

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

March 4, 2019

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

Lake Washington School District Acronyms

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

February 28 2019

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

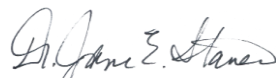
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of March 4, 2019 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. 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,

A handwritten signature in dark ink, appearing to read "Dr. Jane E. Stavem".

Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

March 4, 2019

5:00 p.m. Study Session
Topic: Elementary Science Adoption
Location: Sammamish, Resource Center

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	Convene, Roll Call			
	Approve Agenda			
	Host School –			
	▪ <i>Juanita Elementary School – Dana Stairs, Principal</i>			
	Recognition			
	▪ <i>Proclamation – Education Support Professionals Week, March 11-15, 2019</i>			
	▪ <i>Proclamation – School Library Month, April</i>			
	Public Comment	GP-3 (Board Job Description)		
	Consent Agenda	GP-8 (Annual Agenda Planning)		
	▪ Vouchers			
	▪ Minutes {Feb. 19 study session and board meeting}		1	1
	▪ Human Resources Report		2	11
	▪ Washington Education Healthcare Pool Interlocal Agreement Resolution No. 2264		3	14
	▪ Preschool Program Fees 2019-2020		4	15
	▪ Instructional Materials Adoption		5	16
	▪ GC/CM Construction Change Order No. 4 Ella Baker Elementary School (Site 31)		6	18
	▪ Donations		7	20

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	Non-Consent Agenda			
	<ul style="list-style-type: none"> Findings and Recommendations Community Engagement Forums 	GP-2 (<i>Board Meetings</i>)	8	22
	<ul style="list-style-type: none"> Approval of Monitoring Report ✓ ER-2, Science 	B/CR-5 (<i>Monitoring CEO Performance</i>)	9	24
	Program Report			
	<ul style="list-style-type: none"> Professional Learning 			
	Legislative Update	GP-3 (<i>Board Job Description</i>)		
	Superintendent Report	EL-3 (<i>Communication & Council to the Board</i>)		
	Board Follow-Up	EL-3 (<i>Communication & Council to the Board</i>)		
	Future Agenda Items	EL-3 (<i>Communication & Council to the Board</i>)		
	Debrief	GP-2 (<i>Governing Style</i>)		
	Board Member Comments			
	Adjourn			

Next Board Meeting: **March 15-17, 2019 Study Session**
Location: Sleeping Lady, 7375 Icicle Road, Leavenworth

March 25, 2019
5:30 p.m. Board Meeting
Location: Board Room
5:30 p.m. Study Session
Topic: TBD
Location: Sammamish, Resource Center

L.E. Scarr Resource Center
16250 NE 74th Street
Redmond, WA 98052

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
February 19, 2019

The February 19, 2019 study session was called to order by
President Siri Bliesner at 5:00 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

- *Summer Athletics and Special Education Preschool*

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

ADJOURNMENT

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
February 19, 2019

The February 19 board meeting was called to order by President Siri Bliesner at 7:00 p.m. She noted that this board meeting was rescheduled from February 11 due to snow.

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 agenda. Seconded by Cassandra Sage.

APPROVAL OF
AGENDA

Motion carried.

Mindy Linicome, PTSA Council President, related that the PTSA Council supports 41 local units in the Lake Washington School District (LWSD). She highlighted their mission and activities to support schools and families.

HOST SCHOOL -
LAKE WASHINGTON
PTSA COUNCIL

RECOGNITIONS

Naveen Khan and Hamna, 2019 PTSA Council Reflections Co-Chairs, conveyed that Reflections is a National PTSA and Washington State PTSA cultural arts competition. The purpose is to provide an opportunity for students to use their creative talents by expressing themselves through their own original works. The theme this year was "Heroes Around Me."

2019 PTSA
REFLECTIONS

Thirty-seven schools participated in this event and the schools selected over 500 entries that were submitted to the Council. There will be 89 entries representing all categories that will be advanced to the State. The winners will be showcased at the State PTSA Convention in May.

The following students presented their entries:

Film - Charlotte Gruian, Ingelwood Middle School, "The Kindness Bug"
Dance - Mariela Chavez, Twain Elementary School, "Heroes All Around Me"
Music - Nevan Ada, Kirkland Middle School, "Fallen" and Caitlin Lam, Tesla High School, "Unseen Heroes"
Literature - Ruohan Huang, McAuliffe Elementary School, "Hero"

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Board of Directors' Meeting
February 19, 2019

Cindy Duenas, Principal, Tesla STEM High School, recognized students who were named National Merit Semifinalists and Commended Scholars.

National Merit Commended Scholars

Tesla STEM High School

Jevin Gu, Ritika Iyer, Kevin Jacobson, Kushal Kedia, Ryan Koshy, Rayan Krishnan, Yash Kulkarni, Andrea Lee, Amrita Narasimhan, Betiy Park, Shrenik Peddibhotla, Shubham Purohit, Adrienne Quan, Aakash Ramachandran, Tej Sathe, Sashwatha Shankar, Ila Sharman, Aashna Sheth, Pranav Sukumar, Thalia Tsai, Varun Venkatesh, William Wang, Griffin White, Claire Whiteside, and Jeremy Yang, Eric Yin.

National Merit Semi-Finalists

Tesla STEM High School

Victoria Alkin, Alexia Friedman, Lauren Kim, Christine Lee, Hamsa Shankar, and Sonika Tayade.

Stephen Bryant, Director, Professional Learning, shared that 24 new National Board Certified Teachers (NBCT) received certificates and 19 teachers renewed their certificate. The National Board certificates must be renewed every 10 years. There are currently 336 NBCT working in the district. Washington State is 3rd overall in the United States for having the highest number of NBCT. He thanked the board for their continued support of NBCT.

Kirkland:

- Emerson High School: **Andrea Frankenfeld** – English Language Arts/Adolescence and Young Adulthood
- Finn Hill Middle School: **Ashley Rowe** – Social Studies-History/Early Adolescence
- Juanita High School: **Theresa Vasquez** – World Languages/Early Adolescence Through Young Adulthood
- Kamiakin Middle School: **Rachael Perkins** – Art/Early Adolescence Through Young Adulthood
- Keller Elementary School: **Mary Binder** – Generalist/Early Childhood and **Courtney Kirkpatrick** – Generalist/Early Childhood
- Lake Washington High School: **Heidi Menzenberg-Zvilna** – Music/Early Adolescence Through Young Adulthood; **Ryan O'Connor** – Social Studies-History/Adolescence and Young Adulthood; and **Bethany Shoda** – Social Studies-History/Adolescence and Young Adulthood

Redmond:

- Audubon Elementary School: **Whitney Clarkin** – Reading-Language Arts/Early and Middle Childhood
- Baker Elementary School: **Susan Hodges** – English As A New Language/Early and Middle Childhood
- Mann Elementary School: **Sara Rigby** – Generalist/Middle Childhood

**NATIONAL MERIT
SEMIFINALISTS &
COMMENDED SCHOLARS**

**TESLA STEM HIGH
SCHOOL**

**NATIONAL BOARD
CERTIFIED TEACHERS**

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February 19, 2019

- Redmond High School: **Sharon Curry** – Mathematics/Adolescence and Young Adulthood; and **Alison Kairis** – World Languages/Early Adolescence Through Young Adulthood
- Rosa Parks School: **Jennifer McCreary** – Generalist/Middle Childhood
- Rush Elementary School: **Alexandra Dompier** – Generalist/Middle Childhood; and **Erica Nation** – Generalist/Middle Childhood

Sammamish:

- Eastlake High School: **Diana Baylor** – Mathematics, Adolescence and Young Adulthood; **Laura Flagg** – Art/Early Adolescence Through Young Adulthood; and **Michelle Okroy** – Science/Adolescence and Young Adulthood
- Inglewood Middle School: **Tracy Felton** – English Language Arts/Early Adolescence; **Jinda Rosmann** – Science/Early Adolescence; and **Cindy Simon** – Library Media/Early Childhood Through Young Adulthood

Teachers renewing their NBCT status:

Kirkland:

- Juanita High School: **Steven Juzeler** – Exceptional Needs Specialist/Early Childhood through Young Adulthood
- International Community School: **Nancy Sullivan** – Mathematics/Adolescence and Young Adulthood
- Lake Washington High School: **Jill Johnson** – Mathematics/Early Adolescence
- Lakeview Elementary School: **Rachel Brackett** – Music/Early and Middle Childhood
- Northstar Middle School: **Robert Herold** – Social Studies-History/Early Adolescence and **Vincent Noto** – English Language Arts/Adolescence and Young Adulthood
- Sandburg Elementary School: **Barbara Roy** – Generalist/Early Childhood

Redmond:

- Redmond High School: **Kathryn Badger** – English Language Arts/Adolescence and Young Adulthood
- Resource Center (Administrative): **Lee Ann Jackson** – Generalist/Middle Childhood; **Wendy Robards** – Mathematics/Early Adolescence; and **Richard Snyder** – Library Media/Early Childhood through Young Adulthood
- Rose Hill Middle School: **Thomas Charouhas** – Science/Early Adolescence and **Jason Ewert** – Science/Early Adolescence
- Willows (Administrative): **Staci Allen** – Exceptional Needs Specialist/Early Childhood through Young Adulthood

Sammamish:

- Eastlake High School: **Erik Hanson** – Mathematics/Early Adolescence and **Elise Lamont** – World Languages Other Than English/Early Adolescence Through Young Adulthood
- Inglewood Middle School: **June Evanson** – Exceptional Needs Specialist/Early Childhood through Young Adulthood
- Smith Elementary School: **Kendall Howden** – Generalist/Middle Childhood

Dr. Jane Stavem and Siri Bliesner offered their congratulations and thanked the teachers for using their time and efforts which will ultimately benefit our students.

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Chris Carlson moved to approve the consent agenda as presented. Seconded by Eric Laliberte.

CONSENT AGENDA

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

Motion carried.

The following January 2019 vouchers were approved:

APPROVAL OF
VOUCHERS

General Fund

361883-362103	\$7,663,896.52
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Payroll

2886-2891	\$2,939.96
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Electronic Transfers

Accounts Payable Direct Deposit	\$14,925,562.34
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Acquisition Card	1,194,030.04
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Deferred Comp	123,184.00
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Department of Revenue	16,364.36
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Dept. of Retirement Systems	3,371,902.83
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Dept. of Retirement Systems	1,017,804.03
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Flex Spending	44,452.38
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American Fidelity HAS	10,310.96
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Payroll Direct Deposit	14,059,462.55
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Payroll Tax Withdrawal	4,944,913.95
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Sodexo	68,204.42
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DSHS - Division of Child Support	5,648.82
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TSA Envoy	351,974.85
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VEBA	3,026.01
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Vision/(NBN)	90,588.85
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Key Bank Processing Fees	\$ 9,885.32
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	\$40,237,315.71
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Capital Projects

37743-37795	\$2,969,833.79
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ASB

63497-63559	\$42,086.23
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Transportation Vehicle Fund

	\$0.00
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Private Purpose Trust Fund

3008-3029	\$3,204.00
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Approves the minutes of the January 14 board meeting and study session and January 30 special board meeting.

APPROVAL OF MINUTES

Approves February 11, 2019 Human Resources Report.

APPROVAL OF HUMAN RESOURCES REPORT

Approves the 2018-19 Continuous Improvement Process (CIP) Plans for all schools as presented.

CIP PLAN APPROVAL, 2018-19

Approves the 2018-19 athletic participation fees as presented.

ATHLETIC PARTICIPATION FEES

Adopts 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 Rose Hill Property (Site 27).

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

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

INSTRUCTIONAL MATERIALS ADOPTION

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

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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

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 9th Edition
Author: Edwin Wilson and Alvin Goldfarb
Publisher: McGraw Hill
Copyright: 2014
No. of Copies: Students would purchase/rent their own copy
Price: \$121.00 / college level class
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

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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/License \$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

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

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.

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.

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

SURPLUS OF EQUIPMENT
AND BOOKS
RESOLUTION NO. 2263

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Accepts the donations/grants as identified -

DONATIONS

Acceptance from Dr. Dana Kindberg to Nutrition Services in the amount of \$2,138.68 to provide relief to district families for negative lunch account balances.

Acceptance from William White and Suzann Royers to Nutrition Services in the amount of \$1,750.00 to provide relief to Finn Hill Middle School and Environmental & Adventure School families for negative lunch account balances.

Acceptance from Procter & Franzke Big Kahuna TX to Sandburg Elementary School in the amount of \$6,410.76 to support outdoor education.

Acceptance from Samantha Smith PTSA to Smith Elementary School in the amount of \$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).

Acceptance from Finn Hill Middle School PTSA to Finn Hill Middle School in the amount of \$2,000.00 to provide teacher release time.

Acceptance from Taylor and Joann Smith to Rose Hill Middle School in the amount of \$3,000.00 to support professional development (\$2,500.00) and purchase classroom supplies (\$500.00).

Acceptance from Eastlake High School PTSA to Eastlake High School in the amount of \$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).

Acceptance from Wolves Football Association to Eastlake High School in the amount of \$2,582.94 to purchase scoreboard repairs.

Acceptance from Lake Washington High School Cross Country/Track Booster Club to Lake Washington High in the amount of \$2,324.00 to provide stipends for conditioning and training.

Acceptance from Redmond High School PTSA to Redmond High School in the amount of \$1,500.00 to provide classroom enrichment.

TOTAL \$73,145.38

Chris Carlson indicated that the approval of the Monitoring Report for ER-2, Science, would be delayed to the March 4 board meeting.

Barbara Posthumus, Associate Superintendent, Business and Support Services, provided an update on the district facilities projects, information on the construction market in the Puget Sound area, and revenues and expenditures. In addition, she noted the impact the snow had on the various construction projects over the last couple of weeks.

Dr. Stavem thanked staff for all of their efforts due to the amount of snow received over the last two weeks. The district will be working on a plan to make-up for the loss of instructional time.

Brian Buck, Director, Support Services, recapped efforts it took to get schools operating after the unprecedented snow storms, four different events from February 4 through February 12. Several schools were without power. It was “hands on deck” for all maintenance and custodial staff. It took an average of four hours per elementary school, six hours per middle school, and eight hours per high school to plow each site and remove debris. Maintenance and grounds staff responded to broken pipes, power outages, roof leaks, etc. Over 900 miles of area were plowed, moving over 14,000 tons of snow; 10 tons of ice melt was used; 16 sites had power outages; and 10 sites had downed trees/branches that needed to be hauled away.

Eric Laliberte reported that the WSSDA/WASA/WASBO Legislative Conference was cancelled due to snow throughout the State. He suggested sending reminders to the district’s legislative representatives about the district’s priorities.

He continued and provided an update on the 2019 Legislative Session. He noted that the legislature was again considering simple majority for bonds. It currently requires 60% for passage; the legislature is considering a compromise to 55%. He solicited board members input. Another item that is being

NON-CONSENT AGENDA

APPROVAL OF MONITORING REPORT ER 2, SCIENCE

PROGRAM REPORT

FACILITIES UPDATE

SUPERINTENDENT REPORT

LEGISLATIVE UPDATE

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discussed is related to school construction assistance program (SCAP) and proposed changes to the funding mechanism related to square footage. Aspects of the McCleary Decision and the impacts on school districts throughout the State are also being discussed.

Cassandra Sage noted that AVID is being used outside the classrooms to assist students. This is a valuable program.

BOARD COMMENTS

Eric Laliberte moved to adjourn. Seconded by Chris Carlson.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 8:50 p.m.

Siri Bliesner, President

Traci Pierce, Superintendent

Diane Jenkins,
Recording Secretary

Human Resources Board Report

March 4, 2019



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Ahmad, Nadia	Instructional Assist	Sandburg Elem	\$16.88	09/26/18	Budgeted
Arellano, Diana	Ready Start Lead Teacher	Dickinson Elem	\$24.14	09/04/18	Budgeted
Axe, Anita	School Secretary	Int'l Community	\$22.50	09/03/18	Budgeted
Castro, Melissa	Sp Ed Para Ed/Instructional Assist	Twain Elem	\$19.40/\$16.88	08/29/18	Budgeted
Chung, Jong	Custodian	Dickinson Elem	\$21.28	09/10/18	Repl. G. Icleanu
Collins, Thomas	Special Ed Para Ed	Eastlake HS	\$19.40	09/05/18	Repl. M. McCormick
Duncan, Shannon	Instructional Assist/Sp Ed Para Ed	Int'l Community	\$16.88/\$19.40	08/29/18	Budgeted
Fuller, Heather	Bus Driver	Transportation	\$25.57	09/03/18	Repl. J. Jessen
Fuller, Karina	Special Ed Para Ed	Franklin Elem	\$19.40	10/01/18	Budgeted
Garcia, Raul	Custodian	Eastlake HS	\$21.28	09/25/18	Repl. D. Vandervate
Haddadi, Abdelaziz	Custodian	Eastlake HS	\$21.28	10/04/18	Repl. E. Hernandez
Hagler, Jody	Health Room Secretary	Barton Elem	\$22.50	09/24/18	Budgeted
Knutson, Cynthia	Bus Driver	Transportation	\$25.57	09/07/18	Repl. D. Dorothy
Korenovsky, Nicole	Sp Ed Para Ed/Instructional Assist	Rush Elem	\$19.40/\$16.88	10/01/18	Budgeted
Mancano, Anja	Instructional Assist	Audubon Elem	\$16.88	08/29/18	Budgeted
Marin, Aleksandr	Custodian	Dickinson Elem	\$21.28	09/24/18	Repl. Y. Lam
Markel, Shelby P3	Teacher	Elem Pool	C-0	09/03/19	Budgeted
McNairy, Anita	Instructional Assist	Extended Day	\$19.98	09/24/18	Budgeted
Okwoli, Ugochukwu	Bus Driver	Transportation	\$25.57	09/03/18	Repl. J. Forman
Olivetti, Jarek	Special Ed Para Ed	Kamiakin MS	\$19.40	09/11/18	Repl. K. Wunderlich
Otnes, Rachel	School Secretary	Kirkland MS	\$22.50	09/12/18	Repl. L. Dahl
Pudwill, Holly	Instructional Assist/Sp Ed Para Ed	Parks Elem	\$16.88/\$19.40	09/25/18	Budgeted
Reamer, Porteah	Custodian	Alcott Elem	\$21.28	10/01/18	Repl. D. Rand
Riegert, Brigitte	Special Ed Para Ed	Franklin Elem	\$19.40	09/03/18	Budgeted
Salazar, Ana	Special Ed Para Ed	Einstein Elem	\$19.40	09/03/18	Budgeted
Santos Alves, Maria	Instructional Asst/Sp Ed Para Ed	Wilder Elem	\$16.88/\$19.40	09/12/18	Repl. G. Santiago Lozano
Stuenkel, Gretchen P3	Occupational Therapist	Special Services	C-0	09/03/19	Budgeted
Torrence, Gordon	Bus Driver	Transportation	\$25.57	09/07/18	Budgeted
Truman, Sophie	Ready Start Lead Teacher	Sandburg Elem	\$24.14	08/27/18	Repl. L. Weems

Human Resources Board Report

March 4, 2019



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Van, Ava	Communications Specialist	Resource Center	\$78,255	11/19/18	Repl. K. Courtnage-Bowman
Weaver, Luke	Sp Ed Para Ed/Instructional Assist	Finn Hill MS	\$19.40/\$16.88	10/03/18	Repl. K. Rogers/M. Hamby
Wilt, Meg	Ready Start Lead Teacher	Dickinson Elem	\$24.14	09/04/18	Budgeted
Wiscombe, Russell	Bus Driver	Transportation	\$25.57	09/03/18	Budgeted

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Bagby, Michelle	Teacher	Rose Hill MS	08/28/17	06/30/19	.2 Resignation
Burnham, Maria	Speech Language Path	Special Services	08/24/10	06/30/19	Resignation
Carabat, Mircea	Teacher	Lakeview Elem	10/01/18	02/22/19	Resignation
Crow, Cheryl	Occupational Therapist	Special Services	01/11/16	06/30/19	Resignation
Delaney, Meghan	Teacher	Eastlake HS	08/27/08	06/30/19	Resignation
Downs, Rebecca	Teacher	Barton Elem	08/27/12	06/30/19	.5 Resignation
Eisenhauer, Sarah	Teacher	Evergreen MS	08/29/16	06/30/19	Resignation
Haddock, Lindsey	Sign Language Interpreter Para	Lake Washington HS	09/03/13	02/06/19	Resignation
Harrison, Nina	Teacher	Eastlake HS	08/25/14	06/30/19	Resignation
Nelson, Melissa	Teacher	Int'l Community	10/08/01	06/30/19	Retirement
Ripley, Karen	Instructional Specialist	Resource Center	09/01/83	06/30/19	Retirement
Sierra, Marika	Teacher	Inglewood MS	09/17/12	02/07/19	Resignation
Szudzik, Hope	Instructional Assist	Lake Washington HS	10/27/16	02/22/19	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Hauck, Kody	Kamiakin MS	.6 P3 to .6 P3/.2 NC	02/11/19

Human Resources Board Report

March 4, 2019



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>
Buck, Brian	Associate Director	Director	12/05/18	Repl. F. Miller	\$174,535.00
Diaz, Jason	Lead Custodian	Head Custodian I	10/29/18	Repl. D. Lee	\$22.47
Henson, Steven	Lead Custodian	Head Custodian I	10/29/18	Repl. R. Lee	\$22.47
Warren, Kelly	Instructional Assist	Office Assistant	10/01/18	Repl. B. Froton	\$20.67

WASHINGTON EDUCATIONAL HEALTHCARE POOL
INTERLOCAL AGREEMENT
RESOLUTION NO. 2264

March 4, 2019

SITUATION

RCW 28A.400.350 authorizes school districts to purchase health and/or other insurance for district employees and their dependents. RCW 39.34 allows two or more state public agencies to enter into agreements for joint or cooperative action. One of the conditions needed is the requirement for an interlocal agreement authorized by the Board of Directors.

The main insurance provider for district employees is currently Kaiser Permanente. The district also offers one Premiera Blue Cross (Premera) plan for employees to access sponsored through the Washington Education Healthcare Pool ("Pool"). The Pool is comprised of approximately 119 other school districts. Participating in the Pool allows the district to continue purchasing health benefits from Premiera; provides a 3% discount from the original rate; and potentially less rate volatility. Approximately 140 district employees are on the Premiera plan.

At the March 19, 2018 board meeting the board authorized the superintendent to enter into the Washington Education Healthcare Pool Interlocal Agreement. This agreement and board action was reviewed by district legal counsel. The interlocal was signed and executed immediately after the board meeting. Since that time, the Pool is requiring that this agreement be approved by board resolution. The resolution has been reviewed by district legal counsel. The original signed interlocal is attached.

RECOMMENDATION

The Board of Directors approves Resolution 2264 authorizing the district to participate in Washington Education Healthcare Pool Interlocal Agreement.

WASHINGTON EDUCATIONAL HEALTHCARE POOL
INTERLOCAL AGREEMENT
RESOLUTION NO. 2264

A Resolution of the Board of Directors of Lake Washington School District No. 414 ("District") authorizing the execution of an interlocal agreement restating the district's agreement in connection with the purchase of health care and/or other insurance for the district's employees and their dependents; confirming and ratifying actions taken by the district with respect to the purchase of health care and/or other insurance; and providing for other matters properly relating thereto the District.

BE IT RESOLVED by the board of directors of Lake Washington School District No. 414, King County, Washington, as follows:

WHEREAS, Lake Washington School District No. 414, King County, Washington ("District"), is a first-class school district duly organized and existing under and by virtue of the Constitution and the laws of the state of Washington (the "State") now in effect;

WHEREAS, the Board of Directors (the "Board") of the District is authorized by RCW 28A.400.350 to purchase health care and/or other insurance for District employees and their dependents, among others;

WHEREAS, chapter 39.34 RCW authorizes two or more State public agencies, including the District, to jointly exercise any power or privilege which may be independently exercised by such public agency;

WHEREAS, RCW 28A.320.080 authorizes school districts in the State to form a joint purchasing agency for the purpose of purchasing supplies, equipment and services;

NOW, THEREFORE, IT IS HEREBY FOUND, DETERMINED AND ORDERED, as follows:

Section 1. The Board hereby determines that it is in the District's best interests to purchase health care and/or other insurance for the benefits of District employees and their dependents, among others.

Section 2. The Board has determined that the most cost-effective way to purchase such insurance is to enter into an interlocal agreement pursuant to chapter 39.34 RCW with other school districts in the State.

Section 3. The Board hereby approves the interlocal agreement attached hereto as Exhibit "A" (the "Interlocal Agreement") and authorizes the Secretary to the Board to execute the Interlocal Agreement.

Section 4. The Secretary to the Board is hereby directed to deliver and file a certified copy of the Interlocal Agreement with the King County Auditor.

Section 5. All acts of the Board and officers and employees of the District with respect to the purchase of health care and/or other insurance, the execution and delivery of the Interlocal Agreement and the execution and delivery of any and all other documents related thereto or deemed necessary and desirable in connection with such transaction shall be and are hereby ratified, confirmed and approved.

Section 6. All prior resolutions of this Board or any parts thereof in conflict with this Resolution are hereby repealed to the extent of such conflict.

Section 7. This Resolution shall take effect immediately upon adoption.

ADOPTED and APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 4th day of March 2019.

BOARD OF DIRECTORS

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL AGREEMENT

This Interlocal Agreement (as may be amended from time to time, the "Interlocal Agreement") creates an agreement to be entered into by the parties hereto in its entirety, and is entered into effective as of the date set forth below by and among the school districts that are parties hereto (each a "District" and collectively the "Districts") pursuant to chapter 39.34 RCW (the "Interlocal Cooperation Act") and has been authorized by the governing body of each District. Each District is a "public agency" as defined in the Interlocal Cooperation Act.

RECITALS

WHEREAS, each District is a school district duly organized and existing under and by virtue of the Constitution and the laws of the state of Washington (the "State") now in effect;

WHEREAS, RCW 28A.400.350 authorizes each District to purchase health care insurance for such District's employees and their dependents;

WHEREAS, the Interlocal Cooperation Act authorizes two or more State public agencies, including school districts, to jointly exercise any power or privilege which may be independently exercised by such public agency;

WHEREAS, RCW 28A.320.080 authorizes school districts in the State to form a joint purchasing agency for the purpose of purchasing supplies, equipment and services;

WHEREAS, each District desires to ratify and confirm the creation of a joint purchasing agency by interlocal agreement for the purpose of purchasing health care insurance for each Districts' employees and their dependents;

NOW, THEREFORE, EACH DISTRICT HEREBY AGREES AS FOLLOWS:

Section 1. Creation and Purpose. The Districts hereby create the WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL as a joint purchasing agency for the purpose of selecting and purchasing health care and/or other insurance for persons for which each District is authorized to purchase such insurance as set forth in RCW 28A.400.350(1).

Section 2. Management. The affairs of the WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL shall be managed by a Board of Directors (the "Board") composed of the superintendent of each District (or the superintendent's designee). Unless otherwise specified herein, all decisions of the Board shall be by majority vote. The Board shall elect one of its members to serve as a "Chair" to execute documents and otherwise act on its behalf, provided that the chair shall take no action without first obtaining Board approval. The board shall conduct at least one annual meeting.

Section 3. Powers. The WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL is authorized to survey available health care and/or other insurance options and, upon Board approval, to execute an agreement to make available to each District the provision of certain insurance policies (the "Insurance Agreement"). Each District may elect to participate or not participate in any health care and/or other insurance policy made available through the Insurance Agreement for all or a portion of its employees. Each participating District shall execute a separate written agreement with insurer whereby it agrees to abide by the terms and conditions of the Insurance Agreement and any such policy. Each participating District shall be solely responsible for the payment of any premium or other amount attributable to such District's participation in the Insurance Agreement and any such policy, whether such payments are made to WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL or to the insurance provider.

Section 4. Termination, Withdrawal and Dissolution. This Agreement shall remain in full force and effect for so long as two or more Districts remain a party hereto. Due to the WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL's need to competitively price and market the plans from time to time, any District that wishes to withdraw from this Agreement must supply an "intent to leave" notice to all Districts within the pool by registering with the General Agent no later than 90 days prior to termination. Notice must be sent to both authorized General Agents of the pool:

Alliant Insurance Services
ATTN: Mark Patrick/Paul Belles
818 West Riverside Ave Suite 800
Spokane Wa 99201

The Partners Group
ATTN: Mark Rose/Gus Kiss
11225 SE 6th St. Suite 110
Bellevue, Wa 98004

Once this notice has been sent to the Interlocal's General Agent this District will no longer be eligible for any plan year surplus share for the next year's premium offset even if said District remains in the Insurance Agreement. If the District maintains affiliation with the pool then the District will be fully eligible for future premium offsets. Receipt of the notice does not require the District to terminate affiliation with the WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL.

Any participating District may withdraw from this Interlocal Agreement or from participation in the Insurance Agreement by providing 60 days advance written notice, provided that such withdrawal is consistent with the terms of the withdrawing District's separate agreement to abide by the terms of the Insurance Agreement (including any restriction on the timing of such withdrawal).

Section 5: Finances and Budget. The WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL may accept such funds as each District agrees to contribute. To the extent such funds are contributed, they shall be deposited into a special fund with the Treasurer of King County, designated as the "Comprehensive School Pool Operating Fund." Such funds shall be expended in accordance with an annual budget prepared by the Chair and approved by the Board.

Section 6: Filing of Interlocal Agreement. The WASHINGTON STATE EDUCATION HEALTHCARE INTERLOCAL shall cause this Interlocal Agreement and any amendment thereto to be filed with the County Auditor of any county in which a District is located.

Section 7: Miscellaneous Provisions.

A. Amendment and Joinder. This Interlocal Agreement may be amended by the written consent of a majority of the parties hereto. A school district in the State other than the Districts may be joined as a party to this Interlocal Agreement after the effective date of this Interlocal Agreement with the approval of a majority of the Board. Any school district that is so added will do so by executing such document(s) as the Chair deems necessary to evidence such school district's agreement to be bound by the terms and conditions of this Interlocal Agreement.

B. Audits. Each District agrees to comply with audit procedures, as established under this Interlocal Agreement or State Auditor to assure compliance with this Interlocal Agreement and state and federal law.

C. Confidentiality. Each District agrees to keep confidential any records generated under this Interlocal Agreement to the extent permitted by law.

D. Dispute Resolution. As a condition to pursuing relief in a court of law, any District that has a disagreement with any action taken under this Interlocal Agreement shall comply with such internal dispute resolution mechanism as the Board shall adopt.

E. Assignment. No District may assign its rights or delegate its performance hereunder to any person or entity without the prior written consent of the Board.

F. Entire Agreement. Except as expressly stated herein, this Interlocal Agreement constitutes the entire agreement with respect to the subject matter hereof and there are no other agreements, written or oral, relating to the subject matter hereof.

G. Notices. All notices shall be properly given only if made in writing and either delivered personally, or deposited in the United States Mail, certified or registered, with postage prepaid and addressed as set forth in the respective addresses designated below, or in each case, to such other person or addresses as from time to time may be specified in writing. Notices shall be deemed received at the earliest or actual receipt or five business days following mailing. Notices by facsimile that are followed up with mail shall be deemed to be received on the date of receipt of the facsimile, if during normal business hours.

H. Authorization to Sign. Each District warrants that it has the power and authorization to execute this Interlocal Agreement and any other documents executed pursuant to this Interlocal Agreement.

I. Severability. If any provision of this Interlocal Agreement shall be invalid, unenforceable or contrary to applicable law, the remainder of this Interlocal Agreement, or the application of such provision to persons or circumstances other than those to which it is held invalid, unenforceable or contrary to applicable law, shall not be affected thereby and shall continue in full force and effect.

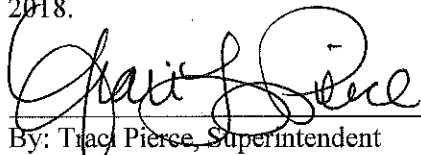
J. No Third Party Beneficiaries. Each District agrees that there are no third party beneficiaries to this Interlocal Agreement. It is intended for the sole benefit of the Districts only.

K. Governing Law and Venue. The laws of the State shall govern the construction and interpretation of this Interlocal Agreement and venue shall be in King County, Washington for any arbitration, action or proceeding relating to this Interlocal Agreement.

L. Roberts Rules of Order. The rules contained in the most recent edition of *Robert's Rules of Order Newly Revised* shall govern all meetings of the Board conducted under the authority of this Interlocal Agreement.

M. Headings. The headings of sections in this Interlocal Agreement are for the convenience of the reader and do not constitute a part of this Interlocal Agreement.

IN WITNESS WHEREOF, each of the Districts has entered into this Interlocal Agreement as of March 19, 2018.



By: Tracy Pierce, Superintendent
Lake Washington School District No. 414
King County, Washington

PRESCHOOL PROGRAM FEES

March 4, 2019

SITUATION

During the 2018-19 school year, the Lake Washington School District Preschool Program served over 300 students with special needs and 107 students with typical development. Programs operated at 7 elementary school sites, including: 8.5 Ready Start classrooms (AM/PM session), 3.5 Learning Center classrooms, 4 Inclusion classrooms (pilot program), and 4 Head Start classrooms. In 2019-20, there will be programs located at Old Redmond School House, Wilder, Carson, Muir, Bell, Juanita, and Sandburg elementary schools. The Learning Center program will be discontinued and new programs will include Ready Start, Inclusion, and Head Start. Each of these inclusionary programs will have 50% students with special needs and 50% students with typical development.

Our students with special needs and those in Head Start attend preschool at no cost. With our inclusionary model, students with typical development are invited to apply and enroll in our preschool program. Families are charged tuition fees for their child's participation. In addition, we provide "at-risk" spots for income-qualified families that do not meet Head Start criteria. For these families, fees are waived. With our new inclusion models, we expect to have capacity to serve over 250 students with typical development. In turn, this will allow us to increase the number of at-risk spots.

The last fee increase for this program was in 2011-12. To ensure high-quality services to children and due to the increased costs of salaries, benefits and supplies, it is recommended that the fees be increased. The Preschool Program fee is proposed as follows:

2018-19 Current Fee	2019-20 Proposed Annual	2019-20 Proposed Monthly
\$3,000	\$4,000	\$400

Fees will be charged monthly from September through June (10 months). We collect a refundable deposit that is applied to the last month's tuition. The district will provide waivers from these fees for at-risk students who are income qualified.

Comparative fees for other preschool programs in other districts are as follows:
(Fees are for a ten-month program, based on 4 days/week)

District Programs	2018-19 Monthly Fee
Bellevue	\$4,000
Northshore	\$4,400
Issaquah	\$6,270

RECOMMENDATION

The Board of Directors approves the Preschool program fee for the 2019-2020 school year.

INSTRUCTIONAL MATERIALS ADOPTION

March 4, 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 Roar
Author:	Emma Clayton
Publisher:	Chicken House
Copyright:	2012
No. of Copies:	TBD
Price:	\$8.09
School Requesting:	Redmond Middle School
Classification:	Grade 6

Title:	The Mysteries of Cove: Fires of Invention
Author:	J. Scott Savage
Publisher:	Shadow Mountain
Copyright:	2016
No. of Copies:	TBD
Price:	\$7.96
School Requesting:	Redmond Middle School
Classification:	Grade 6

Title:	We Were Liars
Author:	E. Lockhart
Publisher:	Delacorte Press
Copyright:	2014
No. of Copies:	10
Price:	\$10.99
School Requesting:	Finn Hill Middle School
Classification:	Grade 8

Title:	Projekt 1065
Author:	Alan Gratz
Publisher:	Scholastic
Copyright:	2016
No. of Copies:	32
Price:	\$5.24 per book
School Requesting:	Kirkland Middle School
Classification:	Grade 8

Title:	The Captain's Dog
Author:	Roland Smith
Publisher:	HMH Books for Young Readers
Copyright:	2008
No. of Copies:	60
Price:	\$6.99 per book
School Requesting:	Rosa Parks Elementary School
Classification:	Grade 4

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.

GC/CM CONSTRUCTION CHANGE ORDER NO. 4
ELLA BAKER ELEMENTARY SCHOOL (SITE 31)

March 4, 2019

SITUATION

On June 26, 2017, the Board of Directors approved the Guaranteed Maximum Price (GMP) for preconstruction and construction services of the Ella Baker Elementary School (the new elementary school in Redmond Ridge East).

Construction Change Order No. 4 for Ella Baker Elementary School is attached for your review. The change order includes thirty (30) changes to the construction contract for the Ella Baker Elementary School project. All thirty (30) changes are additive costs.

Seven (7) Change Order Proposals (COPs) are due to design coordination issues:

- COP 166 adds gym floor striping
- COP 188 adds for repair of fire hydrant
- COP 190 adds gas service from gas meter to generator pad
- COP 198 adds waterproof wall covering at floor sink in Room 105E
- COP 231 provides additional clarification and detail for the operable wall dimensions
- COP 245 adds asphalt patching at the fire lane apron at the student drop off area
- COP 248 adds miscellaneous sheet metal flashing needed for proper enclosure

Four (4) COPs are due to regulatory agency requirements:

- COP 192 adds liquid flashing around exterior openings per building envelope inspector recommendation to meet air testing requirements
- COP 193 adds elevator inspection time
- COP 207 adds exit signage on 2nd floor corridor
- COP 246 adds epoxy grouting of the main stair nosing

Three (3) COPs are due to unforeseen conditions:

- COP 220 revises exterior frames due to alignment issues arising from structural changes
- COP 232 adjusts the valley beam joist connection
- COP 244 adds paving for additional trenching requirement

Sixteen (16) COPs are for owner requested changes:

- COP 206 adds additional lighting fixtures in the library to increase lighting level at shelves
- COP 208 changes the location of the copy machine at the work room
- COP 211 changes the sequence of operations of lighting control
- COP 217 adds window film at the gym overhead doors
- COP 223 adds horizontal louver blinds on the first floor
- COP 225 adds a unit heater at the fully enclosed library exit stair for air circulation
- COP 227 relocates the HVAC emergency shut down button to the main office
- COP 228 adds a handwashing sink in Room 204

- COP 229 adds backflow prevention at kitchen
- COP 235 adds stage curtain in the music room
- COP 236 expands base bid signage package to meet revised district standard
- COP 237 adds intrusion keypad in the custodial/receiving area
- COP 238 adds three card readers to meet revised access controls standard
- COP 239 adds casework in the admin staff room
- COP 242 adds additional cleaning prior to the first day of school
- COP 243 adds netting around the ball wall

The total of the change orders for this project is 4.44% of the established construction GMP. The cost of the changes from Change Order No. 4 is within the budget established for this program.

Board Approved Final GMP Construction Contract Amount	\$33,793,086
Current Change Order	
Change Order No. 4	\$220,629
Total Change Orders	
Change Orders No. 1 through 4	\$1,499,668
Contract Amount including this Change Order	\$35,292,754

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 4 with Lydig Construction, Inc. for the Ella Baker Elementary School project in the amount of \$220,629 plus sales tax. Approval of this change order results in a revised GMP of \$35,292,754.

**CHANGE ORDER NO.****04**

Project: Ella Baker Elementary School (Site 31 - RREES)

Contractor: Lydig Construction



Date: 3/4/2019

Project #: 3160

Contract #: 2000400149

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

COP	CCD		Amount
248		CE #373 - Premium Time 7/14/2018, Interstate OT	\$2,583
246		CE #354 - #514: Architectural - Epoxy Grouting of the main stair nosings (KL)	\$9,296
245		CE #390 - Asphalt Patching at the Fire Lane Apron	\$5,686
244		CE #388 - RFI#129: URGENT: CIVIL - Water Utility Trenching Constructability Requirements	\$5,291
243		CE #385 - RFI#501: ARCHITECTURAL - Added Netting at the Covered Play Area	\$6,048
242		CE #384 - Final Cleaning - Re-clean	\$3,106
239		CE #377 - RFI#513: Architectural - Additional Casework requested in the admin workroom.	\$5,014
238		CE #362 - RFI#489.1: ELECTRICAL - Added Card Readers for Disarming the Access Control Panel (KL)	\$15,503
237		CE #347 - #502: Electrical - Add Intrusion Alarm Keypad in Corridor 105 (KL)	\$1,498
236		CE #214 - RFI #359: ARCHITECTURAL - Signage Standard Clarification (KL)	\$46,748
235	CCD-003	CE #378 - Added Stage Curtain CCD-003	\$3,274
232		CE #099 - RFI#098: STRUCTURAL - Valley Beam Joist Connection Detail (MM)	\$1,553
231	ASI-006	CE #070 - ASI-006 - Operable Wall BOS Dimensions (MM)	\$2,590
229		CE #369 - RFI#510: Mechanical - Modifications to Sink Plumbing for Chemical Usage in Dishwasher	\$1,586
228		CE #330 - RFI#473: ARCHITECTURAL - Resource Room 204 Sink Installation	\$1,820
227		CE #368 - RFI#470: MECHANICAL - HVAC Emergency Shut Down Switch Relocation	\$1,247
225		CE #295 - RFI#425: MECHANICAL - Additional Electric Unit Heater at Library Stair S-01 (KL)	\$4,509
223		CE #256 - RFI#404: ARCHITECTURAL - Additional Horizontal Louver Blinds (KL)	\$6,664
220	ASI-020	CE #144 - ASI-020 - Revision to Exterior Frames, SF Jamb at CMU Veneer, and CMU Patterns (KL)	\$39,307
217		CE #348 - #503: Architectural - Additional 3M Film at Gym OH Doors	\$4,477
211		CE #361 - RFI#492: ELECTRICAL - Lighting Controls SOO Site Walk Confirmation	\$4,819
208		CE #336 - RFI#490: ELECTRICAL - Copy Machine Relocation at Work Room 101H	\$1,077
207		CE #324 - RFI#451: ELECTRICAL - Additional Exit Signs on 2nd Floor Corridor (KL)	\$1,712
206		CE #321 - RFI#420R1: URGENT: ELECTRICAL - DL1C Lighting Fixture Locations at Library 201 (KL)	\$4,472
198		CE #333 - RFI#480: ARCHITECTURAL - FRP at Mop Sink in Room 105 E (MM)	\$1,173
193		CE #337 - OT Elevator Adjustment / Inspection	\$2,271
192		CE #178 - Extra Liquid Flash at Openings (KL)	\$26,459
190		CE #315 - Gas Service From Meter to Generator Pad 85 lf (MM)	\$1,311
188		CE #306 - Fire Hydrant Repair (MM)	\$769
166		CE #301 - Athletic Gym Floor Striping (MM)	\$8,767

Combined Total: \$220,629

Not valid until signed by the Owner. Signature of the Contractor indicates agreement herewith, including any adjustments in the Contract Sum and the Contract time.

The Original Contract Sum was \$113,000

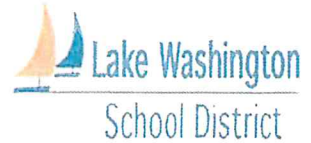
Net Change by previously authorized Change Orders..... CA01 through CO 03 \$34,959,125

The Contract Sum prior to this Change Order was..... \$35,072,125

**CHANGE ORDER NO.****04**

Project: Ella Baker Elementary School (Site 31 - RREES)

Contractor: Lydig Construction



Date: 3/4/2019

Project #: 3160

Contract #: 2000400149

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

The Contract Sum will be increased ~~decreased~~ ~~unchanged~~ by this Change Order..... \$220,629

The new Contract Sum including this Change Order is \$35,292,754

The Contract time will be ~~increased~~ ~~decreased~~ unchanged by..... 0 days

The date of Substantial Completion as of the date of this Change Order August 29, 2018

Amounts exclude State Sales Tax.

CONTRACTOR'S ACCEPTANCE

BY: Kiel Lunsford
 SIGNED: [Signature]
 TITLE: Project Manager
 DATE: 2/20/2019

ARCHITECT'S RECOMMENDATION

BY: [Signature]
 SIGNED: Miranda Karli
 TITLE: Project Architect
 DATE: 2/19/19

OWNER'S ACCEPTANCE

BY: _____
 SIGNED: Brian Buck
 TITLE: Director, Support Services
 DATE: _____

PROGRAM MANAGER'S RECOMMENDATION

BY: [Signature]
 SIGNED: Stephen Murakami
 TITLE: Program Manager
 DATE: 2/19/19

DONATIONS

March 4, 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>
Audubon Elementary PTSA to Audubon Elementary School	\$2,804.41	To provide stipends for choir and book club.
Alexander Graham Bell PTSA to Bell Elementary School	\$7,500.00	To support field trips.
Robert Frost PTSA to Frost Elementary School	\$1,830.00	To support intermural sports.
Juanita Elementary PTA to Juanita Elementary School	\$3,794.88	To purchase soccer goals (\$2,585.95) and support field trips (\$1,208.93).
Christa McAuliffe PTSA to McAuliffe Elementary School	\$7,548.47	To provide stipends (\$1,270.30); purchase site licenses for Accelerated Reader (\$448.37), occupational therapy supplies (\$200.00) and PE mats (\$2,515.80); and support recess coaching (\$1,650.00) and professional development (\$1,464.00)
Redmond Elementary PTSA to Redmond Elementary School	\$1,728.65	To purchase library books.
Carl Sandburg PTSA to Sandburg Elementary School	\$19,709.91	To support field trips (\$4,072.50) and outdoor education (\$15,637.41).
Samantha Smith PTSA to Smith Elementary School	\$40,808.93	To purchase playground equipment.
Mark Twain PTSA to Twain Elementary School	\$3,700.00	To support classroom enrichment.
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary School	\$7,406.00	To provide stipends for Math Olympiad, motor skills enrichment, and games club (\$7,251.00); and purchase library books (\$155.00).
Environmental and Adventure School PTO to EAS	\$16,950.00	To support extracurricular activities and field trips.
Evergreen Middle School PTSA to Evergreen Middle School	\$7,015.83	To purchase Scholastic magazines (\$5,491.02) and purchase classroom supplies (\$1,524.81).

Redmond Middle School PTSA to Redmond Middle School	\$1,560.00	To support Family Night.
Eastlake High School PTSA to Eastlake High School	\$5,500.00	To support classroom enrichment.
Juanita Rebels Booster Club to Juanita High School	\$3,208.00	To purchase gymnastics uniforms.
Juanita High School PTSA to Juanita High School	\$4,548.21	To provide classroom enrichment (\$2,150.00) and Scholastic magazines (\$141.45) and purchase classroom and career center supplies (\$2,256.76).
First Washington to Lake Washington High School	\$1,796.85	To support robotics.
Lake Washington High School PTSA to Lake Washington High School	\$1,210.00	To provide stipend for robotics.
TOTAL	\$138,620.14	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the March 4, 2019 board meeting.

FINDINGS AND RECOMMENDATIONS COMMUNITY ENGAGEMENT FORUMS

March 4, 2019

SITUATION

The district held four Community Engagement Forums in January and February.

January

- Thursday, January 10, 2019 @ Kirkland Middle School
- Thursday, January 24, 2019 @ Redmond Middle School

February

- Thursday, February 7, 2019 @ Evergreen Middle School
- Thursday, February 21, 2019 @ Kamiakin Middle School

The purpose of these meetings was to solicit community feedback through structured conversations that will emerge as big picture recommendations to the Board of Directors. The Board will use this information as they engage in the process of updating our current district strategic plan and student profile documents. The recommendations will be considered along with current areas of priority as we focus on the future direction of our school district.

At Monday's board meeting, we have invited the co-chairs of each of the group to present their findings and recommendations.

Group #1 - Student Achievement

- Jen Rose, Director, Teaching & Learning Member, DLT
- Swarnima Aswinkumar..... Parent

Group #2 - Technology & Innovation

- Sally Askman, Director, Technology Operations..... Member, DLT
- Mindy Mallon, Associate Director, Teaching and Learning, Technology Integration..... Member, DLT
- Cori Hartje Community Member

Group #3 - Safety & Security

- Rick Burden, Director, School Support, Lake Washington LC Member, DLT
- Scott Emry, Manager, Risk, Health, and Safety Management Member, DLT
- Georgina Bulkley Parent

Group #4 - Staffing - Recruit, Hire and Retain

- Emily Young, Associate Director, Human Resources, Recruitment & Talent Acquisition Member, DLT
- Masika Olumide Parent

Group #5 - Facilities & Finance

- Brian Buck, Director, School Support Member, DLT
- Barbara Posthumus, Associate Superintendent, Business & Support Services Member, DLT
- Bryan Melerski Staff

Group #6 - Community Engagement

- Jon Holmen, Deputy Superintendent Member, DLT
- Shannon Parthemer, Director, Communications & Community Engagement Member, DLT
- Laura D'Urso Parent

RECOMMENDATION

The board will receive the Findings and Recommendations of the Community Engagement Forums.

APPROVAL OF ER-2, SCIENCE MONITORING REPORT

March 4, 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.

Assertion of Progress: ER-2 Science
March 4, 2019

The Board of Directors approves the ER-2, Science monitoring report as presented, and recognizes that reasonable progress has been made with exceptions as noted below.

Assertion of Reasonable Progress with Exceptions

Achievements:

The board agrees that relative rank of LWSD against all other large WA districts in grade 5 and grade 8 assessments is excellent.

The board concludes that the gaps in performance between post-ELL students and never-ELL students are negligible and that this is strong evidence that the ELL system is highly effective at bringing students with limited English proficiency to fluency.

Focus/Priority Moving Forward

Ongoing concerns:

The board shares the concerns expressed by the administration with regard to persistent performance gaps for Special Education (Sp Ed) students, Low-Income students, and Hispanic/Latino students. The board endorses continued focus on understanding the origin of these gaps and attempting to close them.

The board has some concern that low-income students not at Title I schools may not be receiving the level of support that is needed. Further investigation of low-income performance outside of Title I supports is warranted and supported by the board.

Roughly 10% of our high schoolers appear to fall into the gap between failure and a C or higher. How are we specifically supporting these kids with interventions to get them back on track?

Breaking out specific learning disabilities (SLD) students as a subset of SpEd is much appreciated but raises new questions. In 5th grade there are 116 SpEd students with SLD, of whom 24% are at standard. By 8th grade, the absolute number falls to 70, and only 14% are at standard. Where did the other 50 SLD students go? Are we successfully helping them achieve standard or are they leaving the system? Reporting on post-SLD students could be as enlightening as reporting on post-ELL students has proven to be.

Board feedback on initiatives:

The board is supportive of efforts to effectively implement the system of multi-tiered student supports (MTSS) and wraparound services as strategies that are applicable to every student and, therefore, relevant to closing nearly all of the observed performance gaps.

The board is supportive of continuing efforts to bring hands-on science learning to all students. Specific examples of this include expansion of internship/externship

opportunities and apprenticeships at the high school level and the inclusion of learning to code for computers as a foundational skill in earlier grades.

Peer tutoring (or high school tutoring of younger students) represents an opportunity to both give older children the opportunity to grow while increasing the amount of support for younger students. Is it possible to capture information on such programs systematically?

Policy Revisions

Suggestions regarding presentation

The decision to break out results for students with a C or higher is helpful as it makes our internal results more closely resemble district performance on state assessments

Given the significant impact of current ELL enrollment on student performance and the long-term success of post-ELL students, the board would appreciate efforts to exclude current ELL students from other sub-group analysis. Doing so would allow us to interpret performance of other programs without confounding from ELL.

*March 4, 2019 Board Meeting
Prepared by Chris Carlson*

Board Member Signatures:

Siri Bliesner, President

Mark Stuart, Vice President

Chris Carlson, Director

Eric Laliberte, Director

Cassandra Sage, Director

End Result (ER) 2: Science

Board Monitoring Report
March 4, 2019

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Data Overview Sheet

Student Performance Targets: 95% of students meet all established indicators Student performance is comparable to student performance in comparable WA state districts Student performance is improving								<div><div><div></div><div></div><div></div><div></div></div><div>Key: Reasonable Progress Limited Progress</div></div>		
	All	Female	Male	Special Education	ELL	Low Income	Asian	Black/ African American	Latino/ Hispanic	White
5 Science WCAS Spring 2018	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
8 Science WCAS Spring 2018	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
9 Full Science Credit 2017-18 Class of 2021	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)
11 Science WCAS Spring 2018	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 11th grade students took the test in Spring, 2018. Ranking is compared to those that took tests in comparative districts.

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

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

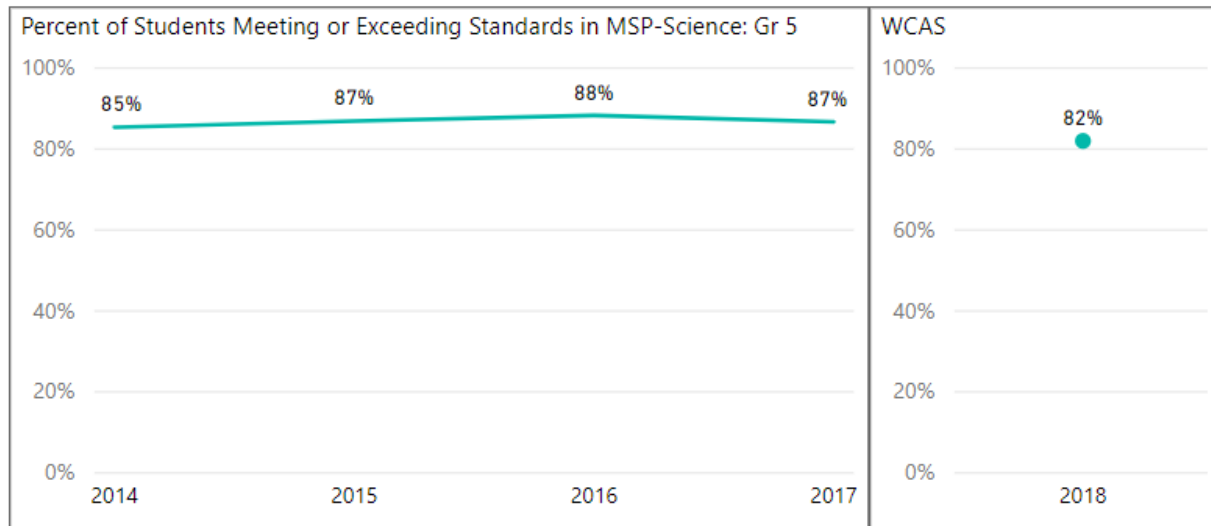
Given the high aspirational goal of 95% of students to demonstrate achievement in elementary science, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and 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 1st 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



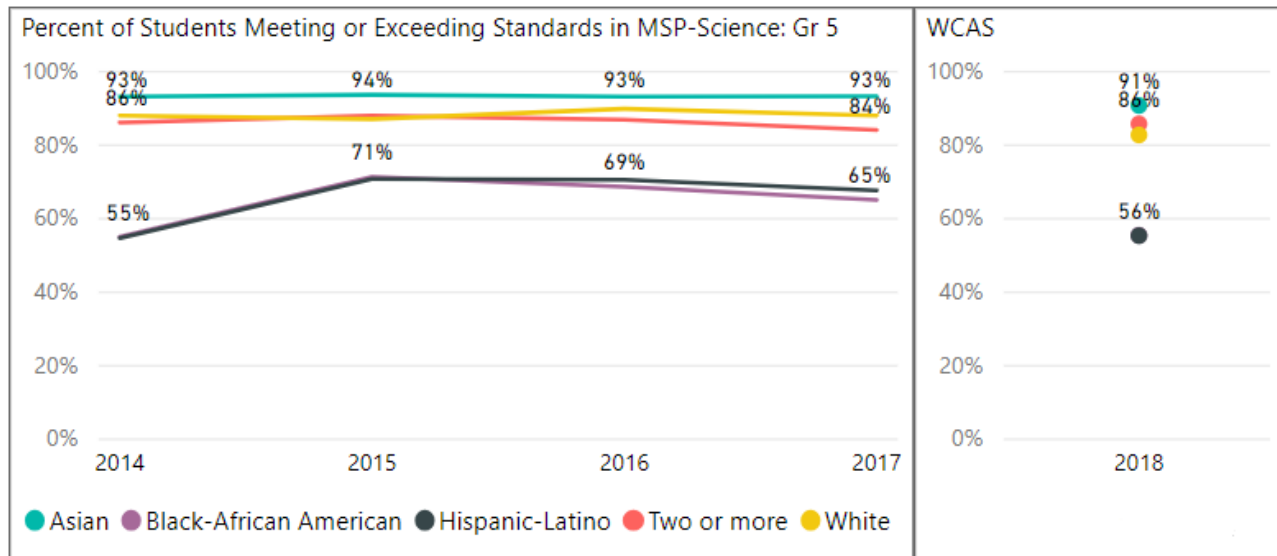
	% of 5 th Graders Meeting or Exceeding State Standards in Science		
School Year	Assessment	% Met	Total N
2013-14	MSP	85.3	1752
2014-15	MSP	86.9	2209
2015-16	MSP	88.2	2263
2016-17	MSP	86.7	2323
2017-18	WCAS	81.9	2439

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.

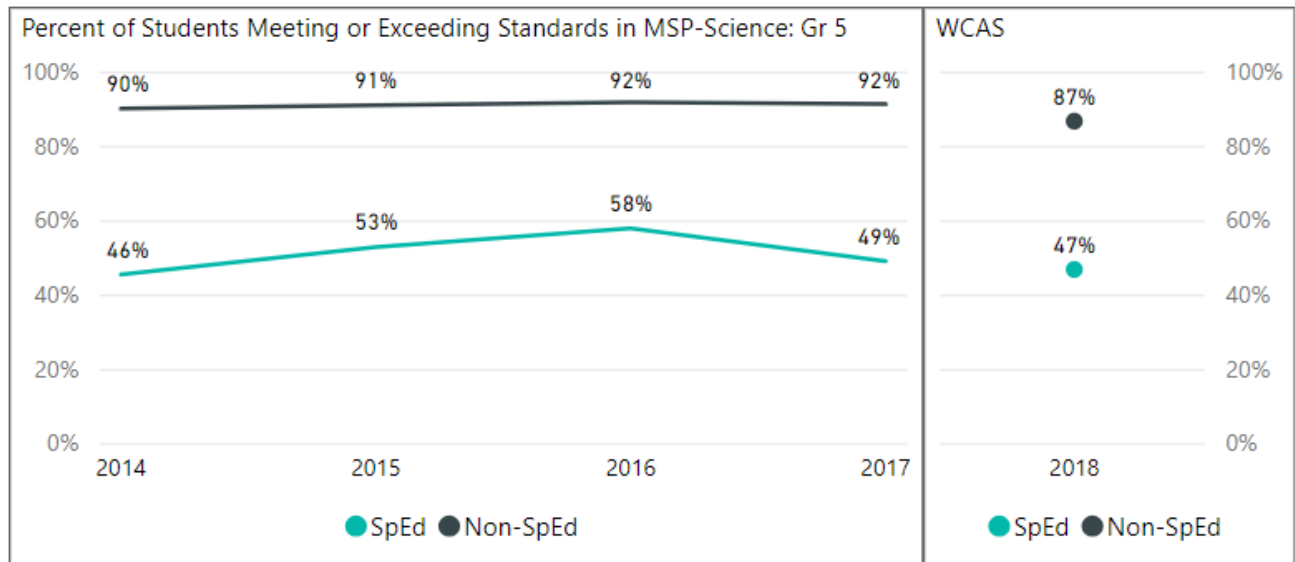
- Asian students perform higher than other race/ethnicity groups with 90.8% of students meeting standard
 - Significant gaps are present for Black/African American and Hispanic/Latino students with 55.5% and 55.4% of students meeting standards respectively
 - Hispanic/Latino grade 5 students rank 9th among the 49 largest districts in the state in science
 - Female and male grade 5 students rank 1st 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 1st 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 2nd 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 17th 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:

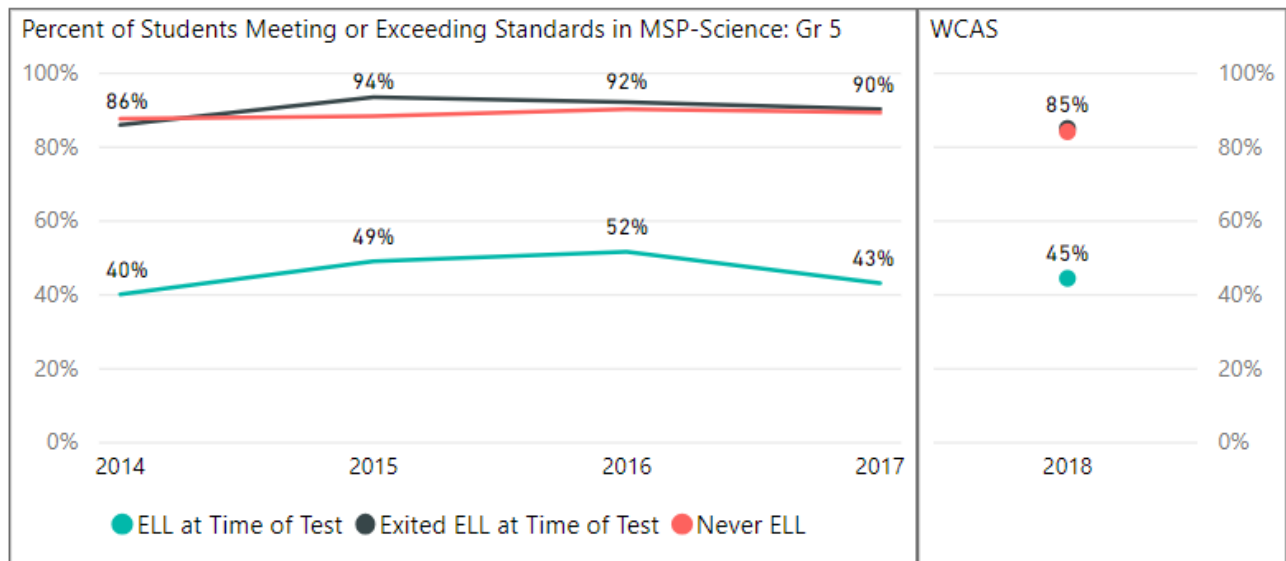


Percent of Students Meeting or Exceeding State Standards in Science – Grade 5: Special Education					
School Year	Assessment	Non-SpEd		SpEd	
		% Met	Total N	% Met	Total N
2013-14	MSP	90.3	1557	45.6	195
2014-15	MSP	91.2	1960	53.0	249
2015-16	MSP	92.0	2005	58.1	258
2016-17	MSP	91.5	2059	49.2	264
2017-18	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

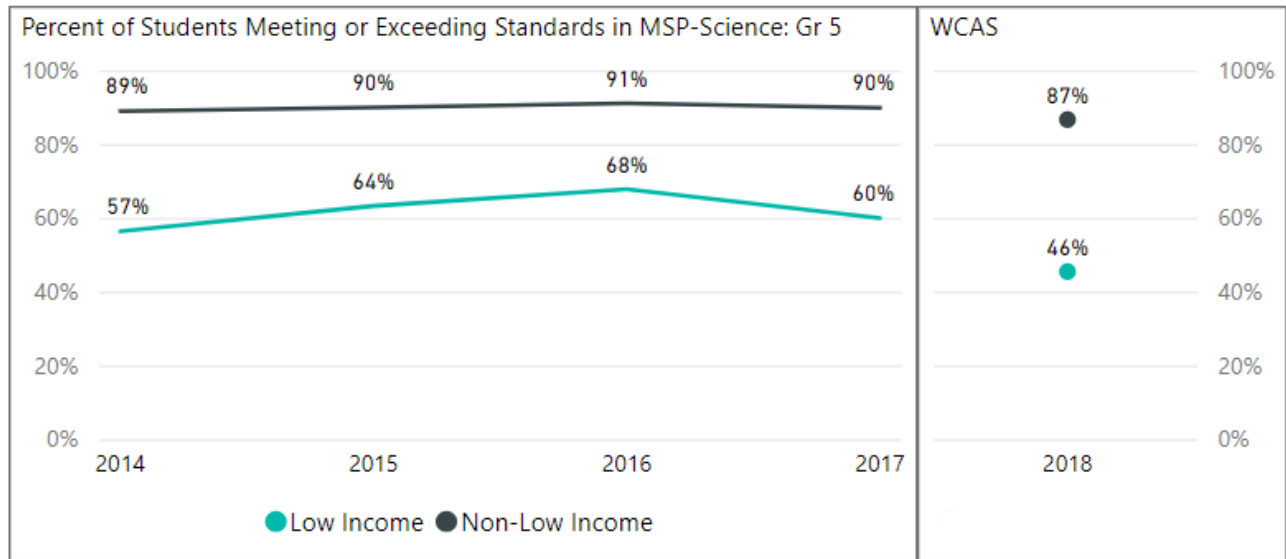
*Categories defined in Appendix

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.¹

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

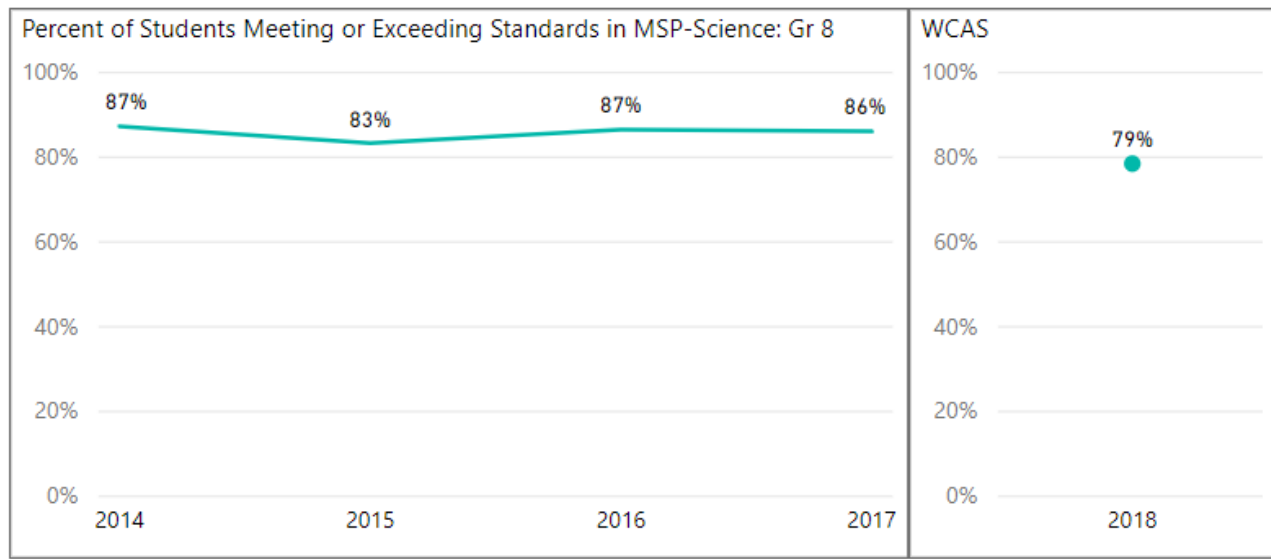
Given the high aspirational goal of 95% of students to demonstrate achievement in Middle School Science, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance 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 3rd 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



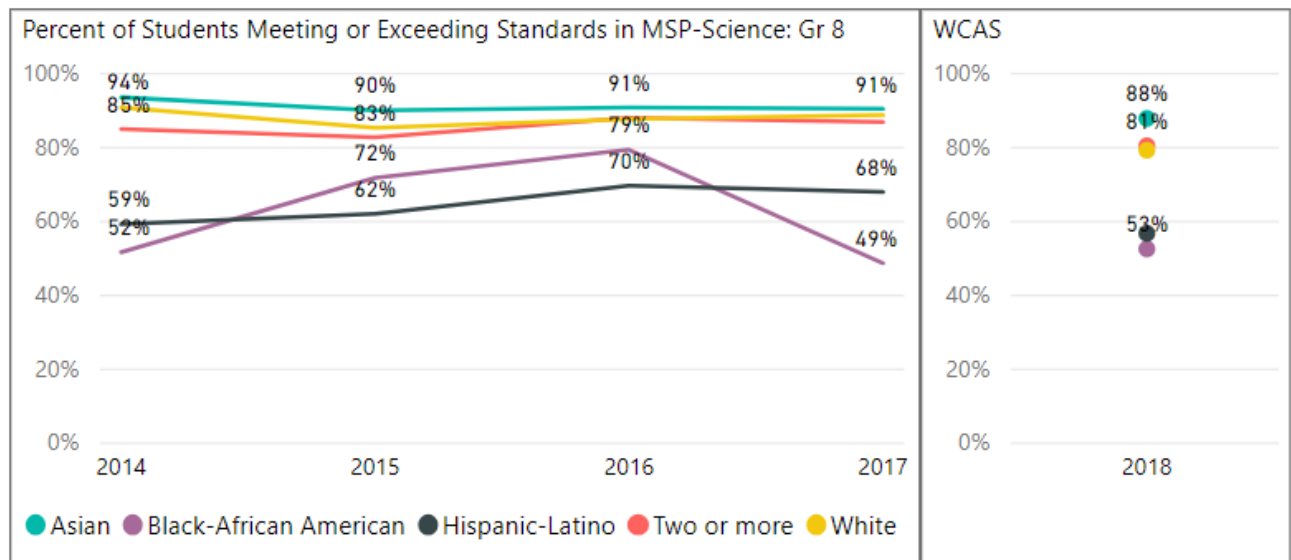
	% of 8 th Graders Meeting or Exceeding State Standards in Science		
School Year	Assessment	% Met	Total N
2013-14	MSP	86.9	1885
2014-15	MSP	83.3	2016
2015-16	MSP	86.4	1970
2016-17	MSP	86.0	2099
2017-18	WCAS	78.4	2184

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.

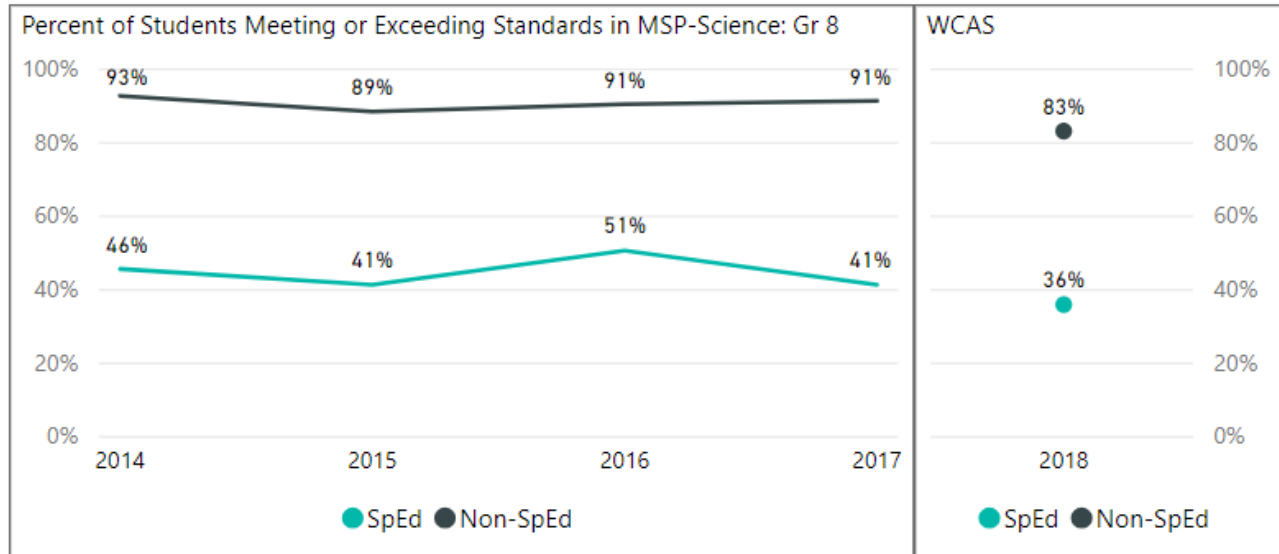
- Asian students perform significantly higher than all other race/ethnicity groups in middle school science with 87.9% of students meeting standard
- Hispanic/Latino grade 8 students rank 7th among the 49 largest districts in the state in science
- Female and male grade 8 students rank 3 and 4 respectively 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 3rd 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 5th among the 49 largest districts in the state
- Students from low income households are underperforming compared to LWSD peers with grade 8 students ranking 21st 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**

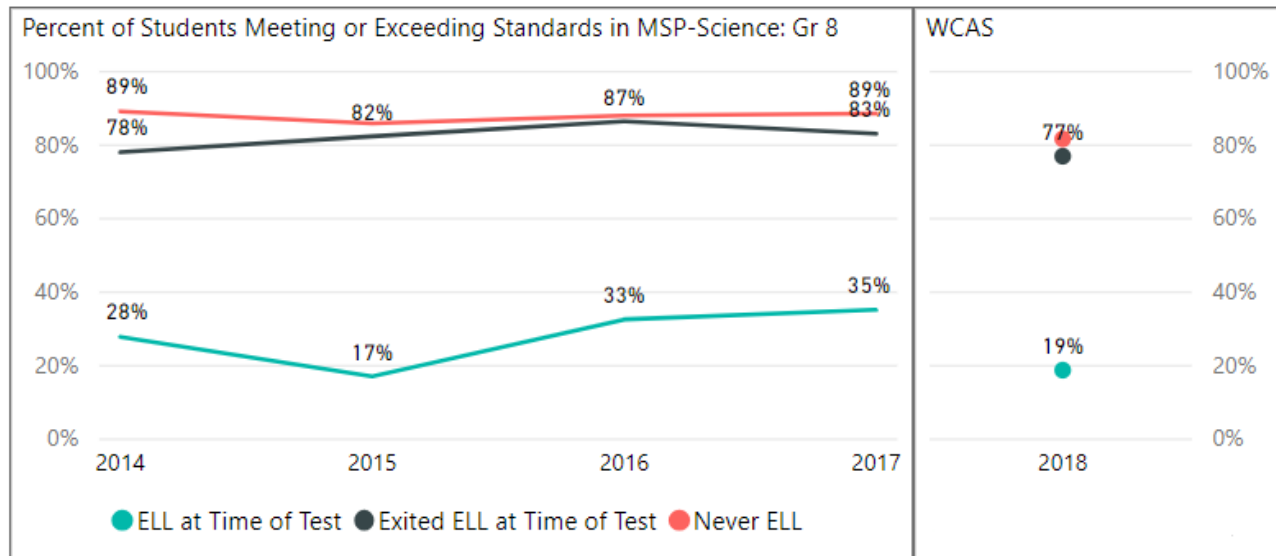
School Year	Assessment	Non-SpEd		SpEd	
		% Met	Total N	% Met	Total N
2013-14	MSP	82.8	1647	45.7	238
2014-15	MSP	88.5	1794	41.4	222
2015-16	MSP	90.5	1769	50.7	201
2016-17	MSP	91.4	1870	41.4	229
2017-18	WCAS	83.2	1962	36.0	222

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

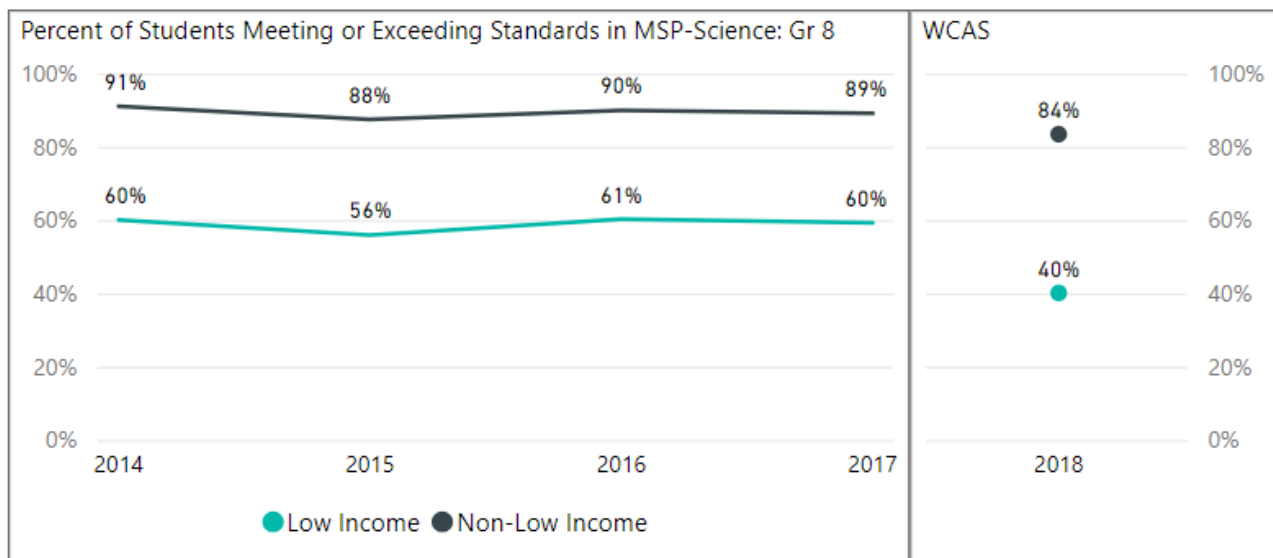
*Categories defined in Appendix

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 9th graders earning full credit in science
- 95% of 11th 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.**¹

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

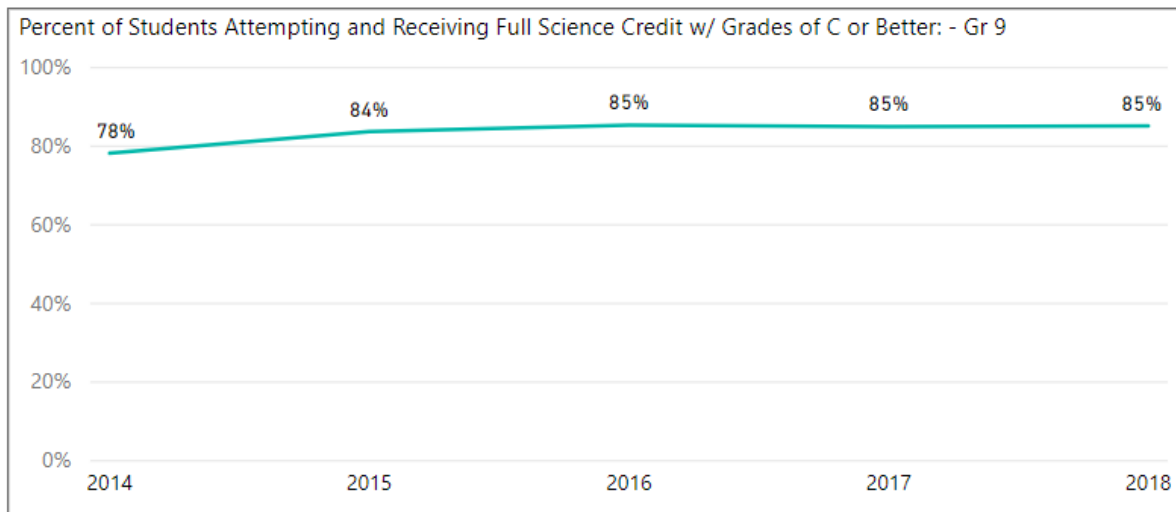
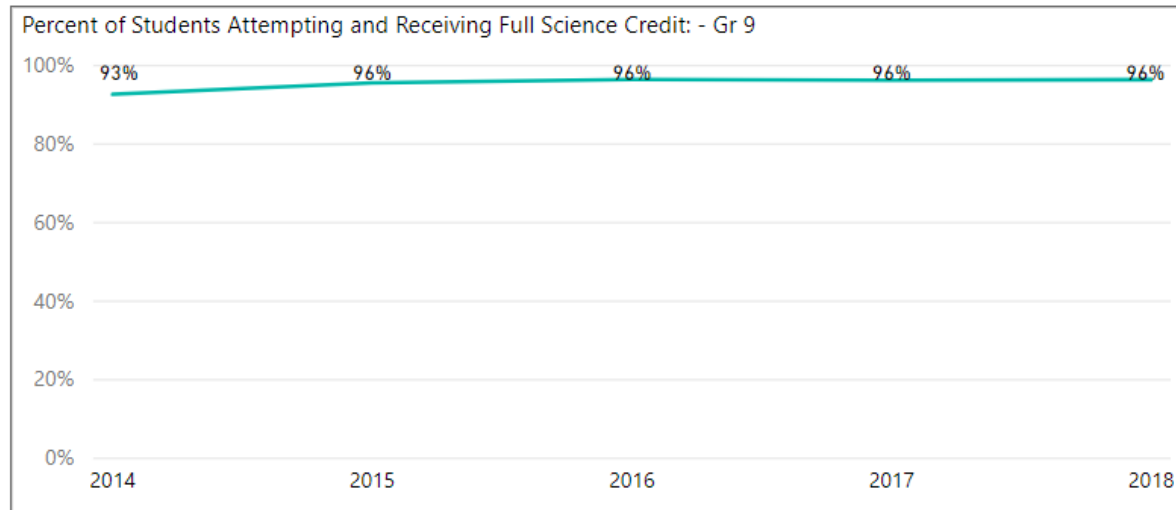
Given the high aspirational goal of 95% of students to demonstrate achievement in High School Science, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and 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 th 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 th Graders Meeting or Exceeding State Standards in Science		
School Year	% Met	Total N
2017-18	31.3	1937
	79.5*	763*

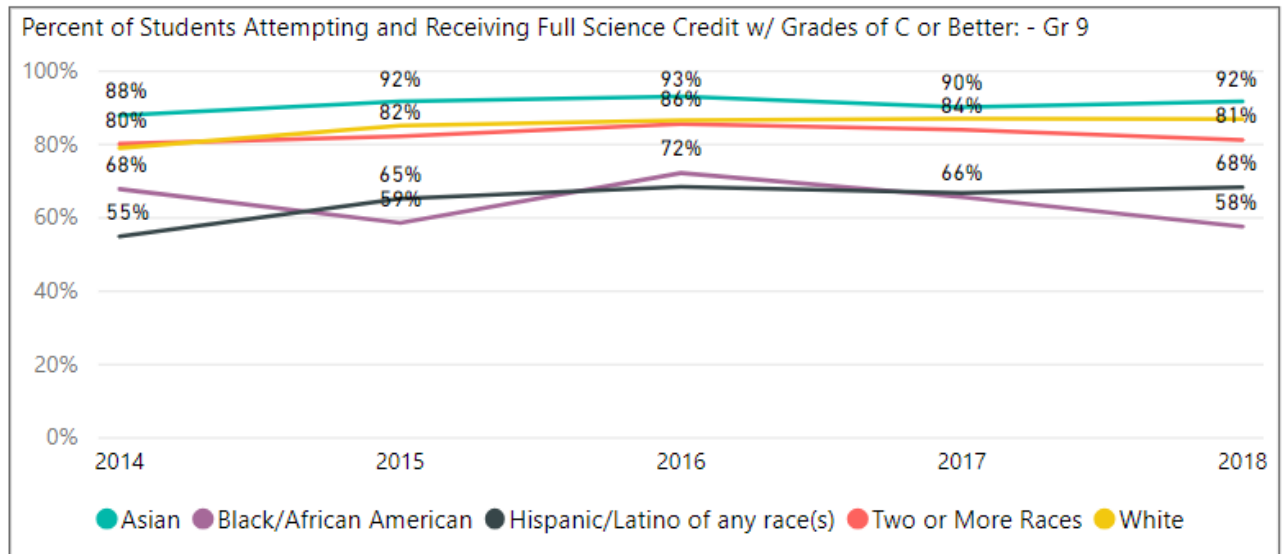
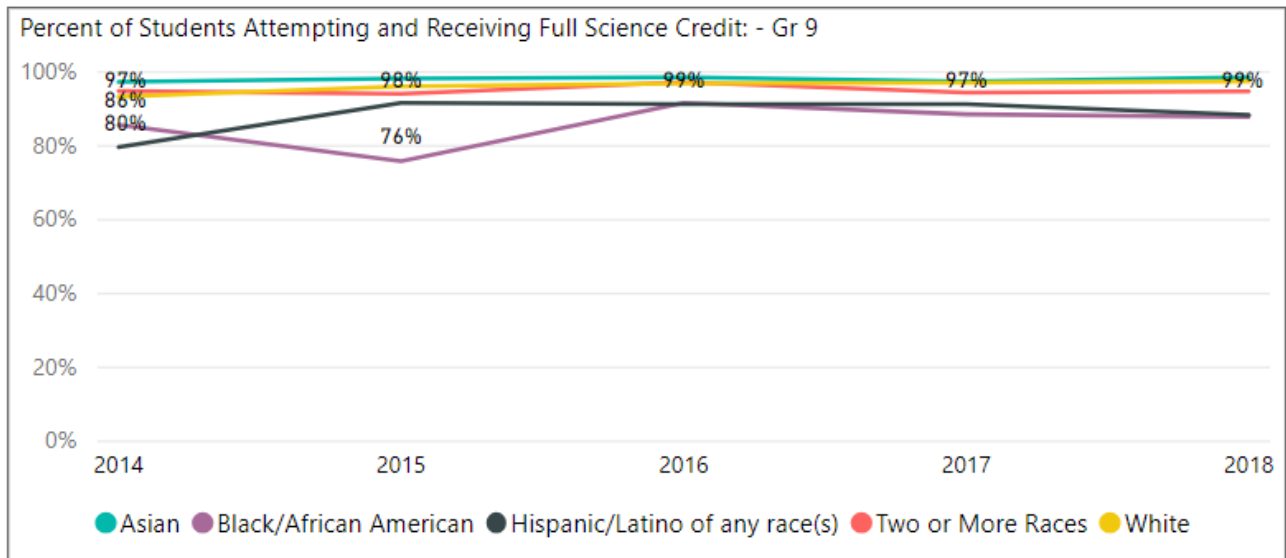
*Those taking the test

Monitoring Results: Select Student Groups

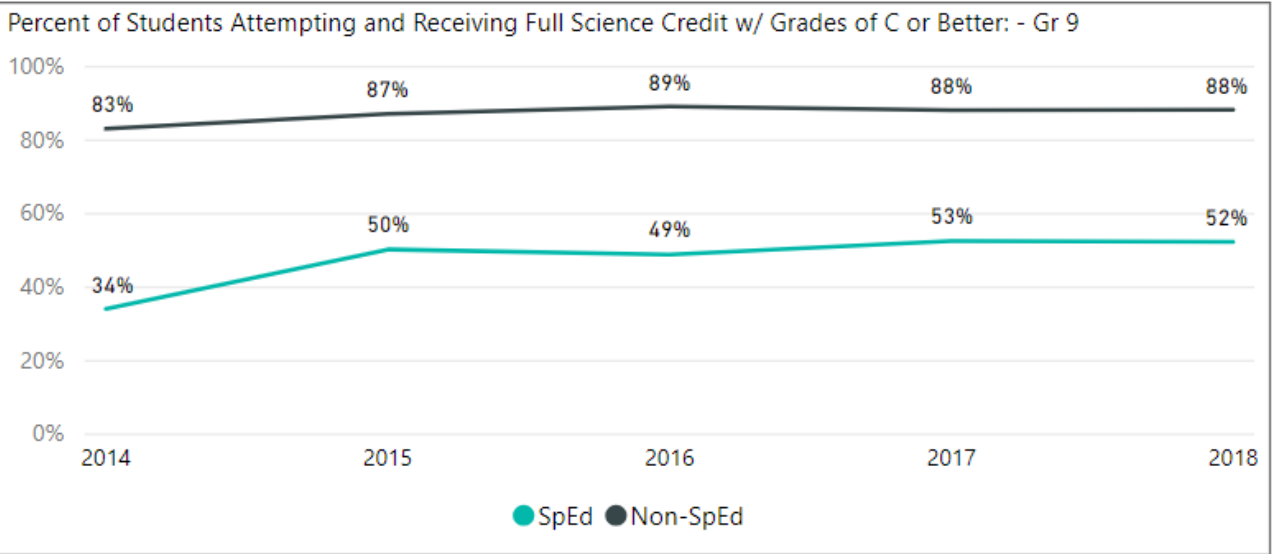
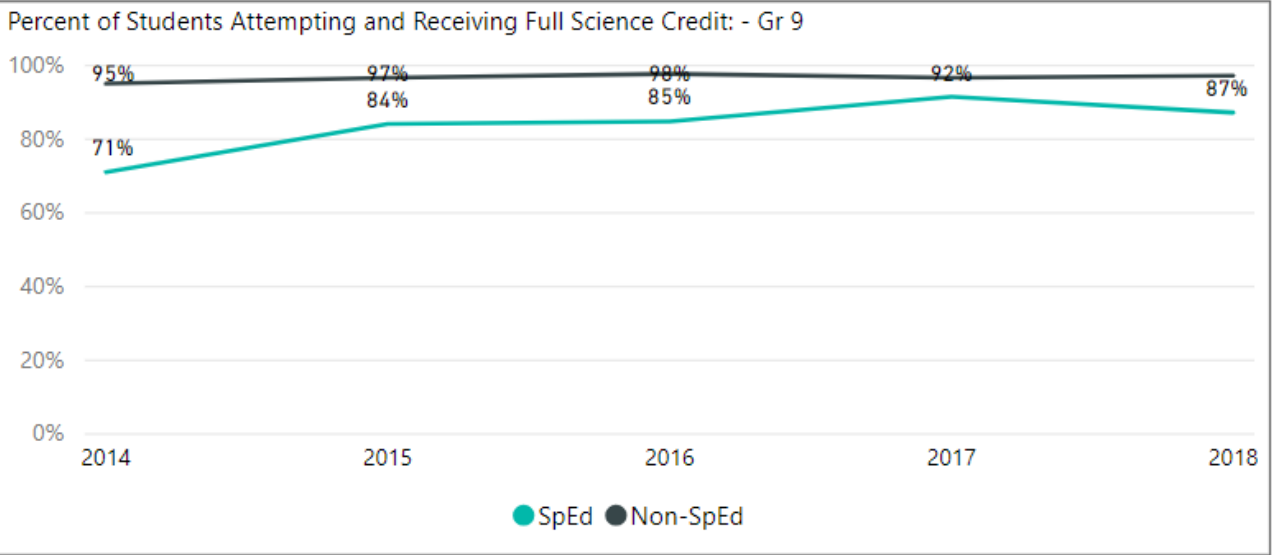
The percent of students earning full grade 9 science has been stable for 5 years for the All Student, Asian, White and low income and ELL groups, there has been a small decline for students receiving special education services and for students in the Latino and Black/African American groups.

- 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

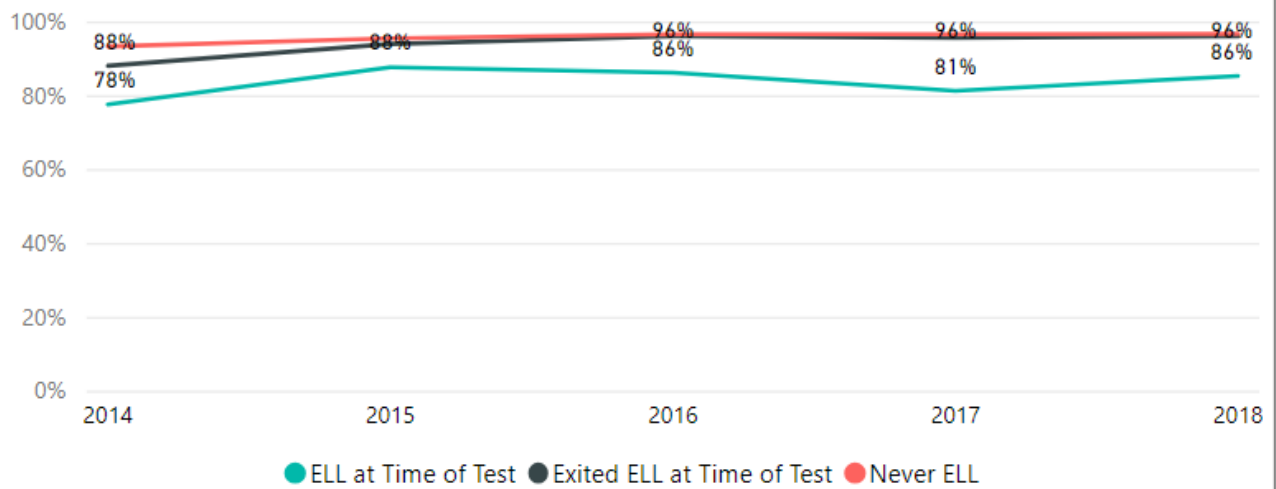


% of 9 th Graders Earning Full credit in Science: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	97.3	298	85.7	28	79.6	162	94.8	116	93.3	1117
2014-15	98.2	279	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

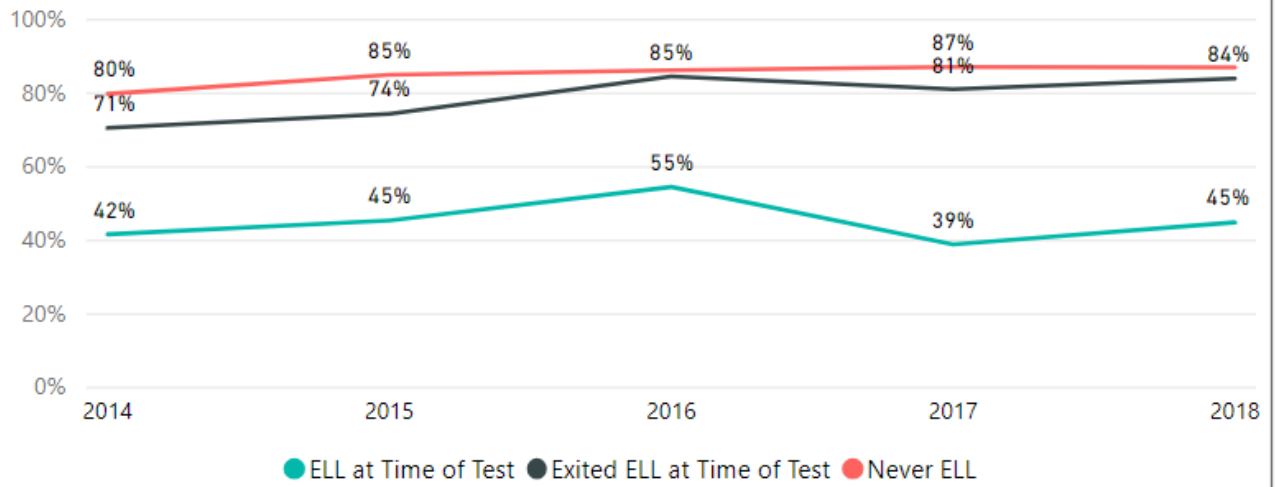


% of 9 th Graders Earning Full credit in Science: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2013-14	95.1	1549	71.1	173
2014-15	96.7	1599	84.2	177
2015-16	97.7	1730	84.8	184
2016-17	96.7	1747	91.5	177
2017-18	97.2	1813	87.2	172

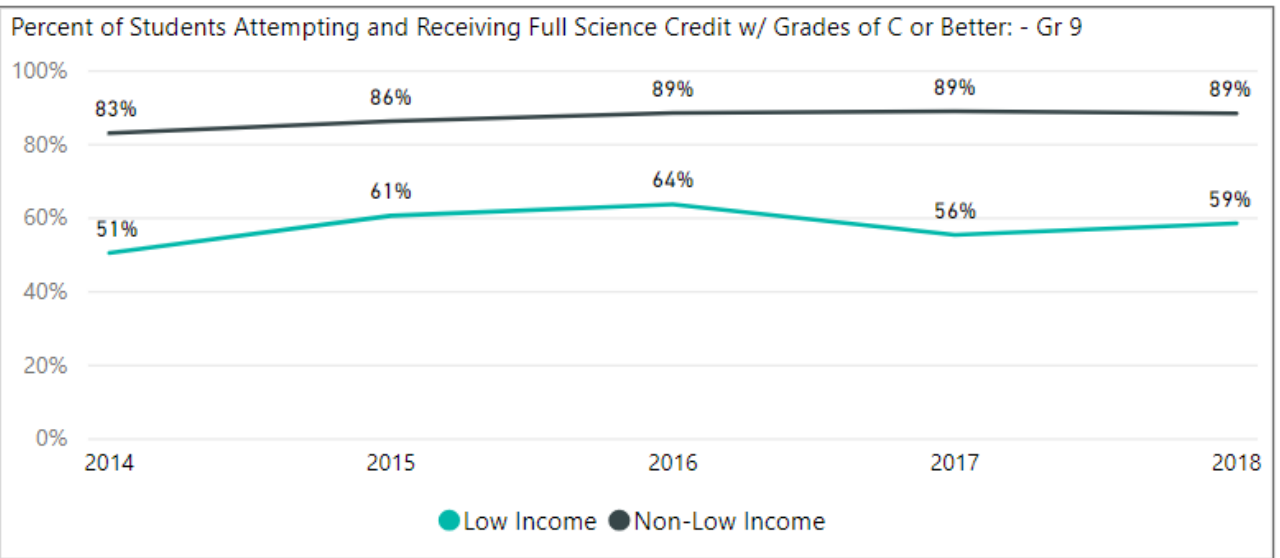
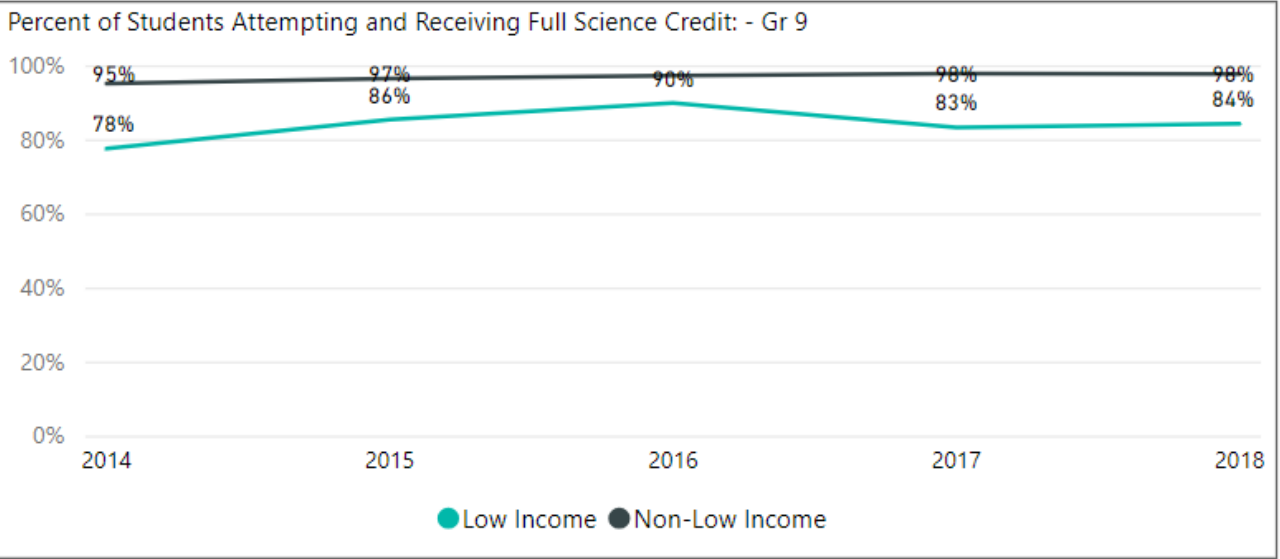
Percent of Students Attempting and Receiving Full Science Credit: - Gr 9



Percent of Students Attempting and Receiving Full Science Credit w/ Grades of C or Better: - Gr 9



% of 9 th 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 th 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 th 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 th 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 th 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 th 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.