the trend.**<sup>1</sup>

**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; yellow and red-shaded cells denote areas of partial achievement.**

### **Rationale**

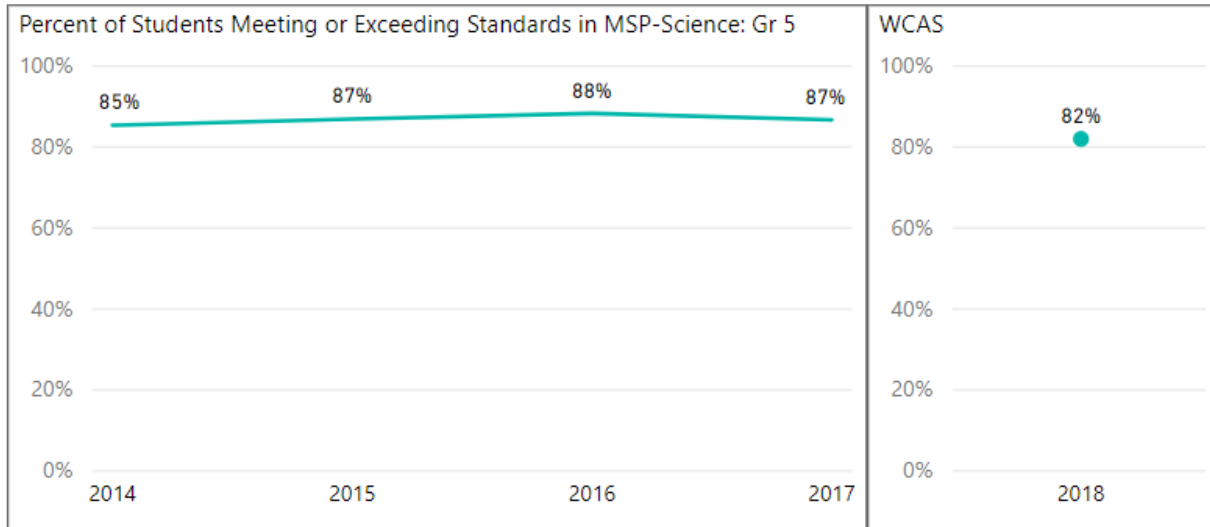
Given the high aspirational goal of 95% of students to demonstrate achievement in elementary science, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and year-to-year improvement provides sufficient evidence of reasonable progress toward accomplishment of the End. Any student group not meeting established criteria provides evidence that full achievement of the End has not been accomplished.

### **Monitoring Results: All Student Group**

Overall, 81.9% of students met standard on the new Washington Comprehensive Assessment of Science. The "all students" group in grade 5 ranks 1<sup>st</sup> among Washington State districts with 6500 students or more (the largest 49 districts). This assessment was administered for the first time in the spring of 2018 and measures the level of proficiency that students have achieved based on the Washington State Science Learning Standards which were adopted in 2013.

1. Because this assessment measured student performance in relation to a different set of standards than prior years, it serves as a baseline and there is not yet a performance trend.

**Data Displays: All Students Group**



% of 5 <sup>th</sup> Graders Meeting or Exceeding State Standards in Science			
School Year	Assessment	% Met	Total N
2013-14	MSP	85.3	1752
2014-15	MSP	86.9	2209
2015-16	MSP	88.2	2263
2016-17	MSP	86.7	2323
<b>2017-18</b>	<b>WCAS</b>	<b>81.9</b>	<b>2439</b>

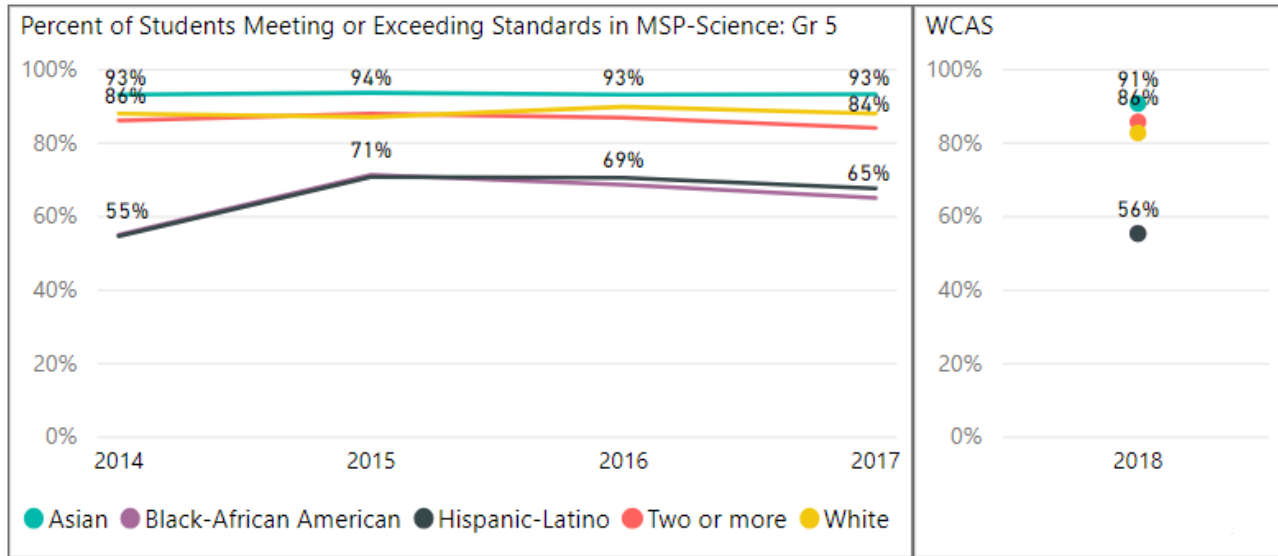
## Monitoring Results: Select Student Groups and Programs

Monitoring results show relatively high performance for students in the Asian, Two or More Races, and White groups. Achievement gaps are present for students in the Hispanic/Latino and Black/African American groups. Gaps are also present other student groups including students receiving special education or ELL services, and for students from low-income households.

- Asian students perform higher than other race/ethnicity groups with 90.8% of students meeting standard
  - Significant gaps are present for Black/African American and Hispanic/Latino students with 55.5% and 55.4% of students meeting standards respectively
  - Hispanic/Latino grade 5 students rank 9<sup>th</sup> among the 49 largest districts in the state in science
  - Female and male grade 5 students rank 1<sup>st</sup> among the 49 largest districts in the state in science
  - Students receiving special education services have a 40-percentage point gap in grade 5 when compared to students who are not receiving special education services
  - Although students receiving special education services are not performing at similar levels as non-disabled peers, grade 5 LWSD students receiving special education services rank 1<sup>st</sup> among the 49 largest districts in the state
  - Students that have exited ELL services outperform current and never ELL students
  - Although students receiving ELL services are not performing at similar levels as exited or never ELL peers, grade 5 LWSD students receiving ELL services rank 2<sup>nd</sup> among the 49 largest districts in the state
  - Students from low-income households have 41-percentage point gap when compared from non-low-income households, and this group ranks 17<sup>th</sup> among the largest 49 districts in the state (2017-18 district Free and Reduced eligibility was 11.1%)
-

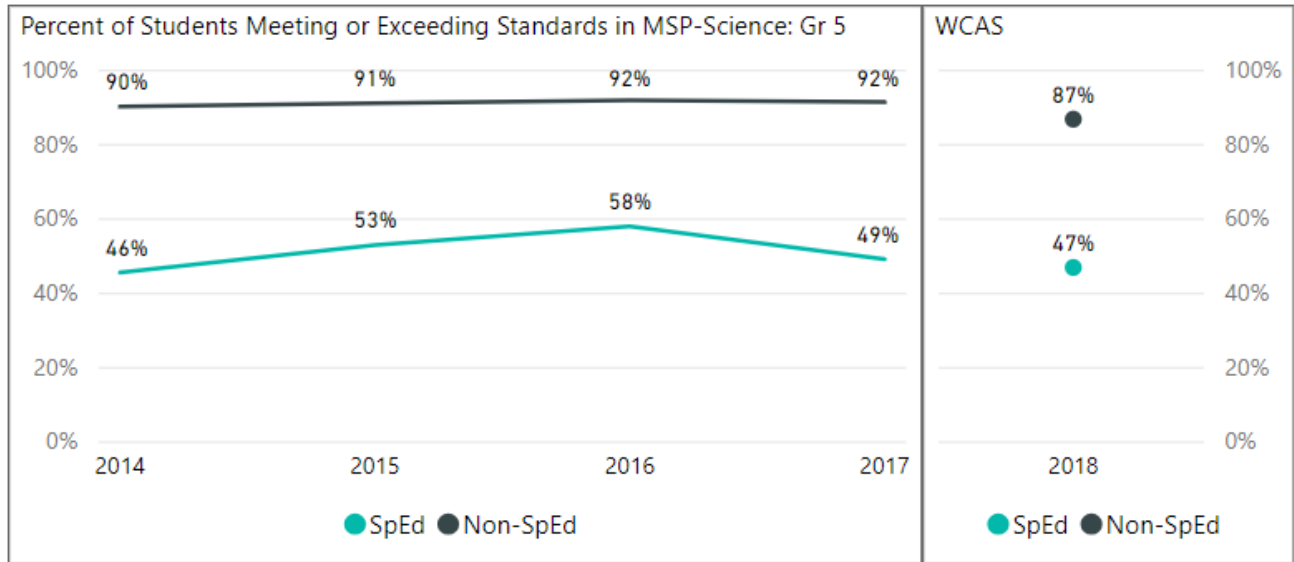


**Data Displays: Race/Ethnicity Student Groups:**



Percent of Students Meeting or Exceeding State Standards in Science – Grade 5: Race/Ethnicity											
School Year	Assessment	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
		% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	MSP	93.2	402	55.1	29	54.7	170	86.2	87	88.1	1053
2014-15	MSP	93.7	515	71.4	28	70.8	216	88.0	151	87.1	1284
2015-16	MSP	93.2	575	68.7	32	70.6	225	86.9	161	89.9	1259
2016-17	MSP	93.3	633	65.1	43	67.7	239	84.1	189	88.1	1213
2017-18	WCAS	90.8	719	55.5	45	55.4	258	85.8	191	82.8	1217

**Data Displays: Students receiving Special Education Services:**



**Percent of Students Meeting or Exceeding State Standards in Science – Grade 5: Special Education**

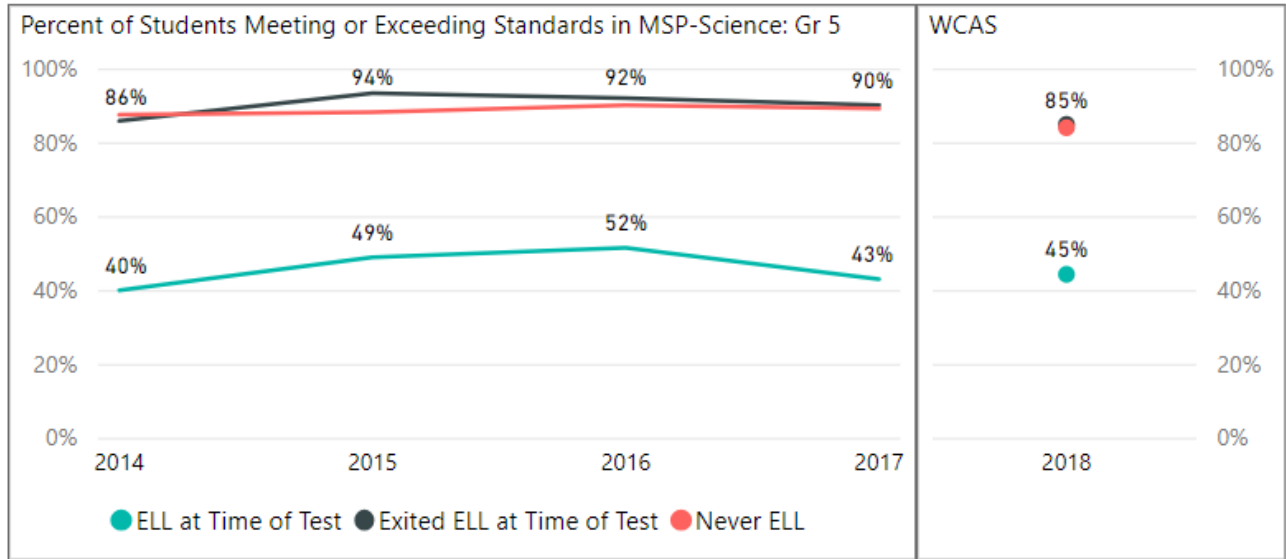
School Year	Assessment	Non-SpEd		SpEd	
		% Met	Total N	% Met	Total N
2013-14	MSP	90.3	1557	45.6	195
2014-15	MSP	91.2	1960	53.0	249
2015-16	MSP	92.0	2005	58.1	258
2016-17	MSP	91.5	2059	49.2	264
2017-18	WCAS	86.9	2135	47.0	304

**Percent of Students Meeting or Exceeding State Standards in Science - Grade 5 Special Education by Disability Category\* - 2018**

Disability Category	% Met	Total N
Emotional/Behavioral	75%	17
Communication Disorder	68%	19
Autism	66%	35
Health Impairment	59%	86
Specific Learning Disability	24%	116
Deafness	n/a	N<p10
Developmental Delays	n/a	N<10
Hearing Impairment	n/a	N<10
Intellectual Disability	n/a	N<10
Multiple Disabilities	n/a	N<10
Orthopedic Impairment	n/a	N<10
Traumatic Brain Injury	n/a	N<10
Visual Impairment	n/a	N<10

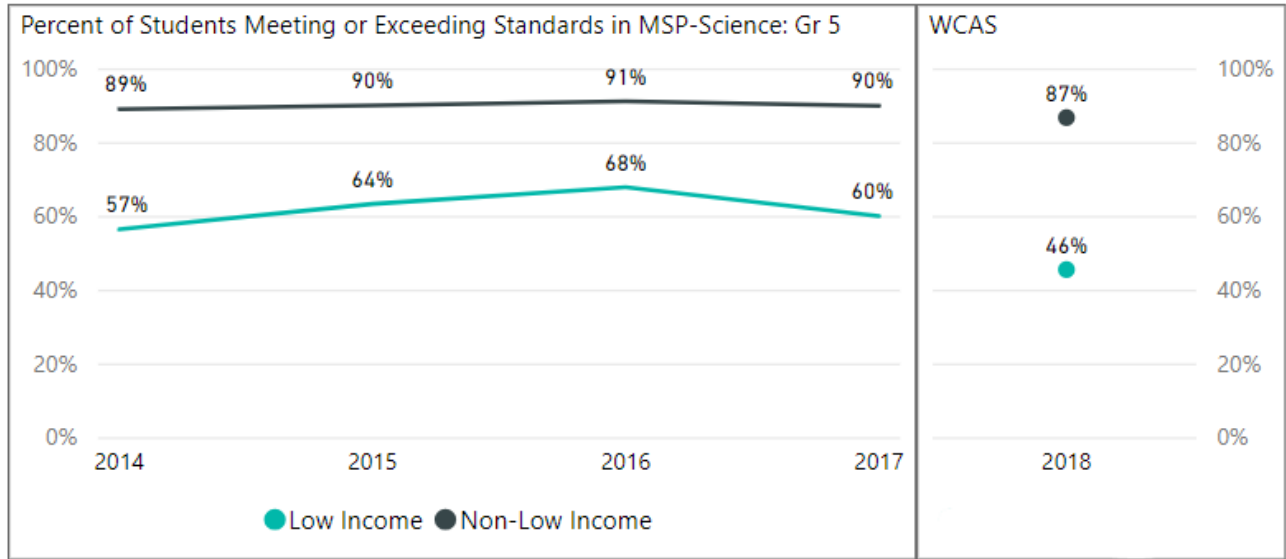
\*Categories defined in Appendix

**Data Displays: Students receiving ELL Services:**



Percent of Students Meeting or Exceeding State Standards in Science – Grade 5: ELL							
School Year	Assessment	Never ELL		Exited ELL		ELL at Time of Test	
		% Met	Total N	% Met	Total N	% Met	Total N
2013-14	MSP	87.7	1425	86.0	250	40.2	77
2014-15	MSP	88.4	1826	93.55	263	49.1	120
2015-16	MSP	90.3	1797	92.2	323	51.7	143
2016-17	MSP	89.4	1862	90.3	320	43.2	141
2017-18	WCAS	84.2	1880	85.1	411	44.5	148

**Data Displays: Students living in Low Income households**



Percent of Students Meeting or Exceeding State Standards in Science – Grade 5: Low Income					
School Year	Assessment	Non-Low Income		Low Income	
		% Met	Total N	% Met	Total N
2013-14	MSP	89.2	1542	56.6	210
2014-15	MSP	90.2	1932	63.5	277
2015-16	MSP	91.3	1953	68.0	310
2016-17	MSP	90.1	2059	60.2	264
2017-18	WCAS	86.9	2142	45.7	297

## Part 2: Achievement in Middle School Science

### **CEO's Ends Policy Interpretation**

*Reasonable Interpretation: Policy criteria, observable conditions, alignment to Ends, targets and rationale*

Achievement in Middle School Science is interpreted as the demonstrated skills of grade 8 students. The middle school science program is founded on the Washington State K-12 Learning Standards/Next Generation Science Standards. These standards define what students should understand and be able to do in their study of science for kindergarten-grade 12. The district has adopted curriculum to support core and intervention instruction. Achievement in middle school science prepares students for courses and content in high school.

**Therefore, I interpret that student demonstration of achievement on the Washington Comprehensive Assessment of Science in grade 8 provides evidence of preparing students for future academic in science.**

As such, observable conditions and targets for End Results (ER) 2 Middle School Science includes:

- 95% of 8th graders meeting or exceeding state standards in science

**Our commitment and aspirational goal is for 95% of students to demonstrate science skills. I interpret that there is sufficient evidence toward accomplishment of the End for each student group when:**

- **85% or more students demonstrate above or at standard performance on the Washington Comprehensive Assessment of Science and a positive trend or no more than a 2% decline of the trend.**<sup>1</sup>

**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of partial achievement.**

### **Rationale**

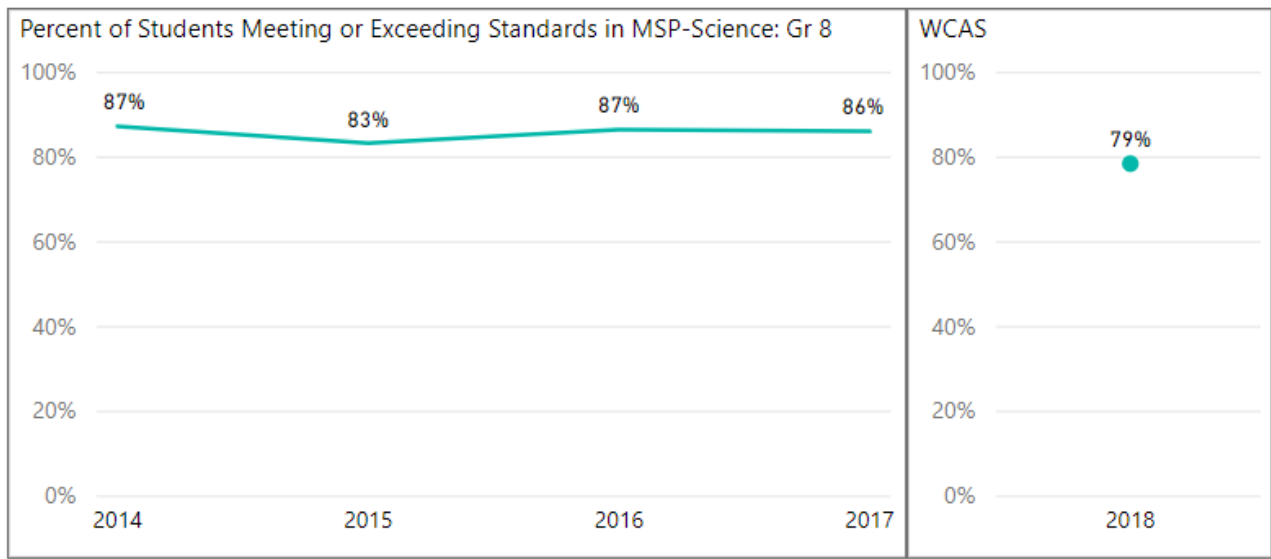
Given the high aspirational goal of 95% of students to demonstrate achievement in Middle School Science, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and year-to-year improvement provides sufficient evidence of reasonable progress toward accomplishment of the End. Any student group not meeting established criteria provides evidence that full achievement of the End has not been accomplished.

**Monitoring Results: All Student Group**

Overall, students in grade 8 demonstrated relatively high achievement in science with 78.4% of students meeting standard. The “all students” group ranks 3<sup>rd</sup> among Washington State districts with 6500 students or more (the largest 49 districts).

1. Because this assessment measured student performance in relation to a different set of standards than prior years, it serves as a baseline and there is not yet a performance trend.

**Data Displays: All Students Group**



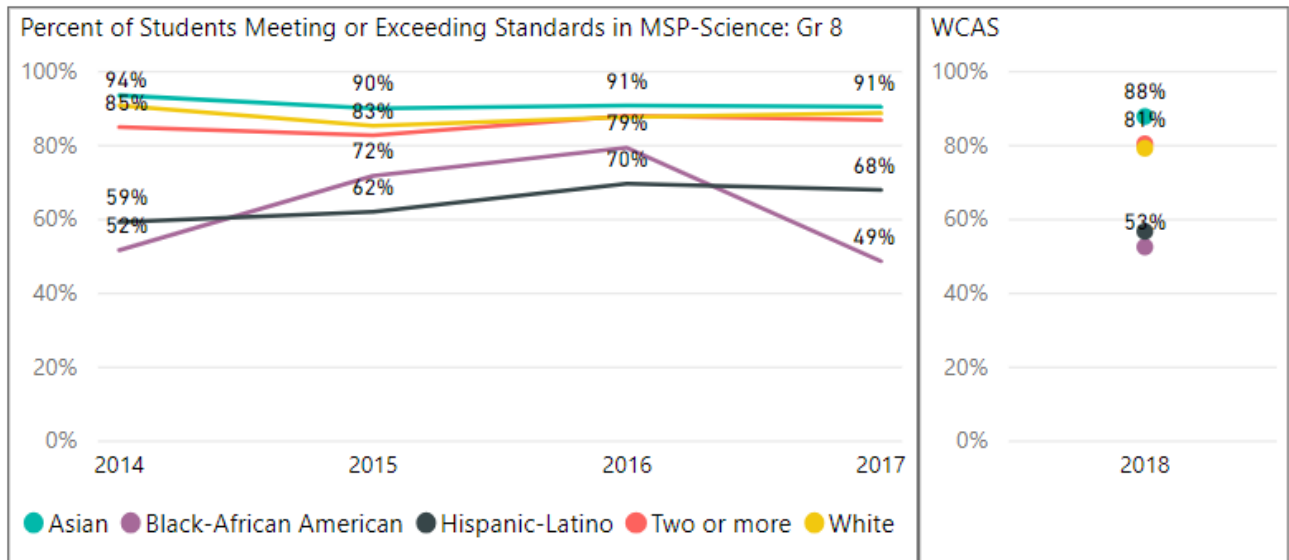
% of 8 <sup>th</sup> Graders Meeting or Exceeding State Standards in Science			
School Year	Assessment	% Met	Total N
2013-14	MSP	86.9	1885
2014-15	MSP	83.3	2016
2015-16	MSP	86.4	1970
2016-17	MSP	86.0	2099
2017-18	WCAS	78.4	2184

### **Monitoring Results: Select Student Groups and Programs**

Monitoring results show relatively high performance for students in the Asian, Two or More Races, and White groups. Achievement gaps are present for Hispanic/Latino and Black/African American students in middle school science. Gaps are also present for other student groups including students receiving special education or ELL services, and for students from low income households.

- Asian students perform significantly higher than all other race/ethnicity groups in middle school science with 87.9% of students meeting standard
- Hispanic/Latino grade 8 students rank 7<sup>th</sup> among the 49 largest districts in the state in science
- Female and male grade 8 students rank 3 and 4 respectively among the 49 largest districts in the state in science
- Students receiving special education services have a 47 percentage-point gap when compared to students who are not receiving special education services
- Although students receiving special education services are not performing at similar levels as non-disabled peers, grade 8 LWSD students receiving special education services rank 3<sup>rd</sup> among the 49 largest districts in the state
- There is a small gap between exited ELL students and never ELL students
- Although students receiving ELL services are not performing at similar levels as exited or never ELL peers, grade 8 LWSD students receiving ELL services rank 5<sup>th</sup> among the 49 largest districts in the state
- Students from low income households are underperforming compared to LWSD peers with grade 8 students ranking 21<sup>st</sup> among the largest 49 districts in the state

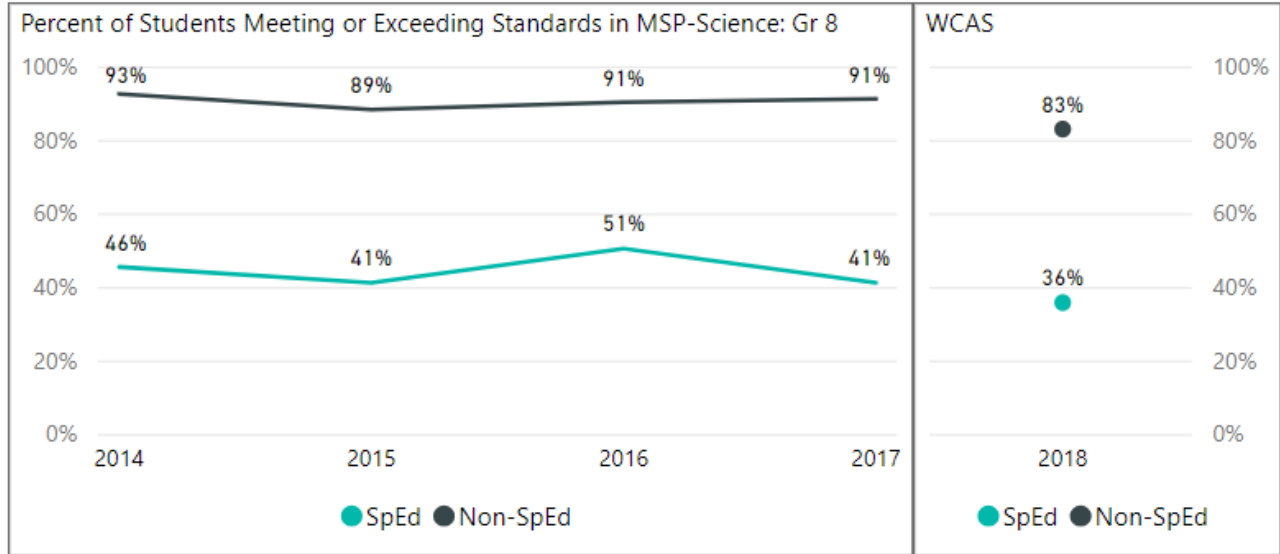
**Data Displays: Race/Ethnicity Student Groups:**



Percent of Students Meeting or Exceeding State Standards in Science – Grade 8: Race/Ethnicity											
School Year	Assessment	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
		% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	MSP	93.6	298	51.7	29	59.3	182	85.0	114	90.9	1245
2014-15	MSP	90.1	376	71.8	32	62.1	219	82.8	152	85.4	1226
2015-16	MSP	90.9	410	79.4	34	69.7	185	88.1	152	87.7	1179
2016-17	MSP	90.5	474	48.7	41	68.0	219	86.9	138	88.8	1209
2017-18	WCAS	87.9	521	52.6	38	56.8	241	80.5	159	79.3	1216



**Data Displays: Students Receiving Special Education Services:**



**Percent of Students Meeting or Exceeding State Standards in Science – Grade 8: Special Education**

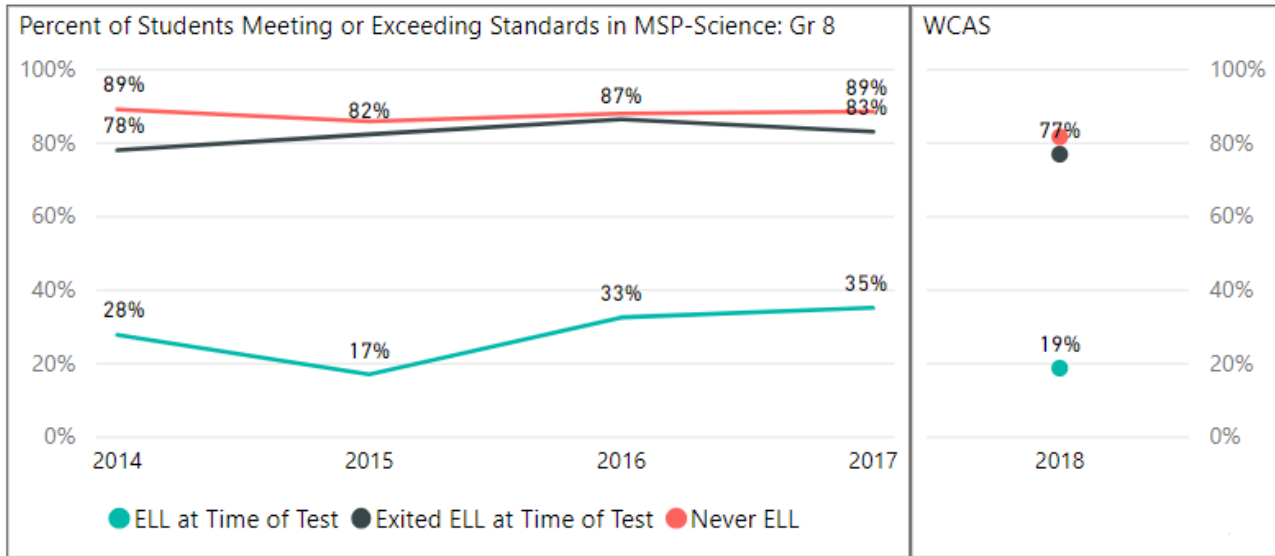
School Year	Assessment	Non-SpEd		SpEd	
		% Met	Total N	% Met	Total N
2013-14	MSP	82.8	1647	45.7	238
2014-15	MSP	88.5	1794	41.4	222
2015-16	MSP	90.5	1769	50.7	201
2016-17	MSP	91.4	1870	41.4	229
2017-18	WCAS	83.2	1962	36.0	222

**Percent of Students Meeting or Exceeding State Standards in Science - Grade 8 Special Education by Disability Category\* - 2018**

Disability Category	% Met	Total N
Autism	46%	28
Health Impairment	42%	78
Specific Learning Disability	14%	70
Communication Disorder	n/a	N<10
Deafness	n/a	N<10
Developmental Delays	n/a	N<10
Emotional/Behavioral	n/a	N<10
Hearing Impairment	n/a	N<10
Intellectual Disability	n/a	N<10
Multiple Disabilities	n/a	N<10
Orthopedic Impairment	n/a	N<10
Traumatic Brain Injury	n/a	N<10
Visual Impairment	n/a	N<10

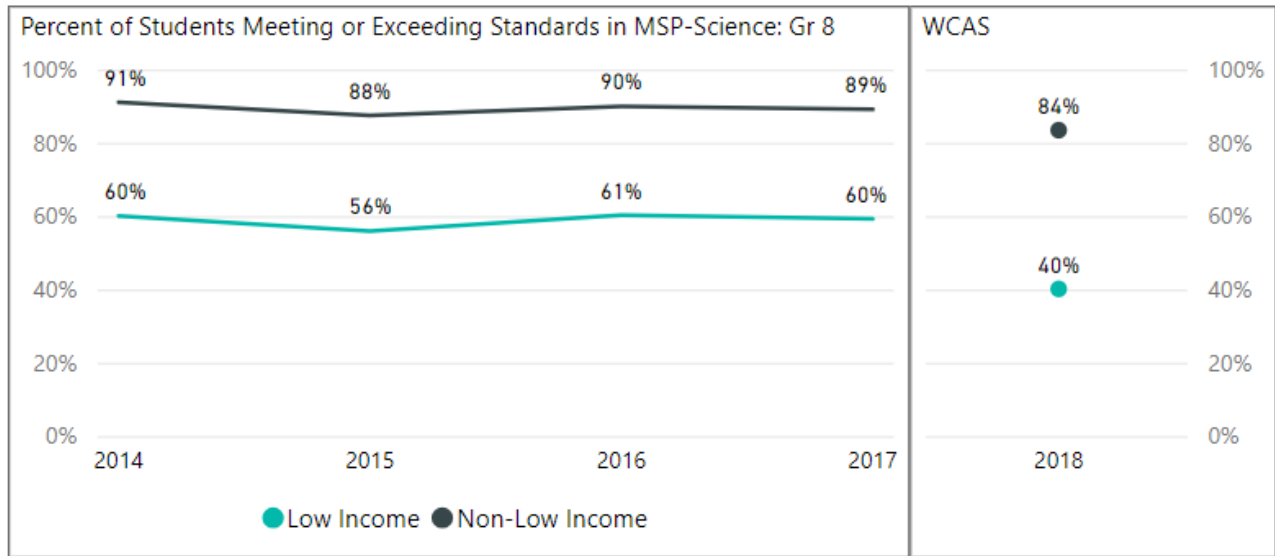
\*Categories defined in Appendix

**Data Displays: Students Receiving ELL Services:**



Percent of Students Meeting or Exceeding State Standards in Science – Grade 8: ELL							
School Year	Assessment	Never ELL		Exited ELL		ELL at Time of Test	
		% Met	Total N	% Met	Total N	% Met	Total N
2013-14	MSP	89.2	1691	78.1	151	27.9	43
2014-15	MSP	85.9	1696	82.4	256	17.1	64
2015-16	MSP	88.1	1620	86.5	298	32.6	52
2016-17	MSP	88.6	1693	83.1	338	35.2	68
2017-18	WCAS	81.7	1789	77.0	305	18.8	90

**Data Displays: Students Living in Low Income Households**



Percent of Students Meeting or Exceeding State Standards in Science – Grade 8:  
Low Income

School Year	Assessment	Non-Low Income		Low Income	
		% Met	Total N	% Met	Total N
2013-14	MSP	91.3	1615	60.3	270
2014-15	MSP	87.7	1735	56.2	281
2015-16	MSP	90.2	1719	60.5	251
2016-17	MSP	89.4	1859	59.5	240
2017-18	WCAS	83.7	1917	40.4	267

### Part 3: Achievement in High School Science

#### **CEO's Ends Policy Interpretation**

*Reasonable Interpretation: Policy criteria, observable conditions, alignment to Ends, targets and rationale*

Achievement in High School Science is interpreted as the demonstrated skills of high school students. The high school science program is founded on the Washington State K-12 Learning Standards/Next Generation Science Standards. These standards define what students should understand and be able to do in their study of science for kindergarten-grade 12. The district has adopted curriculum to support core and intervention instruction. Achievement in high school science prepares students post-secondary pathways. Three science credits are required for high school graduation, at least two of which must be in laboratory science. A student may choose the content of the third credit of science, based on the student's interests and high school and beyond plan. Students earning credit in grade 9 science are on track to graduate.

**Therefore, I interpret that earning full science credit in grade 9 and demonstration of achievement on Washington Comprehensive Assessment of Science in grade 11 provide evidence of preparing students for future academic in science.**

As such, observable conditions and targets for End Results (ER) 2 High School Science include:

- 95% of 9<sup>th</sup> graders earning full credit in science
- 95% of 11<sup>th</sup> graders meeting or exceeding state standards in science

**Our commitment and aspirational goal is for 95% of students to demonstrate High School Science skills. I interpret that there is sufficient evidence toward accomplishment of the End for each student group when:**

- **85% or more of Grade 9 students earn science credit and if a three-year positive trend or no more than a 2% decline three-year trend.**
- **85% or more students demonstrate above or at standard performance on the grade 11 Washington Comprehensive Assessment of Science and if a three-year positive trend or no more than a 2% decline three-year trend.**<sup>1</sup>

**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; yellow and red-shaded cells denote areas of partial achievement.**

#### **Rationale**

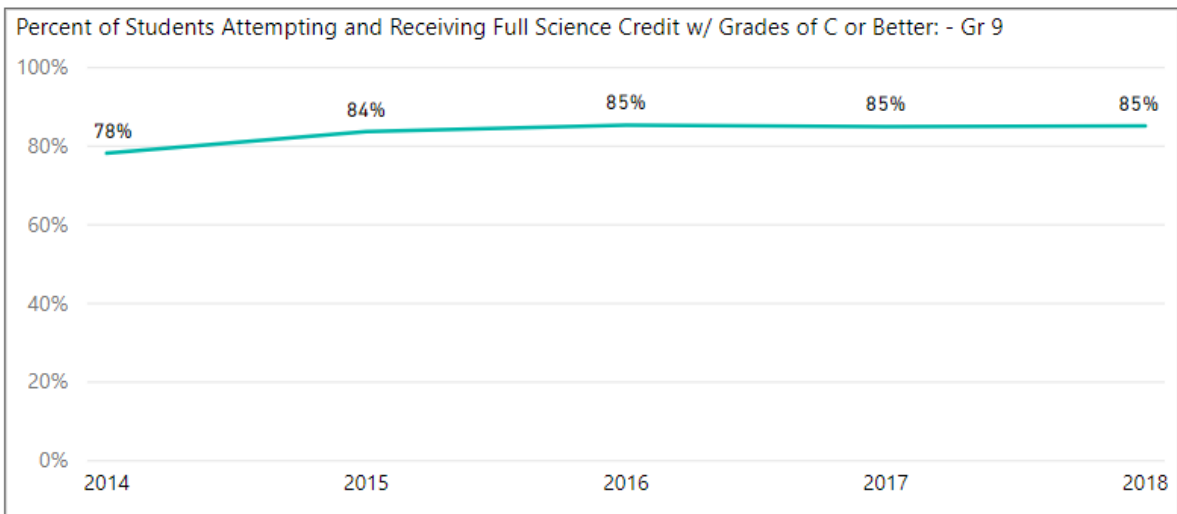
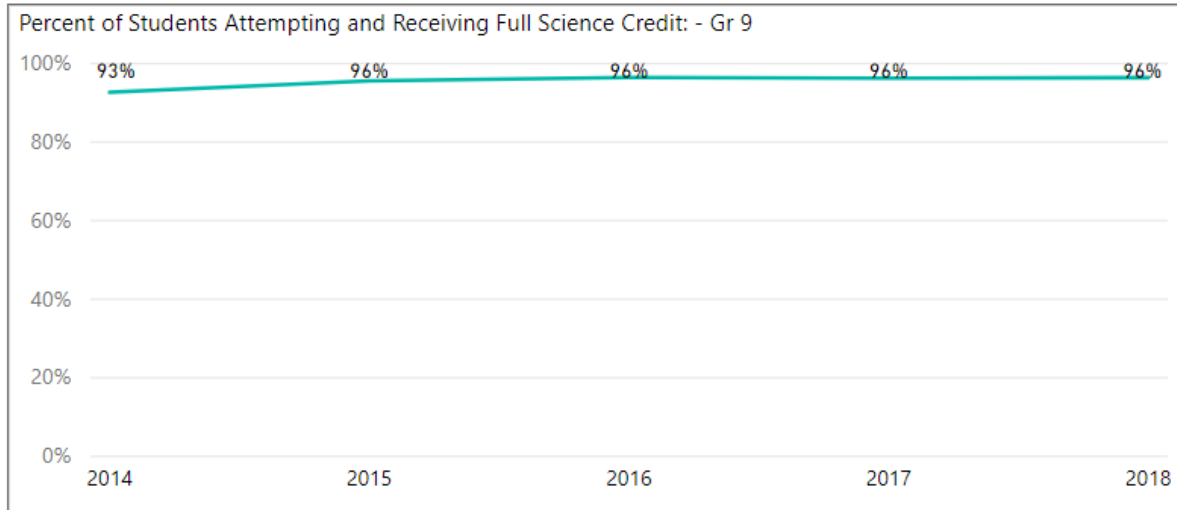
Given the high aspirational goal of 95% of students to demonstrate achievement in High School Science, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and year-to-year improvement provides sufficient evidence of reasonable progress toward accomplishment of the End. Any student group not meeting established criteria provides evidence that full achievement of the End has not been accomplished.

1. Because this assessment measured student performance in relation to a different set of standards than prior years, it serves as a baseline and there is not yet a performance trend. Low WCAS scores reflect the small number of students (39.4%) who took the assessment in the spring of 2018. The percent of students taking the assessment should increase in the spring of 2020 for the class of 2021 when it will be a graduation requirement.

**Monitoring Results: All Student Groups**

A high percentage of grade 9 students continue to attain full science credit with 95% of students receiving science credit. The percentage drops when considering only students who earned a C or better. The percent of grade 11 students meeting standards on the WCAS reflects the low number of students who took the assessment (39.4% of total students).

**Data Displays: All Students Group**



% of 9 <sup>th</sup> Graders Earning Full credit in Science		
School Year	% Met	Total N
2013-14	92.7	1721
2014-15	95.6	1761
2015-16	96.5	1907
2016-17	96.2	1919
2017-18	96.4	1976

% of 11 <sup>th</sup> Graders Meeting or Exceeding State Standards in Science		
School Year	% Met	Total N
2017-18	31.3	1937
	79.5*	763*

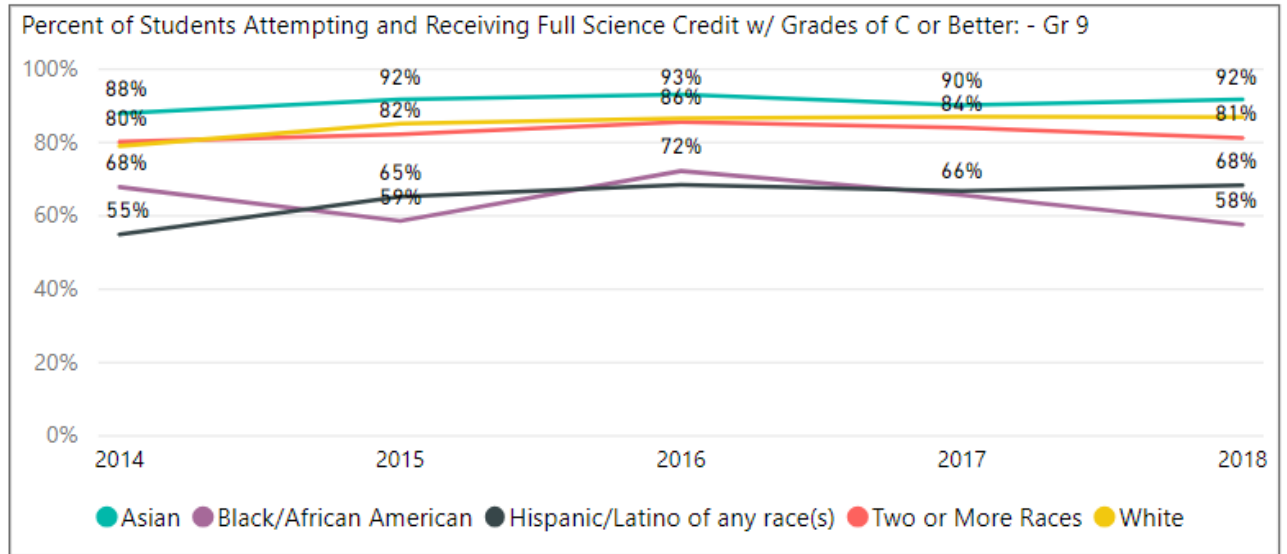
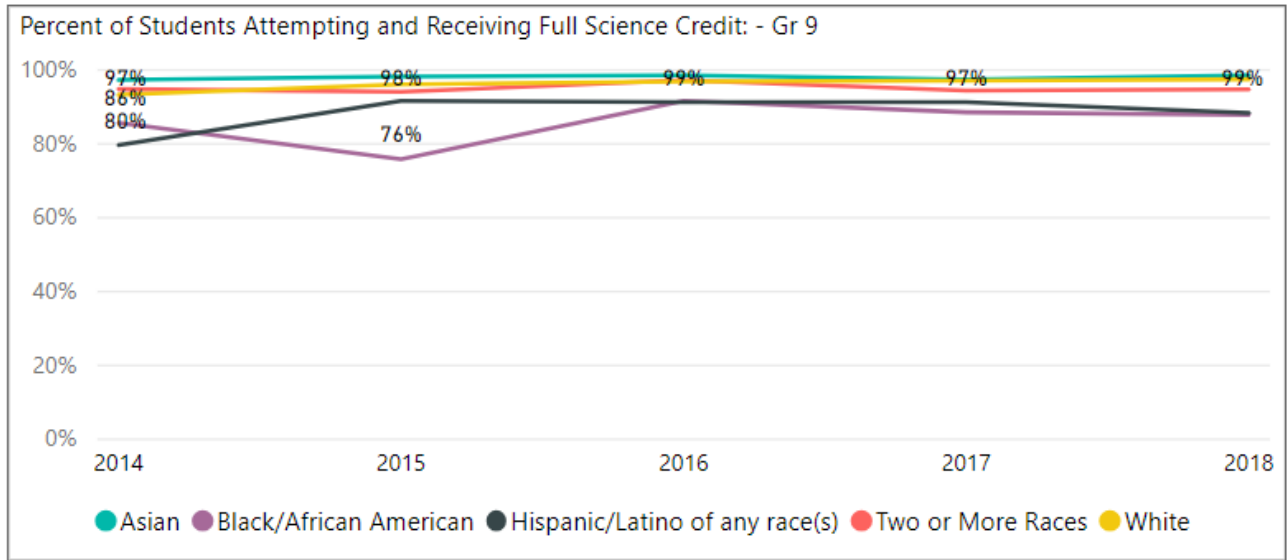
\*Those taking the test

**Monitoring Results: Select Student Groups**

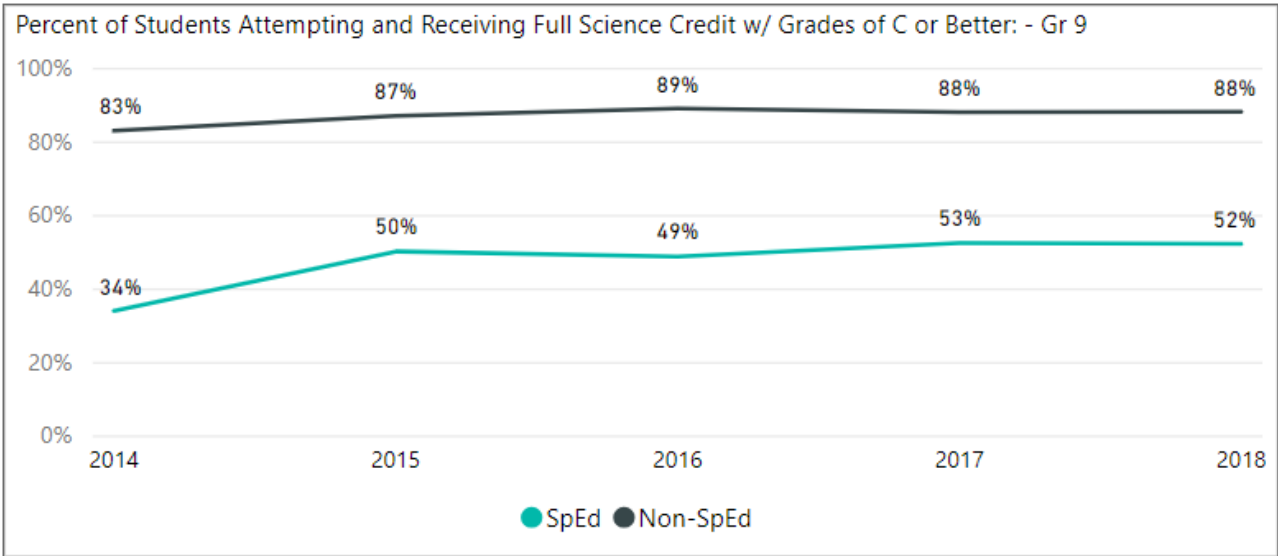
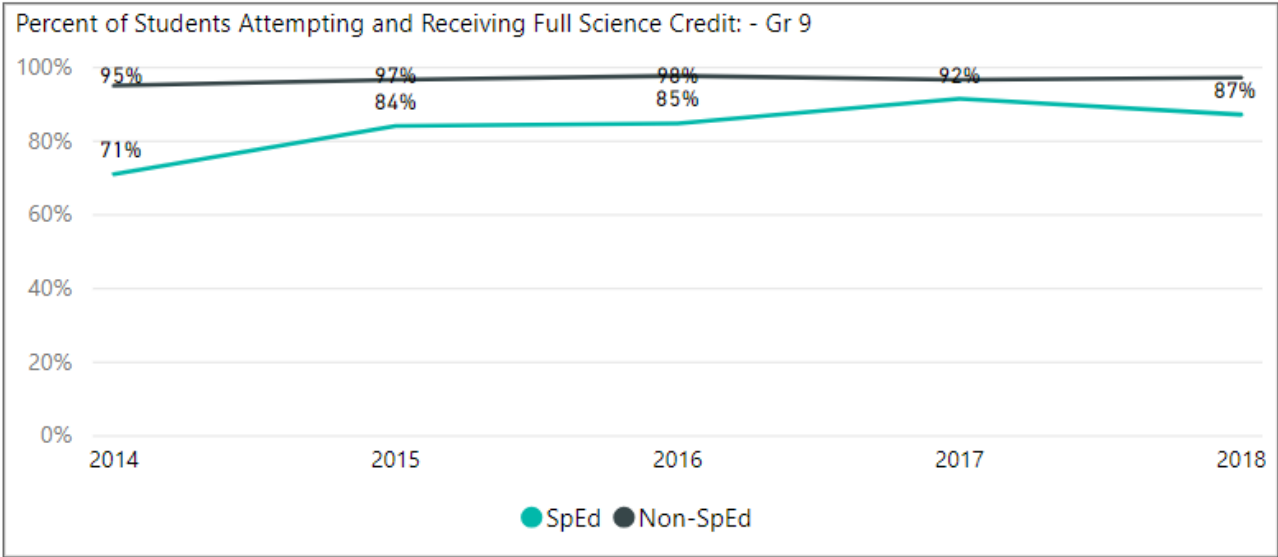
The percent of students earning full grade 9 science has been stable for 5 years for the All Student, Asian, White and low income and ELL groups, there has been a small decline for students receiving special education services and for students in the Latino and Black/African American groups.

- The percent of students earning full science credit remains high for all student groups. However, significant gaps emerge for subgroups when students earning a C or higher are considered.
- Monitoring results for the Washington Comprehensive Assessment of Science should be viewed cautiously given that this is the first year of the test and the low participation rates. For this reason, summary statements about the data are not made in this report.

**Data Displays: Grade 9 Receiving Full Science Credit for Select Student Groups**

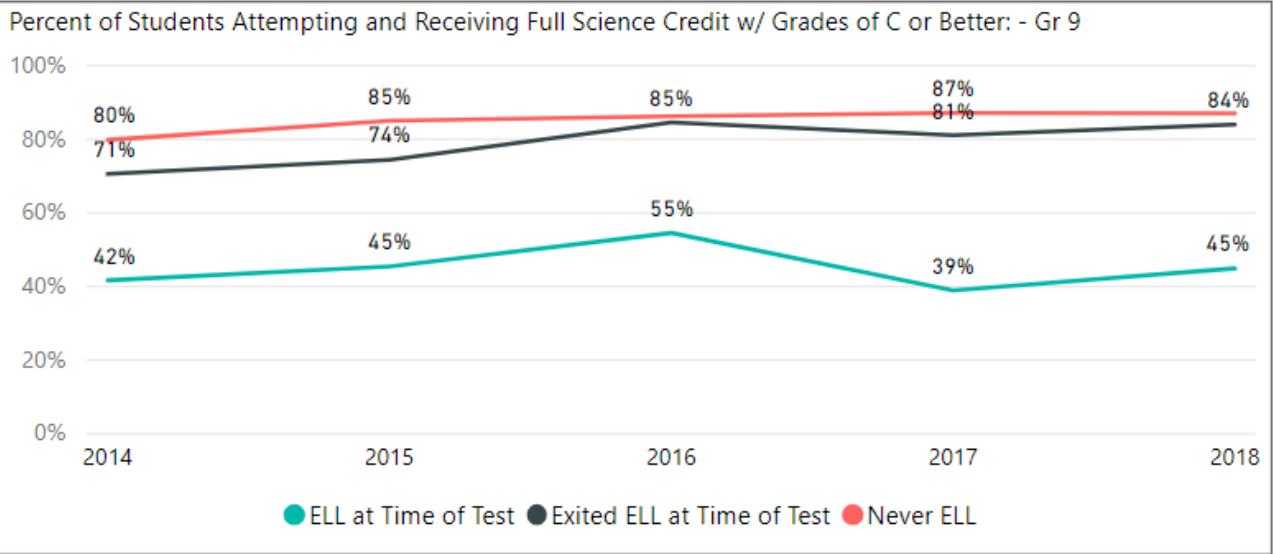
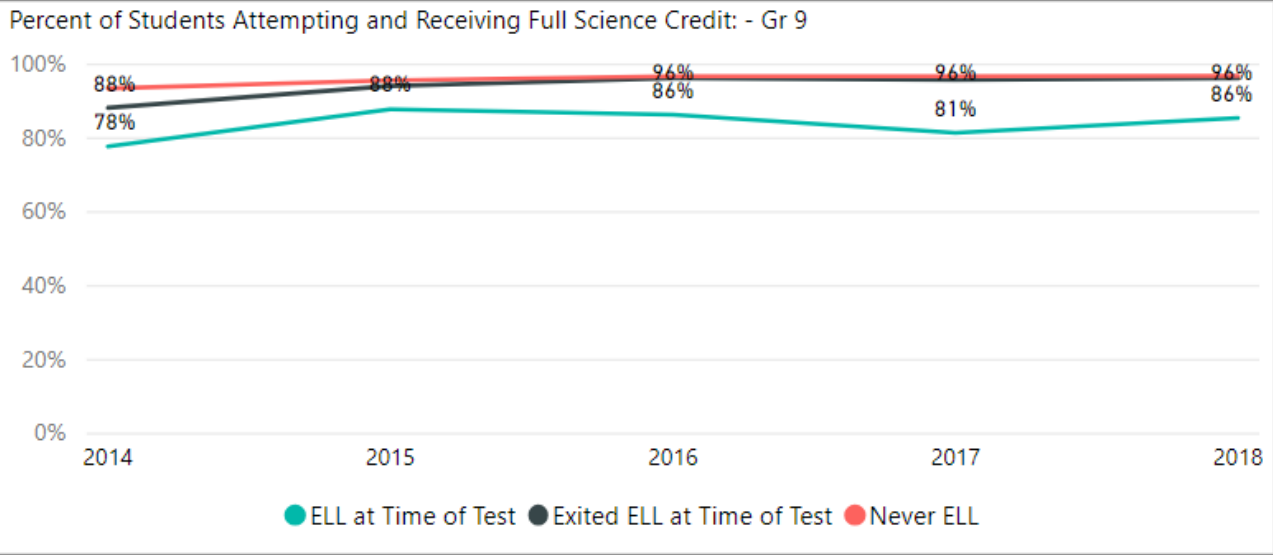


% of 9 <sup>th</sup> Graders Earning Full credit in Science: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	97.3	298	85.7	28	79.6	162	94.8	116	93.3	1117
2014-15	98.2	279	75.9	29	91.6	167	94.1	118	96.1	1168
2015-16	98.6	347	91.7	36	91.3	219	97.3	146	96.9	1159
2016-17	97.5	396	88.6	35	91.3	196	94.5	163	97.2	1129
2017-18	98.5	473	87.9	33	88.4	215	94.7	133	97.5	1122

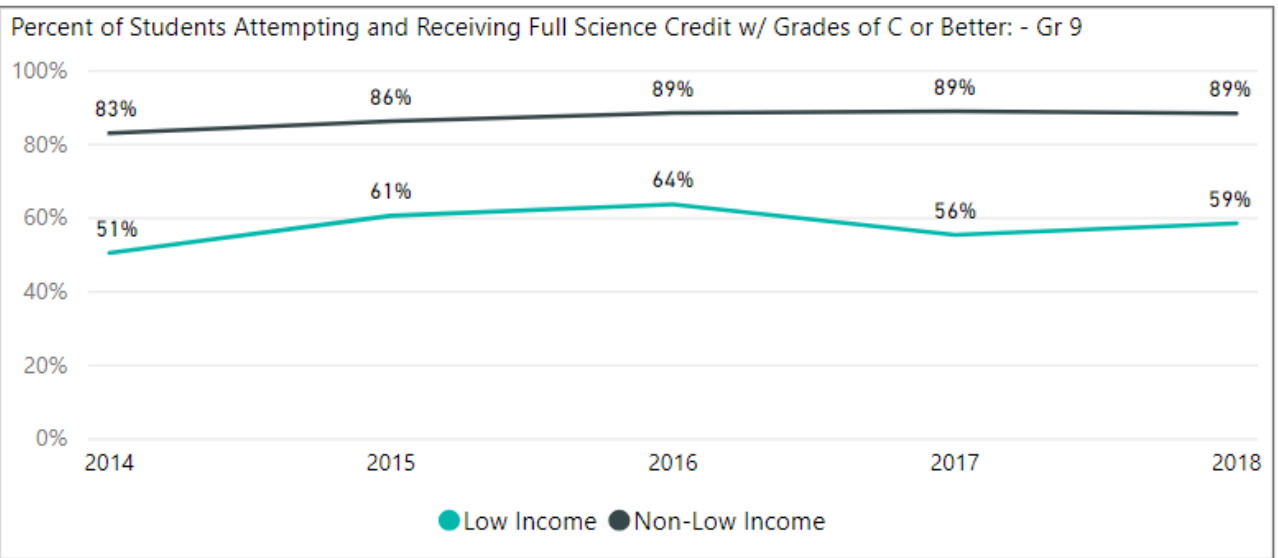
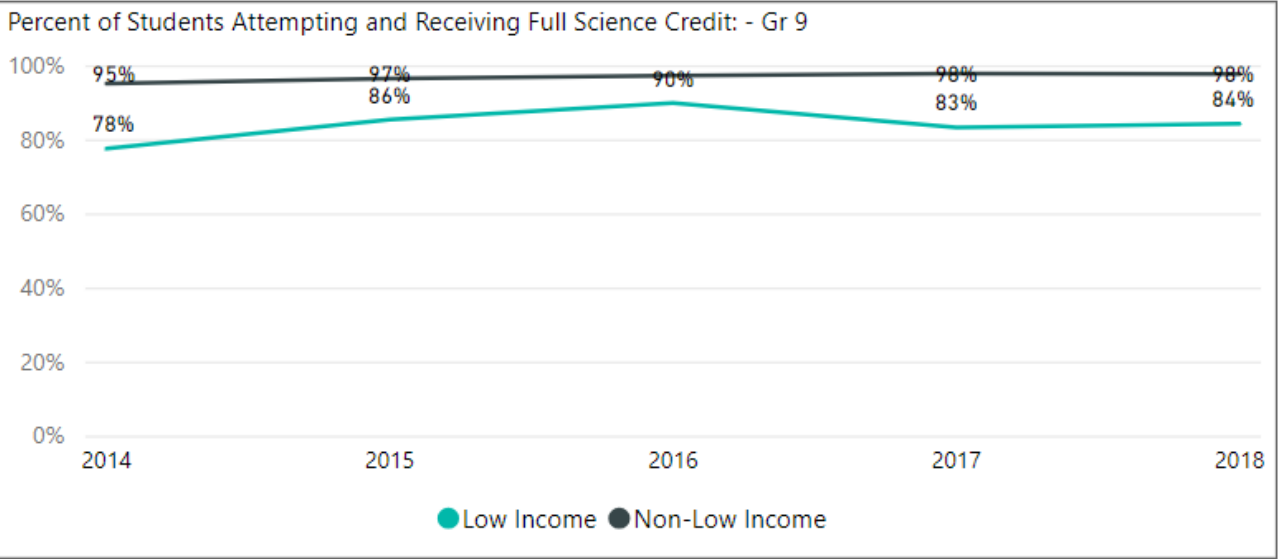


% of 9 <sup>th</sup> Graders Earning Full credit in Science: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2013-14	95.1	1549	71.1	173
2014-15	96.7	1599	84.2	177
2015-16	97.7	1730	84.8	184
2016-17	96.7	1747	91.5	177
2017-18	97.2	1813	87.2	172





% of 9 <sup>th</sup> Graders Earning Full credit in Science: ELL						
School Year	Never ELL		Exited ELL		Current ELL	
	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	93.5	1533	88.2	153	77.8	36
2014-15	95.7	1606	94.2	137	87.9	33
2015-16	96.8	1604	96.2	266	86.4	44
2016-17	96.8	1584	95.8	286	81.5	54
2017-18	96.9	1596	96.3	320	85.5	69



% of 9 <sup>th</sup> Graders Earning Full credit in Science: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2013-14	95.3	1461	77.8	261
2014-15	96.7	1575	85.6	201
2015-16	97.5	1663	90.0	251
2016-17	98.0	1688	83.5	236
2017-18	97.9	1760	84.4	225

**Data Displays: Grade 11 WCAS for Select Student Groups**

% of 11 <sup>th</sup> Graders Meeting or Exceeding State Standards in Science: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2017-18	35.8	368	33.3	45	20.9	215	29.2	140	32.1	1160
	85.7*	154*	75.0*	20*	56.9*	79*	71.9*	57*	82.7*	451*

*\*Those taking test*

% of 11 <sup>th</sup> Graders Meeting or Exceeding State Standards in Science: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2017-18	34.3	1701	9.3	236
	81.9*	714*	44.8*	49*

*\*Those taking test*

% of 11 <sup>th</sup> Graders Meeting or Exceeding State Standards in Science: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2017-18	32.8	1694	20.9	243
	82.9*	670*	54.8*	93*

*\*Those taking test*

% of 11 <sup>th</sup> Graders Meeting or Exceeding State Standards in Science: ELL						
School Year	Never ELL		Exited ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N	% Met	Total N
2017-18	31.4	1643	33.3	249	15.5	45
	80.7*	640*	77.5*	107*	43.7*	16*

*\*Those taking test*

## Conclusion

Reasonable interpretation includes observable conditions, targets, and rationale that aligns with Ends Policy and represents appropriate targets for outcomes. Evidence exists to demonstrate that Part 1, 2 and 3 of the Ends Policy has been partially achieved.

## Strategies to Achieve Ends

Many efforts are being continued or expanded, initiated, and/or evaluated to close achievement gaps.

### Strategies being continued or expanded

*Strategies that have shown evidence of success in closing achievement gaps and will be continued or expanded.*

- **Building Continuous Improvement Process (CIP) Plans**  
Each school sets school-level goals by groups. School-level goals and strategies to close gaps are incorporated into each school's CIP, and monitored by Directors, School Support and the Intervention and Special Services teams.
- **Access to core curriculum aligned with standards.** Our goal for all students is to have them access and engage with core curriculum. Secondary science curriculum adopted in 2015 and 2016 is aligned with Next Generation Science Standards. The curriculum materials include strategies for differentiation. Secondary teachers are receiving training to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems that are all reflected in the new standards.
- **Provide training for teachers in SIOP.** To close the persistent gaps that remain for EL students in grades 3-11, we are implementing Sheltered Instruction Observation Protocol (SIOP) training for all EL and general education teachers in elementary and secondary schools. We are also training EL teachers in elementary and secondary to use strategies to support new and long-term EL students with limited proficiency in English.
- **Preschool for students with risk factors.** Our Head Start Program serves students from low-income households to prepare them for entry into our elementary schools. Preschool curriculum includes science.
- **Supports for homeless students.** A district McKinney-Vento Liaison focusses on identification and coordination of academic and social supports for homeless students and families.

### Strategies being initiated

*Strategies that show promise of success in closing achievement gaps and will be initiated.*

- **New Preschool curriculum aligned with elementary curriculum.** Our youngest learners are introduced to science within our preschool programs. This year, we are implementing a new comprehensive curriculum in all preschool classes. Teachers have engaged in multiple days of training provided by the University of Washington.
- **Elementary teachers are being trained in effective science instruction aligned with the Next Generation Science Standards** through the elementary science curriculum adoption process.
- **Collaboration and professional learning for all secondary science teachers as part of the August LEAP time.** These learning sessions were aligned to our District Mission and Vision and utilized input by teachers to determine specific needs. These sessions were led by teacher leaders, with support from Teaching and Learning Specialists.

- **Implement a District Equity Team.** As part of the Lake Washington’s ongoing strategic improvement efforts, the district formed a District Equity Team in spring 2017. The district selected 39 members to represent staff and parents/community on the District Equity Team. The team represents parents, families, and staff with from diverse racial and cultural backgrounds. The District Equity Team provides advice on district strategic efforts. The Team is now providing input on the district’s development of an equity policy and plan. All district parents will have the opportunity to provide feedback and comment on the policies and plan.
- **Equity efforts span all departments.** We are beginning district-wide equity efforts focused on culturally responsive policy, curriculum, teaching and learning, discipline, attendance, and human resources improvements. This also included equity training for our adoption teams and Instructional Materials Committee.
- **Professional Learning focused on equity.** Efforts are underway to focus professional learning on cultural competency.
- **Staff hired to focus on equity.** The district hired a Director of Opportunity, Equity, and Inclusion in July 2018. This Director has been working with district administrators and staff to support our equity efforts.
- **District training focused on a commitment to equity for all students.** All certificated staff participated in the District Equity Launch in August 2018
- **Building level equity work focused on the needs of the schools.** All schools will develop a building equity team in 2018-19.

Strategies being evaluated

*Strategies under review to evaluate success in closing achievement gaps*

- **Elementary science curriculum is being evaluated this year as part of our adoption cycle.** New curriculum aligned with Next Generation Science Standards will include resources to support all students, including students with disabilities and ELL students. A recommendation for new curriculum will be presented to the Board in the spring and, if approved, would be implemented started in the fall of 2019.

## **Appendix: Disability Categories**

**Developmentally Delayed** - Children birth through age eight who are delayed in cognitive development, communication development, physical development, social/emotional development, adaptive skills or qualify for one of the other eligibility categories specified below and need specially designed instruction and related services.

**Emotionally/Behaviorally Disabled** – Students who exhibit one or more of the following characteristics over a long period of time and to a marked degree: inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; general pervasive mood of unhappiness or depression; physical symptoms or fears associated with personal or school problems.

**Communication Disorder**– Students who have a documented communication disorder such as stuttering, voice disorder, language impairment, and/or impaired articulation, which adversely affects a student’s educational performance and requires specially designed instruction.

**Orthopedically Impaired** – Students who lack normal function of muscles, joints, or bones due to congenital anomaly, disease, or permanent injury and such conditions adversely affect educational performance and require specially designed instruction.

**Health Impaired** – Students who have limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that result in limited alertness with respect to the educational environment due to chronic or acute health problems, such as a heart condition, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, lead poisoning, leukemia, or diabetes, that adversely affect their educational performance and require specially designed instruction.

**Specific Learning Disability** – Students who have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. This may include problems in listening, thinking, speaking, or communicating clearly; reading with comprehension; writing legibly and with meaning, spelling, and accurately performing mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. A learning disability is indicated by a severe discrepancy between the student’s intellectual ability and academic achievement, lack of response to interventions or a pattern of strengths and weaknesses.

**Intellectual Disability** – Students demonstrate significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects their educational performance and requires specially designed instruction.

**Multiple Disabilities** – Students who have two or more disabling conditions, which adversely affects the educational performance and requires specially designed instruction, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf/blindness.

**Deafness** – Students who have hearing impairments which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects their educational performance and requires specially designed instruction.

**Hearing Impairment** – Students who have a permanent or fluctuating hearing impairment, but is not included under the definition of deafness, which adversely affects their educational performance and requires specially designed instruction. The term includes both partially sighted and blind students.

**Visually Impaired** – Students who have a visual impairment, which even with correction adversely affects the student’s educational performance and requires specially designed instruction. The term includes both partially sighted and blind students.

**Deaf-Blindness** – Students whose Hearing and vision impairments, in combination, cause such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for the students with deafness or blindness. The impairments adversely affect the student’s educational performance and require specially designed instruction.

**Autism** – Students who have a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affect a student’s educational performance and requires specially designed instruction. Students in this category have a range of intellectual abilities. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The category of autism includes students with pervasive developmental disorders if the students meet eligibility criteria.

**Traumatic Brain Injury** – Students who have acquired injury to the brain caused by an external physical force resulting in total or partial functional disability and/or psychosocial impairment that adversely affects educational performance requires specially designed instruction.