

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

June 24, 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

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

June 20, 2019

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

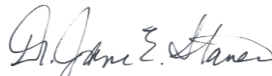
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of June 24, 2019 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74<sup>th</sup> Street, Redmond, WA.

Order of Business

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

Sincerely,

A handwritten signature in cursive script, 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**  
**June 24, 2019**

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<b>5:00 p.m.</b>	<b>Study Session</b> Topic: <i>Facility Update, Review Draft of 2019-20 Annual Board Work Plan and Draft Operational Expectations and Results (OE/R) Policies</i>
<b>6:30 p.m.</b>	<b>Executive session</b> for the purpose to consider the selection of a site or the acquisition of real estate by lease or purchase and the minimum price at which real estate will be offered for sale or lease Location: <i>Sammamish, Resource Center</i>

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<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
<b>7:00 p.m.</b>	<b>Convene, Roll Call</b>			
	<b>Approve Agenda</b>			
	<b>Recognitions - 2018-19 WIAA Champions</b>			
	<b>Public Comment</b>			
	<b>Consent Agenda</b>	<b>GP-8</b> (Annual Agenda Planning)		
	▪ Minutes – (June 10 study session and board meeting)		1	1
	▪ Human Resources Report - salary schedules		2	9
	▪ Instructional Materials Adoption		3	12
	▪ GC/CM Contract Amendment #2 Lake Washington High School Addition Project (Site 84)		4	14
	▪ Donations		5	16
	<b>Non-Consent Agenda</b>			
	▪ 2019-20 Budget, First Reading		6	18
	▪ Board Policies – Governing Culture & Board/Superintendent Relationship (GC & B/SR) Second Reading/ Approval		7	19
	▪ Board Policies – Operational Expectations (OE) and Results (R) First Reading		8	20

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	<ul style="list-style-type: none"> <li>Approval of Monitoring Board Policy <ul style="list-style-type: none"> <li>✓ EL-3, Communication and Counsel to the Board</li> <li>✓ EL-5, Parents and Community</li> <li>✓ EL-6, Student Learning Environment</li> <li>✓ EL-8, Instructional Materials Selection</li> </ul> </li> </ul>	<b>B/CR 5</b> ( <i>Monitoring CEO Performance</i> )		
			9	21
			10	22
			11	23
			12	24

### Program Report

- Student Services Report
- 2019-20 Strategic Plan Overview

### Superintendent Report

**EL-3** (*Communication & Counsel to the Board*)

### Legislative Update

**GP-3** (*Board Job Description*)

### Board Follow-Up

**GP-3** (*Board Job Description*)

### Future Agenda Items

**EL-3** (*Communication & Counsel to the Board*)

### Debrief

**GP-2** (*Governing Style*)

### Board Member Comments

### Adjourn

### Upcoming Board Meetings:

August 12	5:00 p.m.	<b>Study Session</b> <i>Topic: TBD</i> <i>Location: Sammamish, Resource Center</i>
	7:00 p.m.	<b>Board Meeting</b> <i>Location: Board Room, Resource Center</i>
August 26	5:00 p.m.	<b>Study Session</b> <i>Topic: TBD</i> <i>Location: Sammamish, Resource Center</i>
	7:00 p.m.	<b>Board Meeting</b> <i>Location: Board Room, Resource Center</i>
<b>L.E. Scarr Resource Center</b>		
<b>16250 NE 74<sup>th</sup> Street</b>		
<b>Redmond, WA 98052</b>		

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Study Session  
June 10, 2019

The June 20, 2019 study session was called to order by  
President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

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

ROLL CALL

Present: Superintendent Jane Stavem.

The topics discussed were:

TOPICS

- *Budget and Planning Process*
- *Review Draft of Strategic Plan*
- *Review of Governing Culture/Board Superintendent Relation  
(GC/BSR) Policies*

The meeting was adjourned at 6:45 p.m.

ADJOURNMENT

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
June 10, 2019

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

CALL TO ORDER

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

ROLL CALL

Present: Superintendent Jane Stavem.

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

APPROVAL OF AGENDA

Motion carried.

On behalf of the board, Jane Stavem presented Mindy Lincicome, PTSA Council President, with flowers in recognition of her service to the district. Mindy Lincicome will also serve as PTSA Council President for the 2019-20 school year.

RECOGNITION -  
PTSA SCHOLARSHIP  
AWARDS

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

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

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

Emily Rorty - Audubon Elementary  
Jenai Sheffels - Tesla STEM High School

**Perseverance Scholarship - \$1,250 college scholarship**

Mira Mahugh - Emerson

**Turn Around Scholarship - \$1,250 college scholarship**

Kyle Joseph Raychel - Juanita High School

**Student Scholarships - \$1,250 college scholarship**

Angelina LaVerne OkSoon U'ilani Lum - Juanita High School  
Maria Helen Harsvik - International Community School  
Taryn Akemi Chisholm - Lake Washington High School  
Hesed Jung - Lake Washington High School

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Grace Kim – Redmond High School  
Sarah Raza – Redmond High School  
Christine Lee – Tesla STEM High School  
Sonika Tayade – Tesla STEM High School

**LWEA/Karen Bates Scholarship - \$1,250 college scholarship**  
Samantha Ellis – Juanita High School

**Dr. L.E. Scarr Scholarship - \$1,250 college scholarship**  
Taylor Rickels – Lake Washington High School

**At Large Scholarship - \$1,250 college scholarship**  
Hayes Raubacher – Lake Washington High School  
Jillian Rowan Jackson – Eastlake High School  
Godhuly “Priti” Das – Eastlake High School

Siri Bliesner thanked the parents and the students for attending and recognized the students for their hard work and accomplishments.

Heather Sanchez, Director, Accelerated Programs, Choice and Innovation, reviewed the application program for Innovation Programs. She highlighted this year’s recipients:

- ❖ *Rush Elementary* – **Building Home to School Connections**
- ❖ *Ella Baker Elementary* – **Creating Changemakers: Integrated Units of Study Focused on Service Learning**
- ❖ *Finn Hill Middle School* – **Tools for Creating Models of Science Phenomenon**

Dr. Stavem related that over the past year, the State Board of Education (SBE), the Office of Superintendent of Public Instruction (OSPI), and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) worked together to revise the Washington State school recognition system to more equitably recognize schools.

This spring, in the first phase of the new state school recognition system, 216 schools statewide were recognized which have demonstrated exemplary performance or who have made significant progress closing opportunity and achievement gaps in the Washington School Improvement Framework (WSIF) measures. Eleven of those schools come from Lake Washington School District (LWSD).

**INNOVATION PROGRAM  
FUNDING RECIPIENTS**

**STATE BOARD OF  
EDUCATION AND OFFICE  
OF SUPERINTENDENT  
HONORS LAKE  
WASHINGTON SCHOOLS**



LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
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- ❖ Blackwell Elementary
- ❖ Discovery School
- ❖ Environmental & Adventure School
- ❖ Explorer Community School
- ❖ Frost Elementary
- ❖ International Community School
- ❖ Juanita Elementary
- ❖ Northstar
- ❖ Rosa Parks Elementary
- ❖ Stella Schola
- ❖ Wilder Elementary

Tanya Dimpsey encouraged the district to form a partnership with Metro to help provide students with ORCA cards to help make community connections, improve health and wellness, and reduce the impact to the environment.

PUBLIC COMMENT

Tamara Hill noted that LWESP was in negotiations with the district and looked forward to receiving a fair and equitable wage and benefit package.

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

CONSENT AGENDA

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

Motion carried.

The following May 2019 vouchers were approved:

APPROVAL OF  
VOUCHERS

General Fund

362898-363169	\$5,674,311.05
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Payroll Warrants

2914-2919	\$2,716.22
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Payroll

Accounts Payable Direct Deposit	\$ 10,589,657.68
Acquisition Card	1,092,073.89
Deferred Comp	143,370.00
Department of Revenue	3,430.26
Dept. of Retirement Systems	3,376,436.59
Dept. of Retirement Systems	1,023,799.36
Flex Spending	44,452.38

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American Fidelity HSA	\$9,498.25
DSHS - Division of Child Support	\$5,287.79
Payroll Direct Deposit	\$14,440,143.02
Payroll Tax Withdrawal	5,103,832.39
Sodexo	71,400.08
TSA Envoy	366,047.39
VEBA	0.00
Vision/(NBN)	85,738.10
Key Bank Processing Fees	<u>\$13,537.68</u>
	\$36,368,704.86

Capital Projects

700130-700182	\$3,439,943.78
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ASB

63838-63954	\$102,480.44
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Transportation Vehicle Fund

Private Purpose Trust Fund

3092-3107	\$4,130.42
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Approves minutes of the May 20 study session and board meeting.

APPROVAL OF MINUTES

Approves June 10, 2019 Human Resources Report and salary schedules.

APPROVAL OF HUMAN RESOURCES REPORT

Approves the 2019-20 board meeting schedule as presented.

2019-20 BOARD MEETING SCHEDULE

Approves the Extended Day program fees as shown on the schedule for the 2019-20 school year.

EXTENDED DAY PROGRAM FEES

Approves the 2019-20 School Meal Program Prices as presented.

SCHOOL MEAL PROGRAM PRICES

Approves the 2019-20 Emerson Day Care fees as presented.

EMERSON DAY CARE FEES

Adopts Resolution No. 2273 declaring the equipment listed on the attached page as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of the items listed.

SURPLUS OF EQUIPMENT AND BOOKS  
RESOLUTION NO. 2273

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Adopts the Six-Year Capital Facilities Plan, 2019-2024, as presented.

SIX-YEAR CAPITAL  
FACILITIES PLAN,  
2019-2024

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Ella Baker PTSA to Ella Baker Elementary School in the amount of \$1,684.18 to purchase library books.

Acceptance from Robert Frost PTSA to Frost Elementary School in the amount of \$1,056.00 to support field trips.

Acceptance from Peter Kirk Elementary PTSA to Kirk Elementary School in the amount of \$53,899.61 to purchase playground equipment.

Acceptance from Margaret Arakawa to Lakeview Elementary School in the amount of \$5,000.00 to purchase magazine subscription (\$148.50) and support field trips (\$549.50) and outdoor education (\$4,302.00).

Acceptance from Margaret Mead Elementary PTSA to Mead Elementary School in the amount of \$13,708.30 to provide substitutes for professional development (\$7,485.20) and purchase playground equipment (\$6,223.10).

Acceptance from Community School Parent/Teacher Group to Community School in the amount of \$7,182.00 to support outdoor education.

Acceptance from Evergreen Middle School PTSA to Evergreen Middle School in the amount of \$2,595.00 to support professional development.

Acceptance from Inglewood Middle School PTSA to Inglewood Middle School in the amount of \$9,032.00 to purchase site licenses for IXL math (\$7,032.00) and support extracurricular activities (\$2,000.00).

Acceptance from Stella Schola PTO to Stella Schola in the amount of \$3,300.00 to purchase classroom supplies (\$1,500.00) and support field trips (\$1,800.00).

Acceptance from First Washington to Lake Washington High School in the amount of \$3,834.62 to support robotics.

Acceptance from Lake Washington High School Booster Club to Lake Washington High School in the amount of \$1,859.00 to purchase athletic supplies.

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Acceptance from Redmond High School PTSA to Redmond High School in the amount of \$14,000.00 to purchase common area seating and supplies.

**TOTAL \$117,150.71**

NON-CONSENT

Siri Bliesner noted that EL-12, Asset Protection, along with EL-14, Technology, would be presented for board approval tonight. Through these policies, the Board established its values about how the school district is expected to operate and expressed conditions that must exist as business is conducted. The monitoring reports contain the Superintendent's interpretation of policy language, a review of current conditions, and monitoring data. These monitoring actions make up part of the Board's oversight of the organization and assures the Board that its operational standards have been met. As a reminder, she noted, the board is in the process of updating Board policies to ensure they best reflect current values, conditions, and expectations. These policies will be finalized over the next few months. The monitoring reports presented tonight have not yet been revised.

APPROVAL OF  
MONITORING REPORT

EL-12, ASSET  
PROTECTION

Dr. Stavem provided a summary of EL-12, Asset Protection.

Siri Bliesner followed up and asked if there were any questions or clarifications in regard to the information presented for EL-12, Asset Protection.

Chris Carlson moved to approve the monitoring report for EL-12, Asset Protection, to the Board, as presented. Seconded by Cassandra Sage.

Motion carried.

Siri Bliesner related that EL-14, Technology, was being presented for board approval.

EL-14, TECHNOLOGY

Dr. Stavem provided a summary of EL-14, Technology.

Siri Bliesner followed up and asked if there were any questions or clarifications in regard to the information presented for EL-14, Technology.

Chris Carlson moved to approve the monitoring report for EL-14, Technology, to the Board, as presented. Seconded by Cassandra Sage.

Motion carried.

Siri Bliesner reviewed the assertion of progress and exceptions form for ER-1, Mission and Visions. The Board reviewed and discussed the Superintendent's Monitoring Report on Ends Result 1: Mission and Vision, at the May 20, 2019 board meeting. She reported that the information is aligned with the Ends Policy and represented appropriate targets for outcomes. Further, the Board believes that the evidence in the monitoring report demonstrates reasonable progress with exceptions towards the Ends Policy interpretation. She reviewed the evidence and the focus moving forward.

Eric Laliberte moved the approval of ER-1, Mission and Vision, 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. Seconded by Chris Carlson.

Motion carried.

Siri Bliesner conveyed that the board received the Governing Culture (GC) and Board/Superintendent Relationship (B/SR) policies. These policies are being presented for first reading and will be presented for approval at the June 24 board meeting.

APPROVAL OF  
MONITORING REPORT

ER-1, MISSION AND  
VISION

BOARD POLICIES –  
GOVERNING CULTURE  
(GC) & BOARD/  
SUPERINTENDENT  
RELATIONSHIP (B/SR)  
FIRST READING

PROGRAM REPORTS

FACILITIES UPDATE

Barbara Posthumus, Associate Superintendent, Business & Support Services, and Brian Buck, Director, Support Services, provided an update on eight construction projects throughout the district provided through the 2016 bond: Juanita High School, Clara Barton Elementary School, Ella Baker Elementary School, Peter Kirk Elementary School, Mead Elementary School, Timberline, the Old Redmond Schoolhouse, and Explorer Community School.

SUPERINTENDENT  
REPORT

Dr. Stavem noted that the incoming kindergarten students will be the graduating Class of 2031. Graduation ceremonies have started. Work is being done to develop a new strategic plan to map out how to move the district forward to ensure that appropriate resources are available to allow us to dream big and ensure a strong foundation to ensure the success of all students and to continue to be a high performing school district. There are lots of opportunities and room to grow.

ADJOURNMENT

Chris Carlson moved to adjourn. Seconded by Eric Laliberte.

Motion carried.

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

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report

## June 24, 2019



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Badley, Royce P3	Instructional Specialist	Resource Center	C-0	08/26/19	Repl. K. Searle
Barker, Sarah P3	Teacher	Lake Washington HS	C-0	08/26/19	Repl. M. Cummings
Belmontes Salazar, Luis	Instructional Assist	Juanita Elem	\$16.88	01/22/19	Budgeted
Brooks, Sarah	Instructional Assist	Kamiakin MS	\$16.88	01/07/19	Budgeted
Brun, Angela	Special Ed Para Ed	Lake Washington HS	\$19.40	01/22/19	Repl. K. Shuler
Buechler, Keith	Principal	Franklin Elem	\$144,445	07/01/19	Repl. J. Cho
Bullock, Laura	Instructional Assist	Audubon Elem	\$16.88	01/29/19	Budgeted
Burns, Lorraine NC	Teacher	Sandburg Elem	C-16	08/26/19	Repl. K. Addison
Clow, Rebekah	Headstart Lead Teacher	Bell Elem	\$24.14	01/14/19	Budgeted
Crane, Meghan P3	Teacher	Int'l Community	A-0	08/26/19	Repl. M. Nelson
Cue, Sarah NC	Counselor	Lakeview Elem	D-7	08/26/19	Leave Replacement
Deisher, Maki	Special Ed Para Ed/IA	Sandburg Elem	\$19.40/\$16.88	01/14/19	Budgeted
Dwiggins, Zoey NC	Teacher	Sandburg Elem	A-0	08/26/19	Repl. L. Frost
Hall, Pamela	Special Ed Para Ed	Keller Elem	\$19.40	12/05/18	Budgeted
Hardaway, Carol	Special Ed Para Ed/IA	Keller Elem	\$19.40/\$16.88	12/10/18	Repl. B. Moreno
Hart, Suzanne P3	Teacher	McAuliffe Elem	D-10	08/26/19	Budgeted
Holzhauser, Jeffrey P3	Teacher	Redmond HS	C-0	08/26/19	Budgeted
Marino, John P3	Teacher	Bell Elem	D-16	08/26/19	Repl. R. Johnson
Mendez, Carla P3	Teacher	Timberline MS	C-0	08/26/19	Budgeted
Mitchell, Jessica P3	Teacher	Kirkland MS	C-0	08/26/19	Repl. R. Fingerhut
Morosan, Daniela	Lead Custodian	Kamiakin MS	\$21.77	03/11/19	Repl. D. Vandervate
Nipp, Lindsey NC	Teacher	Twain Elem	C-0	08/26/19	Leave Replacement
Organ, Wendy NC	Teacher	Finn Hill MS	D-16	08/26/19	Budgeted
Pingree, Noelle P3	Speech Language Path	Special Services	C-0	08/26/19	Budgeted
Roberts, Molly P3	Teacher	Int'l Community	C-0	08/26/19	Repl. J. Tunnell
Rurey, Elizabeth P3	Teacher	Timberline MS	C-0	08/26/19	Budgeted
Schaefbauer, Shandra NC	Teacher	Rush Elem	A-3	08/26/19	Leave Replacement
Semansky, Lisa	Special Ed Para Ed	Kirkland MS	\$19.40	01/22/19	Repl. M. Higginbotham
Shuman, Angela	Special Ed Para Ed	Keller Elem	\$19.40	01/08/19	Budgeted
Smith, Samantha	Special Ed Para Ed	Evergreen MS	\$19.40	01/07/19	Repl. R. Karczeski

# Human Resources Board Report

## June 24, 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>
Thody, Andrea P3	Teacher	Lake Washington HS	C-0	08/26/19	Repl. K. Maris
Van Reeth, Dana P3	Teacher	Redmond HS	C-0	08/26/19	Rep. M. Ahrens/G. Lawson
Yuhan, Samuel	Associate Director	Resource Center	\$158,085.00	07/01/19	Budgeted

### RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Agnew, Kate	Teacher	Eastlake HS	08/27/08	06/30/19	Resignation
Brader, Chelsea	Teacher	Inglewood MS	08/27/18	06/30/19	Resignation
Buhler-Gallagher, Stacey	Teacher	Inglewood MS	08/26/13	06/30/19	Resignation
Burdick, Sara	Counselor	Lake Washington HS	08/27/12	06/30/19	Resignation
Byrne, Nicole	Teacher	LOA	11/03/10	06/30/19	Resignation
Campbell, Sarah	Teacher	Kamiakin MS	10/05/18	06/30/19	Resignation
Cantwell, Cynthia	Teacher	Resource Center	08/26/03	06/30/19	Resignation
Darrock, Melissa	Teacher	Rose Hill Elem	08/27/18	06/30/19	Resignation
Davis, Niclyn	Teacher	Dickinson Elem	08/27/08	06/30/19	Resignation
Dayton, Alexandra	Teacher	Mann Elem	08/26/13	06/30/19	Resignation
Donaghy, Elise	Psychologist	Special Services	08/28/17	06/30/19	Resignation
Findley, Sara	Teacher	Redmond Elem	08/27/12	06/30/19	Resignation
Fingerhut, Rachel	Teacher	Kirkland MS	08/28/17	06/30/19	Resignation
Heald, Patrick	Bus/Truck Mechanic	Bus Shop	09/14/15	06/18/19	Resignation
Keesling, Nicole	Instructional Assist	LOA	09/19/16	06/30/19	Resignation
Knowels, Gary	Teacher	Kamiakin MS	08/26/16	06/30/19	Resignation
Kuehnle, Jennifer	Teacher	Alcott Elem	11/19/13	06/30/19	Resignation
LeBaron, Jessica	Teacher	Muir Elem	08/28/17	06/30/19	Resignation
Lein, Justin	Mechanic	Bus Shop/Admin	03/31/14	06/12/19	Resignation
McGuire, Carroll	Secretary	Juanita HS	08/16/10	08/30/19	Resignation
Middaugh, Barbara	Instructional Assist	Frost Elem	10/22/90	06/10/19	Deceased
Morrissey, Sheri	Teacher	Sandburg Elem	09/03/91	06/30/19	Retirement
Owen Kachikis, Ashley	Teacher	Rockwell Elem	08/28/17	06/30/19	.5 Resignation



# Human Resources Board Report

## June 24, 2019



### RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Pennell, Olivia	Psychologist	Special Services	08/29/11	06/30/19	.5 Resignation
Peterson, Liselotte	Teacher	Evergreen MS	11/07/17	06/30/19	.6 Resignation
Pinder, Jackson	Teacher	Redmond HS	08/26/16	06/30/19	Resignation
Premkumar, Nisha	Special Ed Para Ed	McAuliffe Elem	09/07/18	06/30/19	Resignation
Radvany, Jordyn	Teacher	LOA	08/28/17	06/30/19	Resignation
Rogan, Margaret	Teacher	Evergreen MS	08/27/18	06/30/19	Resignation
Setcavage, Ashlie	Teacher	LOA	11/26/12	06/30/19	Resignation
Sigmar, Susan	Teacher	Wilder Elem	09/01/99	06/30/19	Retirement
Smith, Alana	Instructional Assist	Kirkland MS	10/10/16	06/30/19	Resignation
Smullin, Corey	Painter	Facilities/Maintenance	05/16/16	06/21/19	Resignation
Stevens, Jasmine	Teacher	Dickinson Elem	08/27/18	06/30/19	.5 Resignation
Tockey, Young Jae	Instructional Assist	Rockwell Elem	09/05/17	06/30/19	Resignation
Van Vegchel, Silvia	Instructional Assist	Rush Elem	11/06/18	06/30/19	Resignation
Yarlott Jr, David	Laborer	Facilities/Maintenance	06/27/16	06/14/19	Resignation

### CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Hauck, Kody	Kamiakin MS	0.6 P2 to 1.0 P2	08/26/19
Holmen, Rachel	Mead Elem	0.6 C to 1.0 C	08/26/19
Lillybridge, Stephanie	Special Services	0.3 P1 to 0.6 P1	08/26/19
Schnaitman, Kimberly	Muir Elem	0.9 P2 to 1.0 P2	08/26/19

### CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Hines-Yates, Moya	Teacher	Instructional Specialist	08/26/19	Reorganization	D-9
Rizo, Juan	Custodian	Head Custodian I	03/11/19	Repl. S. Mom	\$22.47

# Lake Washington School District

## LWEA SALARY SCHEDULE FOR 2019-20

**BASE**

49059

**Effective August 11, 2019**

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>STAFF A</b>																	
BA	49,059	50,438	51,850	53,308	54,804	56,339											
Factor	1.0000	1.0281	1.0569	1.0866	1.1171	1.1484											
Daily Rate	272.55	280.21	288.06	296.16	304.47	312.99											
<b>STAFF B</b>																	
BA + 45	53,308	54,804	56,339	57,919	59,543	61,216	62,933	64,699	66,514	68,378	70,297						
Factor	1.0866	1.1171	1.1484	1.1806	1.2137	1.2478	1.2828	1.3188	1.3558	1.3938	1.4329						
Daily Rate	296.16	304.47	312.99	321.77	330.79	340.09	349.63	359.44	369.52	379.88	390.54						
<b>STAFF C</b>																	
MA/BA+90	57,919	59,543	61,216	62,933	64,699	66,514	68,378	70,297	72,269	74,295	76,380	78,524	80,727	82,993	85,323	87,717	90,180
Factor	1.1806	1.2137	1.2478	1.2828	1.3188	1.3558	1.3938	1.4329	1.4731	1.5144	1.5569	1.6006	1.6455	1.6917	1.7392	1.7880	1.8382
Daily Rate	321.77	330.79	340.09	349.63	359.44	369.52	379.88	390.54	401.49	412.75	424.33	436.24	448.48	461.07	474.02	487.32	501.00
<b>STAFF D</b>																	
MA+45/BA+135*	62,933	64,699	66,514	68,378	70,297	72,269	74,295	76,380	78,524	80,727	82,993	85,323	87,717	90,180	92,712	95,312	97,986
Factor	1.2828	1.3188	1.3558	1.3938	1.4329	1.4731	1.5144	1.5569	1.6006	1.6455	1.6917	1.7392	1.7880	1.8382	1.8898	1.9428	1.9973
Daily Rate	349.63	359.44	369.52	379.88	390.54	401.49	412.75	424.33	436.24	448.48	461.07	474.02	487.32	501.00	515.07	529.51	544.37

- Placement of teachers on the salary schedule shall be according to their years of experience and education
- Teachers on the Staff D lane with a BA Degree + 135 credits who subsequently earn an MA Degree will remain in the staff D lane
- For an earned doctorate stipend add .10 of base salary (\$4,906)
- Base salary includes 180 work days, daily rate is calculated as base salary divided by 180 days
- \* It is not possible to achieve this level for a BA+135 as of 9/94

Position Codes: F\*A = Classroom Teacher    F\*B = Resource Teacher    F\*C = PE/Music Teacher    F\*D = Librarian  
 F\*E = Counselor    F\*F = Special Services    F\*G = Leadership/Coordination

## Lake Washington School District

### LWEA INFORMATIONAL SALARY SCHEDULE FOR 2019-20 LEAP DAYS (8)

Effective August 11, 2019

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
BA	2,180	2,242	2,304	2,369	2,436	2,504											
BA + 45	2,369	2,436	2,504	2,574	2,646	2,721	2,797	2,876	2,956	3,039	3,124						
MA/BA+90	2,574	2,646	2,721	2,797	2,876	2,956	3,039	3,124	3,212	3,302	3,395	3,490	3,588	3,689	3,792	3,899	4,008
MA+45/BA+135	2,797	2,876	2,956	3,039	3,124	3,212	3,302	3,395	3,490	3,588	3,689	3,792	3,899	4,008	4,121	4,236	4,355

• Placement on the incentive schedule will be according to placement on the teachers salary schedule

## Lake Washington School District

### LWEA INFORMATIONAL SALARY SCHEDULE FOR 2019-20 RESPONSIBILITY CONTRACT

Effective August 11, 2019

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
BA	2,208	2,270	2,333	2,399	2,466	2,535											
BA + 45	2,399	2,466	2,535	2,606	2,679	2,755	2,832	2,911	2,993	3,077	3,163						
MA/BA+90	2,606	2,679	2,755	2,832	2,911	2,993	3,077	3,163	3,252	3,343	3,437	3,534	3,633	3,735	3,840	3,947	4,058
MA+45/BA+135	2,832	2,911	2,993	3,077	3,163	3,252	3,343	3,437	3,534	3,633	3,735	3,840	3,947	4,058	4,172	4,289	4,409

• Placement on the incentive schedule will be according to placement on the teachers salary schedule

# Lake Washington School District

## LWEA ADDITIONAL COMPENSATION SCHEDULE FOR 2019-20

Effective August 11, 2019

**Time Card Hourly Rate** \$50.00

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### **Professional Fund**

An additional \$2,000 per year that can be used to pay for instructional materials, workshops, conference fees, membership in non-required professional organizations, and/or tuition. Prorated based on FTE.

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### **Incentive for Attracting and Retaining Teachers**

<u>Experience Level</u>	<u>Salary</u>
21-24 years	\$1,000
25 years and above	\$5,000

The salary listed above will be paid in addition to base salary placement. Years of experience will be recognized in accordance with Section 22.1.1 of LWEA bargaining agreement. Incentive will be prorated based on FTE.

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### **Technology Skill Application and Integration Contract**

An additional \$1,300 stipend will be paid.

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## **APPENDIX C - SUBSTITUTE TEACHERS**

- Section C.1** In order to ensure the continuity and quality of the District's educational programs the District retains the right to determine the employment and retention of substitutes on the District substitute list. This may include limiting the buildings/grade levels available to individual substitutes.
- Section C.2** Teachers will be provided the opportunity to provide input to the District regarding the effectiveness and/or concerns they have encountered as a result of a substitute having covered their class.
- Section C.3** Selection and retention of substitute teachers is the sole discretion of the District. Any substitute who, based on information provided to the District on the Substitute Feedback form, is not recommended for consideration of substituting in the future, may be removed from the District substitute list at the sole discretion of the District.
- Section C.4** The daily rate of pay for Substitute Teachers for 2019-20 will be \$184.00. This rate shall be adjusted in accordance with Section C.9 below. In addition, daily substitute work performed on a Friday will be compensated at a Friday Super Rate of \$209.00 for a full-day and \$104.50 for a half-day (3 ½ hours).
- Section C.5** When substitutes work a half day (3 ½ hours) or less they will be paid ½ the substitute rate. When substitutes work more than three and a half (3 ½) hours they will be paid the daily substitute rate. When the regular teacher returns to the classroom prior to the conclusion of the substitute's assigned full or half day, the substitute will remain for their entire assignment (half or full-day) and may assist the teacher or perform other work as assigned by the principal.
- Section C.6** Substitutes who work six (6) to twenty (20) consecutive days in the same assignment shall be paid \$189.00 per day.
- Section C.7** Teachers who are retired from Lake Washington School District and who are placed on the substitute list shall be paid at \$209.00 per day or \$104.50 for a half (½) day. Retired District teachers who work six (6) to twenty (20) consecutive days in the same assignment shall be paid \$214.00 per day. Retired teachers who perform daily substitute work on a Friday will be compensated at a rate of \$235.00 for a full-day and \$117.50 for a half-day (3 ½ hours).
- Section C.8** Substitutes who work fifty – sixty-nine (50-69) days in one (1) school year will receive a bonus of one-thousand (\$1,000) dollars; those who work seventy – ninety-nine (70-99) days will receive one-thousand five-hundred (\$1,500) dollars; those who work one-hundred (100) or more days will receive two-thousand (\$2,000) dollars. A day shall be equal to one (1) full day or two (2) half days. This bonus will be paid at the end of the school year in the July paycheck.
- Section C.9** Long-term substitute assignments in excess of twenty (20) days will be paid at the contract teacher rate, retroactive to the first day of assignment, except that when, in the judgment of Human Resources, the assignment appears at the onset to be a long-term assignment, the contract teacher rate may be paid from the beginning of the assignment.
- Section C.10** The rates specified in C.4, C.6, and C.7 above shall be adjusted by the same percentage amount by which the regular teacher salary may be adjusted.
- Section C.11** If the daily rate for substitute teachers is adjusted during any fiscal year as a result of an adjustment to the regular teacher salary, such adjustment will only apply prospectively from the date of the agreement between the Association and the District. Substitute salary adjustments will not be retroactively applied to days worked prior to such agreement.
- Section C.12** The above salary is based on a full teacher workday, including planning time (if applicable). Whenever a substitute is required by an administrator to cover a class during his/her scheduled planning time, the substitute will receive additional

compensation for this added responsibility. Such compensation will be at the substitute hourly rate of pay.

**Section C.13** In the event that the District determines the need to delay the start of school, substitute teachers are to report one (1) hour before the newly announced start time.

Substitutes who report to work on a day when school closures are announced late (after 5:30 a.m. for secondary and after 6:30 a.m. for elementary) shall be paid one (1) hour at the substitute rate of pay.

Substitute teachers who have reported to work when a subsequent closure occurs will be paid a minimum of a half ( $\frac{1}{2}$ ) day of substitute pay.

**Section C.14** Represented substitute teachers will earn paid sick leave according to the following:

- A. One (1) prorated day for each twenty (20) consecutive days in the same assignment; i.e., or
- B. Seven (7) hours of paid sick leave for each one-hundred-forty (140) hours of substitute service.

Such sick leave may be granted for absences caused by the employee's personal illness when such employee is in an assignment of five (5) or more consecutive days. When absent due to personal illness, the substitute will call the substitute system to cancel themselves out of the job and call the substitute office and state that he or she is ill and will be using sick leave for the absence. Such days will not be available until they have been earned. Up to 40 hours of accrued sick leave can be carried over from one school year to the next. Accrued sick leave cannot be cashed out upon separation, resignation or termination.

**Section C.15** Substitutes will be allowed to self-pay for insurance benefits as provided by insurance contracts.

**Section C.16** Long-Term Substitutes The District may fill vacancies with long-term substitutes provided such vacancy shall not exceed eighty-nine (89) school days.

**Section C.17** Substitutes who perform work under the Professional Learning Certificated Pay Structure will be paid at the rate of \$45 per hour for such work.

Approved: June 24, 2019

Effective: August 11, 2019

**LWEA STIPEND SCHEDULE  
2019-20**

Effective: September 1, 2019

POSITION TITLE	POSITION CODE	ELEM	MIDDLE	SENIOR	DISTRICT WIDE
Activities/Athletic Coordinator	Z*AZ		3,120	8,045	
Activities Supervisor	Z*AS		2,325	5,355	
Advisory	Y*AS			2,685	
Band	Z*BD		2,645	5,660	
Choir/Chorus	Z*CH		2,325	4,650	
Class Advisors	Z*FR, Z*SO, Z*JR, Z*SR			2,325	
Curriculum	Y*CU	2,325	2,325	2,325	
Debate	Z*DE			4,355	
Drama	Z*DR			4,355	
Drug & Alcohol Prevention:	Z*DA		2,325	2,325	
Honor Society	Z*HS		2,325		
Journalism	Z*JO			3,675	
Math Olympiad	Z*MO		2,325		
Music (counts as one optional)	Z*MU	2,645			
Modernization Move (prorated by base FTE)	Z*MZ	1,405	1,405	1,405	
Orchestra	Z*OR		2,645	2,645	
Outdoor Education (overnight program)	Z*OE	2,325			
Outdoor Education (field trip program)	Z*ON	1,160			
Program Leads	Y*PL				2,645
Department Chair	Y*DC		2,100	2,630	
Staff Chairperson I	Y*C1		1,755	1,755	
Staff Chairperson II	Y*C2				3,965
Staff Development	Y*SD	2,325	2,325	2,325	
Talent Show/Yearbook	Z*YB		2,325	3,670	

**LAKE WASHINGTON SCHOOL DISTRICT #414**  
**NON-REPRESENTED STIPEND SCHEDULE**  
**2019-20**

APPROVED: June 24, 2019

EFFECTIVE: September 1, 2019

**HIGH SCHOOL ATHLETICS**

POSITION TITLE		POSITION	2019-20 CERTIFICATED CODE STIPEND	2019-20 CLASSIFIED HRLY RATE	2019-20 TOTAL # OF HOURS
Badminton	Head Coach	Z3HR	\$4,100	\$17.08	240
Badminton	Assistant Coach	Z3AR	\$3,085	\$12.85	240
Baseball, Boys	Head Coach	Z3HA	\$5,270	\$21.96	240
Baseball, Boys	Assistant Coach	Z3AA	\$3,690	\$15.38	240
Basketball, Boys	Head Coach	Z3HB	\$6,335	\$20.30	312
Basketball, Boys	Assistant Coach	Z3AB	\$4,435	\$14.21	312
Basketball, Girls	Head Coach	Z3HC	\$6,335	\$20.30	312
Basketball, Girls	Assistant Coach	Z3AC	\$4,435	\$14.21	312
Cheerleading	Head Coach	Z3HX	\$6,150	\$17.08	360
Cheerleading	Assistant Coach	Z3AX	\$4,625	\$12.85	360
Cross Country, Boys	Head Coach	Z3HD	\$4,310	\$17.96	240
Cross Country, Boys	Assistant Coach	Z3AD	\$3,250	\$13.54	240
Cross Country, Girls	Head Coach	Z3HU	\$4,310	\$17.96	240
Cross Country, Girls	Assistant Coach	Z3AU	\$3,250	\$13.54	240
Drill/Dance	Head Coach	Z3HY	\$6,150	\$17.08	360
Drill/Dance	Assistant Coach	Z3AY	\$4,625	\$12.85	360
Football	Head Coach	Z3HE	\$6,710	\$20.33	330
Football	Assistant Coach	Z3AE	\$4,625	\$14.02	330
Football	Player Safety Coach	Z3AT	\$1,160	\$13.65	85
Golf	Head Coach	Z3HF	\$4,345	\$18.10	240
Golf	Assistant Coach	Z3AF	\$3,280	\$13.67	240
Gymnastics	Head Coach	Z3HG	\$5,105	\$19.34	264
Gymnastics	Assistant Coach	Z3AG	\$4,175	\$15.81	264
Slow Pitch Softball	Head Coach	Z3HS	\$4,220	\$21.98	192
Slow Pitch Softball	Assistant Coach	Z3AW	\$2,955	\$15.39	192
Soccer, Boys	Head Coach	Z3HH	\$4,965	\$20.69	240
Soccer, Boys	Assistant Coach	Z3AH	\$3,425	\$14.27	240
Soccer, Girls	Head Coach	Z3HI	\$4,965	\$20.69	240
Soccer, Girls	Assistant Coach	Z3AI	\$3,425	\$14.27	240
Softball	Head Coach	Z3HJ	\$5,270	\$21.96	240
Softball	Assistant Coach	Z3AJ	\$3,690	\$15.38	240
Swim	Head Coach	Z3HK	\$4,675	\$19.48	240
Swim	Assistant Coach	Z3AK	\$3,570	\$14.88	240
Tennis, Boys	Head Coach	Z3HL	\$4,335	\$18.06	240
Tennis, Boys	Assistant Coach	Z3AL	\$3,265	\$13.60	240
Tennis, Girls	Head Coach	Z3HM	\$4,335	\$18.06	240
Tennis, Girls	Assistant Coach	Z3AM	\$3,265	\$13.60	240
Track, Boys	Head Coach	Z3HN	\$5,445	\$22.69	240
Track, Boys	Assistant Coach	Z3AN	\$3,635	\$15.15	240
Track, Girls	Head Coach	Z3HO	\$5,445	\$22.69	240
Track, Girls	Assistant Coach	Z3AO	\$3,635	\$15.15	240
Volleyball	Head Coach	Z3HP	\$5,410	\$22.54	240
Volleyball	Assistant Coach	Z3AP	\$4,415	\$18.40	240
Wrestling	Head Coach	Z3HQ	\$5,975	\$24.90	240
Wrestling	Assistant Coach	Z3AQ	\$4,575	\$19.06	240

Post-season playoff extra time will be paid at the classified hourly rate.

Wage levels will be adjusted automatically pursuant to minimum wage laws.



**LAKE WASHINGTON SCHOOL DISTRICT #414**  
**NON-REPRESENTED STIPEND SCHEDULE**  
**2019-20**

APPROVED: June 24, 2019  
EFFECTIVE: September 1, 2019

MIDDLE SCHOOL ATHLETICS

POSITION TITLE		POSITION CERTIFICATED CODE	2019-20 STIPEND	2019-20 CLASSIFIED HRLY RATE	2019-20 TOTAL # OF HOURS
Badminton	Head Coach	Z7HR	\$2,860	\$27.24	105
Badminton	Assistant Coach	Z7AR	\$1,955	\$21.25	92
Basketball, Boys	Head Coach	Z7HB	\$3,010	\$28.67	105
Basketball, Boys	Assistant Coach	Z7AB	\$1,955	\$22.22	88
Basketball, Girls	Head Coach	Z7HC	\$3,010	\$28.67	105
Basketball, Girls	Assistant Coach	Z7AC	\$1,955	\$22.22	88
Cross Country, Boys	Head Coach	Z7HD	\$2,860	\$27.24	105
Cross Country, Boys	Assistant Coach	Z7AD	\$1,955	\$18.62	105
Cross Country, Girls	Head Coach	Z7HF	\$2,860	\$27.24	105
Cross Country, Girls	Assistant Coach	Z7AF	\$1,955	\$18.62	105
Soccer, Boys	Head Coach	Z7HH	\$2,860	\$27.24	105
Soccer, Boys	Assistant Coach	Z7AH	\$1,955	\$21.25	92
Tennis, Boys	Head Coach	Z7HL	\$2,895	\$27.57	105
Tennis, Boys	Assistant Coach	Z7AL	\$1,955	\$20.15	97
Tennis, Girls	Head Coach	Z7HM	\$2,895	\$27.57	105
Tennis, Girls	Assistant Coach	Z7AM	\$1,955	\$20.15	97
Track, Boys	Head Coach	Z7HN	\$3,020	\$28.76	105
Track, Boys	Assistant Coach	Z7AN	\$1,955	\$18.62	105
Track, Girls	Head Coach	Z7HO	\$3,020	\$28.76	105
Track, Girls	Assistant Coach	Z7AO	\$1,955	\$18.62	105
Volleyball	Head Coach	Z7HP	\$2,985	\$28.43	105
Volleyball	Assistant Coach	Z7AP	\$1,955	\$22.22	88
Wrestling	Head Coach	Z7HQ	\$3,045	\$29.00	105
Wrestling	Assistant Coach	Z7AQ	\$1,955	\$18.62	105
Intramurals		Z7IN	\$495	\$24.75	20

Post-season playoff extra time will be paid at the classified hourly rate.

Wage levels will be adjusted automatically pursuant to minimum wage laws.

**LAKE WASHINGTON SCHOOL DISTRICT #414  
NON-REPRESENTED STIPEND SCHEDULE  
2019-20**

APPROVED: June 24, 2019  
EFFECTIVE: September 1, 2019

**HIGH SCHOOL ACTIVITIES/SUPERVISION**

POSITION TITLE	POSITION CODE	2019-20 CERTIFICATED STIPEND	2019-20 CLASSIFIED HRLY RATE	2019-20 TOTAL # OF HOURS
Computer	ZC3O	\$2,300	\$19.17	120
Optional	Z3OP	\$2,005	\$16.71	120

**MIDDLE SCHOOL ACTIVITIES/SUPERVISION**

POSITION TITLE	POSITION CODE	2019-20 CERTIFICATED STIPEND	2019-20 CLASSIFIED HRLY RATE	2019-20 TOTAL # OF HOURS
Computer	Z7CO	\$2,300	\$19.17	120
Optional	Z7OP	\$2,005	\$16.71	120

**ELEMENTARY SCHOOL ACTIVITIES/SUPERVISION**

POSITION TITLE	POSITION CODE	2019-20 CERTIFICATED STIPEND	2019-20 CLASSIFIED HRLY RATE	2019-20 TOTAL # OF HOURS
Computer	Z1CO	\$2,300	\$19.17	120
Safety Patrol	Z1SP	\$2,005	\$16.71	120
Staff Development	Y1SD	\$2,005	\$16.71	120
Optional	Z1OP	\$2,005	\$16.71	120

Post-season playoff extra time will be paid at the classified hourly rate.  
Wage levels will be adjusted automatically pursuant to minimum wage laws.

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
BUILDING ADMINISTRATORS SALARY SCHEDULE  
2019-20**

APPROVED: June 24, 2019

EFFECTIVE: July 1, 2019

<u>Level</u>	<u>Position Title</u>	<u>Position Code</u>	<u>2019-20 Salary (12-month)</u>
1	Senior High Principal++	B3PP	\$163,050
2	Middle School Principal+ Alternative School Principal+ WANIC Director	B7PP B6PP B3WD	\$151,545
3	Elementary Principal+	B1PP	\$147,335
4	Senior High Associate Principal++	B3AP	\$144,430
6	Middle School Associate Principal+ Alternative School Associate Principal+	B7AP B6AP	\$138,270
7	Elementary Associate Principal+	B1AP	\$131,815
Substitute Administrator (1-5 day assignment 85% of Elementary Principal rate. If an individual works more than 5 consecutive days, rate of pay is the same as regular salary schedule for that assignment.)			\$125,235
Admin Leadership Stipend		BS	\$1,740

+ Plus \$1,375 per year cell phone/mileage allowance

++ Plus \$1,650 per year cell phone/mileage allowance

An additional \$3,300 will be paid to administrators for an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$1,043.93 per FTE. Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance. This will remain in effect through December 31, 2019. Effective January 1, 2020, the School Employee Benefits Board (SEBB) will be responsible for administration of health benefits. The employer will comply with state law regarding implementation of SEBB.

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
DEPARTMENT ADMINISTRATOR SALARY SCHEDULE  
2019-20**

APPROVED: June 24, 2019

EFFECTIVE: July 1, 2019

<u>Level</u>	<u>POSTION CODE</u>	<u>2019-20 SALARY</u>
A	C5A*	\$144,715
B	C5B*	\$129,395
C	C5C*	\$121,585
D	C5D*	\$106,585
E	C5E*	\$91,450
F	C5F*	\$82,220
Facility On-call stipend	XF	\$4,360

All Salary amounts are based on 1.0 FTE

Plus \$1,375 per year cell phone/mileage allowance. An additional \$275 per year may be provided to administrators whose job requires significant in-district travel.

An additional \$3,300 will be paid to administrators for an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$1,043.93 per FTE. Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance. This will remain in effect through December 31, 2019. Effective January 1, 2020, the School Employee Benefits Board (SEBB) will be responsible for administration of health benefits. The employer will comply with state law regarding implementation of SEBB.

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414**  
**ADMINISTRATOR SALARY SCHEDULE**  
**2019-20**

APPROVED: June 24, 2019

EFFECTIVE: July 1, 2019

<u>POSITION TITLE</u>	<u>POSITION SPECIFICATIONS</u>	<u>POSITION CODE</u>	<u>2019-20 SALARY</u>
Deputy Superintendent #+	Selected by Superintendent from qualified applicants.	A5AD	\$210,075
Associate Superintendent #+		A5C*	\$192,370
Assistant Superintendent #+		A5E*	\$185,200
Director+	Twelve month contract-inclusive of holidays and vacations.	A5D*	\$178,025
Associate Director+		A5G*	\$161,245

# Plus \$5,500 annuity

+ Plus \$2,035 per year cell phone/mileage allowance. An additional \$275 or \$600 per year may be provided to administrators whose job requires significant in-district travel.

An additional \$3,300 will be paid to administrators for an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$1,043.93 per FTE. Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance. This will remain in effect through December 31, 2019. Effective January 1, 2020, the School Employee Benefits Board (SEBB) will be responsible for administration of health benefits. The employer will comply with state law regarding implementation of SEBB.

**SALARY SCHEDULE 10  
PROFESSIONAL-TECHNICAL  
2019-20**

APPROVED: June 24, 2019  
EFFECTIVE: September 1, 2019

Salary Level	2019-20 Salary	2019-20 Hourly Rate (261 days)
1	\$57,965	\$27.76
2	\$68,805	\$32.95
3	\$79,820	\$38.23
4	\$82,220	\$39.38
5	\$91,450	\$43.80
6	\$106,585	\$51.05
7	\$121,585	\$58.23
8*	\$129,395	\$61.97
Facility On-Call Stipend	\$4,360	

All Salary amounts are based on 1.0 FTE

\*Level 8 cannot be achieved after the 2013-14 school year

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$1,043.93 per FTE. Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance. This will remain in effect through December 31, 2019. Effective January 1, 2020, the School Employee Benefits Board (SEBB) will be responsible for administration of health benefits. The employer will comply with state law regarding implementation of SEBB.

**SALARY SCHEDULE 12**  
**International Alliance of Theatrical Stage Employees (IATSE)**  
**Theater Manager**  
**2019-20**

APPROVED: June 24, 2019  
EFFECTIVE: September 1, 2019

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Theater Manager	T3TM	\$33.52

**SALARY SCHEDULE 13**  
**International Alliance of Theatrical Stage Employees (IATSE)**  
**Theater Technicians**  
**2019-20**

APPROVED: June 24, 2019

EFFECTIVE: September 1, 2019

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
House Technician*	30HT	\$27.18
Stage Technician	30ST	\$19.91
Student Technician**	30SU	\$12.00

\*House Technicians who perform the duties of the Theater Manager in their absence on a particular production shall be paid an hourly rate of \$28.49 for performing such work (Lead Technician)

\*\*Wage levels will be adjusted automatically pursuant to minimum wage laws.



**SALARY SCHEDULE 14**  
**Miscellaneous**  
**2019-20**

APPROVED: June 24, 2019  
EFFECTIVE: September 1, 2019

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Construction Assistant Intern	30CD	\$14.18
Detention/In House Suspension	3XD	\$22.66
Fingerprinter	30FP	\$18.66
Foreign Language Interpreter	30FL	\$22.64
Judges of Activity Events	30JU	\$16.42
Music/Band/Orchestra Specialist (Classified)	30MU	\$35.70
Proctor	30PT	\$22.66
Sign Language Interpreter (for adults)	30SI	\$34.43
Stadium Worker	30SM	\$13.84
Staff Development Trainer (Classified)	30SD	\$26.46
Student Worker	30SW	\$12.00
Summer Technology Lead	30TL	\$20.30
Supervisor of Athletic Events	30AE	\$16.42
Ticket Takers, Scorers, Timers	30TT	\$12.00
Tutor	30TU	\$22.66
Volunteer/Grant Project Coordinator	30PC	\$22.66

Wage levels will be adjusted automatically pursuant to minimum wage laws.

## INSTRUCTIONAL MATERIALS ADOPTION

June 24, 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 Wild Robot  
**Author:** Peter Brown  
**Publisher:** Little, Brown books for Young Readers  
**Copyright:** 2016  
**No. of Copies:** 30  
**Price:** \$6.15 per book  
**School Requesting:** Carson Elementary School  
**Classification:** Grade 4

**Title:** Wishtree  
**Author:** Katherine Applegate  
**Publisher:** Macmillan  
**Copyright:** 2017  
**No. of Copies:** 30  
**Price:** \$12.63 per book  
**School Requesting:** Samantha Smith Elementary School  
**Classification:** Grade 2

**Title:** Dear America: Notes of an Undocumented Citizen  
**Author:** Jose Antonio Vargas  
**Publisher:** Harper Collins  
**Copyright:** 2018  
**No. of Copies:** 60  
**Price:** \$10.00 per book  
**School Requesting:** Eastlake High School  
**Classification:** Grade 11

**Title:** Northanger Abbey  
**Author:** Jane Austen  
**Publisher:** Penguin Classics  
**Copyright:** 1995  
**No. of Copies:** 60  
**Price:** \$7.99 per book  
**School Requesting:** Cambridge Program, Juanita High School  
**Classification:** 12

## INSTRUCTIONAL MATERIALS ADOPTION

June 24, 2019

Page 2

<b>Title:</b>	<b>Guide to Good Food</b>
<b>Author:</b>	<b>Largen &amp; Bence</b>
<b>Publisher:</b>	<b>Goodheart Wilcox Company</b>
<b>Copyright:</b>	<b>2018</b>
<b>No. of Copies:</b>	<b>34</b>
<b>Price:</b>	<b>\$53.16 per book</b>
<b>School Requesting:</b>	<b>Timberline Middle School</b>
<b>Classification:</b>	<b>Grade 7</b>

<b>Title:</b>	<b>Cambridge International AS/A Level Chemistry Coursebook, 2<sup>nd</sup> Edition</b>
<b>Author:</b>	<b>Lawrie Ryan &amp; Roger Norris</b>
<b>Publisher:</b>	<b>Cambridge University Press</b>
<b>Copyright:</b>	<b>2014</b>
<b>No. of Copies:</b>	<b>65</b>
<b>Price:</b>	<b>\$85.00 per book</b>
<b>School Requesting:</b>	<b>Cambridge Program, Juanita High School</b>
<b>Classification:</b>	<b>Grade 11</b>

## RECOMMENDATION

The district's Instructional Materials Committee has reviewed a series of instructional materials as to their instructional purpose, readability level, and treatment of minorities and gender. The above instructional materials satisfy the selection criteria as cited in the local administrative policy IIAA-R and it is recommended that the instructional materials be adopted for use in the Lake Washington schools.

GC/CM CONTRACT AMENDMENT NO. 2  
LAKE WASHINGTON HIGH SCHOOL ADDITION PROJECT (SITE 84)

June 24, 2019

SITUATION

On May 6, 2019, the Board of Directors adopted Resolution No. 2269 which approved the use of a General Contractor/Construction Management (GC/CM) procedure for the Lake Washington High School Addition Project. RCW 39.10.380 outlines the process the GC/CM shall use to solicit and receive subcontractor bids packages in any determined order as presented by the GC/CM and approved by the District.

In-lieu of a single bid in the traditional design-bid build model, the GC/CM and District have worked to establish subcontractor bids in amendments to the primary contract. These amendments make-up a portion of the Guaranteed Maximum Price (GMP) or total construction cost.

Lydig Construction, Inc. is the selected GC/CM contractor for the Lake Washington High School Addition project and has entered into a pre-construction and construction services agreement with the District.

The Board has previously approved one (1) contract amendment on May 20, 2019 with Lydig Construction, Inc. for a current contract amount of \$8,465,963, plus sales tax.

The following table summarizes the scope of work included in proposed Amendment No. 2 to the current preconstruction and construction services contract:

Scope of Work	Amendment No. 2
Earthwork & Utilities	\$35,000
Mechanical	\$3,179,000
Electrical	\$2,517,801
Fire Protection	\$154,240
Masonry	\$50,000
Metal Siding & Flashings	\$ 50,000
Roofing & Flashings	\$ 50,000
Specialties, Door Hardware & Equipment	\$125,000
Glass & Glazing	\$75,000
GWB, Framing & Insulation	\$125,000
Acoustical Ceilings & Treatments	\$25,000
Paint & Wall Coverings	\$ 25,000
Flooring	\$ 25,000
Casework & Finish Carpentry	\$ 25,000
Landscaping & Irrigation	\$ 25,000
Negotiated Support Services	\$177,030
Specified General Conditions	\$70,669
General Contract Fee	\$299,651
<b>Scope of Work (continued)</b>	<b>Amendment No. 2</b>
Contingency Allowance	\$162,151
<b>Total Amendment No. 2 (plus sales tax)</b>	<b>\$7,195,542</b>

Amendment No. 2 will be incorporated into the GC/CM contract and final GMP. Approval for these items will facilitate maintaining the schedule for completion of the project. Amendment No. 2 when combined with the preconstruction services agreement establishes a current contract amount of \$15,661,505.

### RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed with Amendment No. 2 for the Lake Washington High School Addition project in the amount of \$7,195,542 plus sales tax.

## DONATIONS

June 24, 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>
Elizabeth Blackwell PTSA to Blackwell Elementary School	\$6,382.00	To purchase office equipment (\$1,850.00), classroom supplies (\$1,985.00), library books (\$730.00), and novels (\$817.00); and support field trip (\$1,000.00).
Clara Barton Elementary PTSA to Clara Barton Elementary School	\$8,000.00	To purchase digging garden.
Ella Baker PTSA to Ella Baker Elementary School	\$1,262.12	To support field trip.
Ben Franklin PTA to Franklin Elementary School	\$2,758.48	To provide stipend for extracurricular activity (\$1,208.48) and purchase classroom supplies (\$1,550.00).
Robert Frost PTSA to Frost Elementary School	\$26,551.08	To purchase new readerboard (\$11,787.70) and sound system upgrade (\$14,763.38).
Juanita Elementary PTA to Juanita Elementary School	\$8,910.43	To purchase musical instruments (\$3,261.65) and PE equipment (\$2,668.00) and support field trip (\$2,980.78).
Peter Kirk Elementary PTSA to Kirk Elementary School	\$15,072.69	To purchase playground equipment.
Lakeview Elementary PTSA to Lakeview Elementary School	\$126,872.47	To provide stipend for school newspaper (\$1,208.46); purchase classroom and emergency supplies (\$1,877.94), playground equipment (\$119,564.45), PE equipment (\$226.62); and support field trips (\$3,995.00).
John Muir Elementary PTA to Muir Elementary School	\$15,384.52	To purchase classroom supplies (\$1,938.20) and support field trips (\$13,446.32).
Rosa Parks PTSA to Rosa Parks Elementary School	\$2,416.00	To provide stipend for drama program.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Finn Hill Middle School PTSA to Finn Hill Middle School	\$1,271.00	To provide stipend for drama program.
Ananthan and Tejaswini Kathiravelupillai to Inglewood Middle School	\$1,280.00	To support band program.
Inglewood Middle School PTSA to Inglewood Middle School	\$2,939.29	To purchase sports equipment (\$2,000.00) and library books (\$939.29).
Redmond Middle School PTSA to Redmond Middle School	\$1,500.00	To purchase library books.
International Community School PTSA to ICS	\$26,194.34	To provide stipends for extracurricular activities (\$18,000.00) and extra time for curriculum review (\$2,410.00); purchase music supplies and equipment (\$2,036.34) and shade trees (\$1,548.00); and support poetry workshop (\$2,200.00).
<b>TOTAL</b>	<b>\$246,794.42</b>	

#### RECOMMENDATION

The Board of Directors accepts the donations as identified at the June 24, 2019 board meeting.

## 2019-20 BUDGET FIRST READING

June 24, 2019

### SITUATION

A proposed budget for 2019-20 has been prepared in accordance with state laws, rules, and regulations.

Input on the proposed budget was solicited from departments and a process for prioritizing requests was done by the Strategic Advisory Leadership Team (SALT). As shared at the June 10 study session, approved priority staffing, safety, and program needs have been incorporated into the proposed budget. Other changes in planned 2019-20 revenues and expenditures, such as enrollment, staffing, grant, fixed costs adjustments, and legislative changes, have also been incorporated.

The district budget document is presented in both the official F-195 state format and district summary format. The district summary document follows the Association of School Business Officials International (ASBO) Meritorious Budget Award criteria.

An overview of the proposed 2019-20 Budget will be presented at the board meeting.

A copy of the summary budget is available from the business office or the district website. Feedback can also be provided via the website or e-mail. A public hearing of the 2019-20 budget is scheduled for the next regular board meeting on August 12, 2019.



BOARD POLICIES – GOVERNING CULTURE &  
BOARD SUPERINTENDENT RELATIONSHIP (GC & BSR)  
SECOND READING/ APPROVAL

June 10, 2019

SITUATION

The following board policies, Governing Culture (GC) and Board/Superintendent Relationship (B/SR), have been discussed and reviewed at the March 22 and June 10 study sessions and presented for first reading at the June 10 board meeting. These policies are now being submitted for second reading and approval. These policies will replace the board's current Governance Process (GP) and Board/CEO Relationship (B/CR) policies.

**Governing Culture 1-9 (GC 1-9) - replacing GP policies**

- GC-1, Board Purpose
- GC-2, Governing Commitments
- GC-3, Board Job Description
- GC-4, Officers' Roles
- GC-5, Board Committees
- GC-6, Annual Work Plan
- GC-7, Board Members' Code of Conduct
  - GC-7E – Handling Requests or Complaints
- GC-8, Board Member Conflict of Interest
- GC-9, Process for Addressing Board Member Violations

**Board/Superintendent Relationship 1-5 (B/SR 1-5) - replacing B/CR policies**

- B/SR-1, Single Point of Connection
- B/SR-2, Single Unit Control
- B/SR-3, Staff Accountability
- B/SR-4, Authority of the Superintendent
- B/SR-5, Superintendent Accountability
  - B/SR-5E –Annual Summative Evaluation of the Superintendent

RECOMMENDATION

The Board of Directors approves the Governing Culture 1-9 (GC 1- 9) and Board/Superintendent Relationship 1-5 (B/SR 1-5) policies as presented.

## ***Policy Type: Governance Culture***

### **Board Purpose**

The Lake Washington School District Board of Directors represents, leads and serves the community and holds itself accountable to them by committing to act in their best interests and by ensuring that all Board and district action is consistent with law and the Board's policies. In the fulfillment of this charge, the Board is committed to rigorous and continual improvement of its capacity to govern effectively, using its policies to define its values and expectations.

The Board's purpose is to assure that the district achieves the results described in the Board's ***Results*** policies and that it operates according to the values expressed in the Board's ***Operational Expectations*** policies.

Adopted: 07.07.03

Revised: 09.13.10

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method:*      *Board self-assessment*

*Monitoring Frequency:*      *Annually*

Lake Washington School District Board of Directors

## ***Policy Type: Governance Culture***

### **Governing Commitments**

The Board will govern lawfully with primary emphasis on results for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; observe clear separation of Board and Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

- 2.1. The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board faithfully will make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
- 2.2 The Board is responsible for its own performance and commits itself to continuous improvement. ~~The Board will assure that its members are provided with training and professional support necessary to govern effectively.~~ As a means to assure continuous improvement, the Board regularly and systematically will monitor all policies in this section and will assess the quality of each meeting by debriefing the meeting following its conclusion.
- 2.3 The Board will assure that its members are provided with training and professional support necessary to govern effectively.

Accordingly:

- a. Training and coaching will be used to orient candidates and new board members as well as to maintain and increase current board member skills and knowledge.
  - b. Strategic communication dialogues will be planned and implemented to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values.
- 2.4 To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will:
    - a. come to meetings adequately prepared
    - b. speak only when recognized
    - c. not interrupt each other
    - d. not engage in side conversations
    - e. not repeat what has already been said
    - f. not "play to the audience" or monopolize the discussion
    - g. support the president's efforts to facilitate an orderly meeting
    - h. communicate openly and actively in discussion and dialog to avoid surprises
    - i. encourage balanced participation of all members
    - j. practice respectful body language

## ***Policy Type: Governance Culture***

- 2.5 The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss. All administrative matters delegated to the Superintendent that are required to be approved by the Board will be acted upon by the Board via the consent agenda.
- 2.6 An item may be removed from the consent agenda upon request of a member and concurrence of at least one additional member.
- 2.7 The Board will direct the district through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Superintendent and staff to achieve those results. Accordingly, individual members will not:
- a. assume responsibility for resolving operational problems or complaints
  - b. give personal direction to any part of the operational organization
- 2.8. The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting.

Adopted: 07.07.03

Revised: 06.06.05

05.04.09

05.21.12

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method:* Board self-assessment

*Monitoring Frequency:* Annually

## ***Policy Type: Governance Culture***

### **Board Job Description**

The Board's job is to represent, lead and serve the community and to govern the district by establishing expectations for district results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the **Results** are the dominant focus of district performance.
- 3.2 Advocate for the district and the students it serves.
- 3.3 Initiate and maintain constructive two-way dialogue ~~effective communication~~ with students, parents/guardians, the community, and other important stakeholder groups as a means to engage them in the work of the Board and the district.
- 3.4 Develop written governing policies that address:
  - a. **Results:** The intended outcomes for the students served by the district;
  - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Superintendent, including both actions to be accomplished and those prohibited;
  - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
  - d. **Board/Superintendent Relationship:** The role relationship of the Superintendent and the Board, including the specified authority of the Superintendent and the process for monitoring district and Superintendent performance.
- 3.5 Ensure acceptable Superintendent performance through effective monitoring of **Results** and **Operational Expectations** policies.
- 3.6 Ensure acceptable Board performance through effective evaluation of Board actions and processes.

***Policy Type: Governance Culture***

- 3.7 Serve as the independent conscience for the organization by reflecting community values and protecting against bureaucratic indifference through communication and counsel with the Superintendent.
- 3.8 Serve as final district-level decision-maker for appeals that are brought to the Board under state or federal law, contract or established district procedure.
- 3.9 Assure that the findings of annual independent external financial audits are presented directly to the Board.

3.10 Perform other duties required by law or delegated to the Superintendent.

Adopted: 07.07.03

Revised: 05.04.09

09.13.10

05.21.12

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

## ***Policy Type: Governance Culture***

### **Officers' Roles**

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

#### **President**

The President provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and normally serves as the Board's official spokesperson.

The President has the following specific authority and duties:

- 4.1 Monitor Board actions and behavior to assure that they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority;
  - a. Conduct and monitor Board meeting deliberations to assure that Board discussion and action are focused on Board issues, as defined in Board policy (see GC-3, Board Job Description);
  - b. Assure that Board meeting discussions are productive, efficient and orderly, but also fair, open and thorough;
  - c. Chair Board meetings using the authority normally vested in the chair as described in *Robert's Rules of Order, Newly Revised*;
  - d. Lead timely Board meeting debriefings and periodic self-assessments to ensure continuous process improvement.
- 4.2 Make all interpretive decisions of Board policies in the ***Governance Culture*** and ***Board/Superintendent Relationship*** sections, using reasonable judgment. The President is not authorized to:
  - a. Make any interpretive decisions about policies created by the Board in the ***Results*** and ***Operational Expectations*** policy areas. Interpretation of these policies is the responsibility of the Superintendent;
  - b. Exercise any authority as an individual to supervise or direct the Superintendent.
  - c. Serve as a barrier between the Superintendent and the Board.

***Policy Type: Governance Culture***

- 4.3 Assure the compilation of the Board's summative evaluation of the Superintendent.
- 4.4 Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the President, delegating this authority to other Board members when appropriate, but remaining accountable for its use.
- 4.5 Execute all documents authorized by the Board, except as otherwise provided by law.
- 4.6 Appoint members of all Board committees and Board liaisons to other organizations.
- 4.7 On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board's annual calendar.
- 4.8 With Board concurrence, interface with the district's attorney as needed regarding negotiation of the Superintendent's contract.
- 4.9 Assure that all members of the Board are informed about matters of concern to the full Board.

***Vice-President***

The Vice-President shall serve as President in the event of the President's absence or inability to perform assigned duties.

Adopted: 07.07.03

Revised: 05.02.05

05.04.09

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*



## ***Policy Type: Governance Culture***

### **Board Committees**

*(This policy exists to be used if a Board committee is created. This policy will only be included in Board annual self-assessment should a committee exist during that year.)*

The Board may create committees if they are deemed helpful to the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, Board Job Description, and will never be created or used to assist the Superintendent in any operational area.

- 5.1 Board committees and other such entities, by whatever name created by the Board, will not direct, advise, assist or oversee the Superintendent or staff. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over staff and may exercise demands on staff time and organizational resources only to the extent authorized in this policy.
- 5.2 Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Superintendent.
- 5.3 All Board committees are considered to be ad hoc, or temporary. The termination date of each committee is listed in this policy. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
- 5.4 Board committees may or may not include members of the Board.
- 5.5 All Board committee meetings are subject to the requirements of the public meetings law.
- 5.6 All Board committees are listed in GC-5E, Board Committees.

Adopted: 07.07.03

Revised: 05.04.09

09.13.10

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

**Policy Type: Governance Culture**

**Board Committees**

*(This policy exists to be used if a Board committee is created. This policy will only be included in Board annual self-assessment should a committee exist during that year.)*

All Board committees are listed below.

**A. Name:**

**a. Purpose/Charge:**

- 1)
- 2)

**b. Membership:**

- 1)
- 2)

**c. Reporting Schedule:**

**d. Term:**

**e. Authority Over Resources:**

**B. Name:**

**a. Purpose/Charge:**

- 1)
- 2)

**b. Membership:**

- 1)
- 2)

**f. Reporting Schedule:**

**g. Term:**

**h. Authority Over Resources:**

Approved:

## ***Policy Type: Governance Culture***

### **Annual Work Plan**

The Board will follow an annual work plan that includes ~~continuing~~ continual monitoring and review of all policies, engagement sessions with community, students, and other stakeholder groups, and activities to improve Board performance.

- 6.1 The annual planning cycle will end each year by June 30 to allow the Superintendent to properly align internal operational systems and processes.
- 6.2 The Board's annual work plan for the next year will include:
  - a. Scheduled engagement sessions with community and stakeholder groups and persons ~~whose viewpoints are considered helpful to the Board.~~
  - b. Governance process improvement activities, including orientation and training of candidates and new Board members in the Board's governance process and other discussions by the Board about means to improve its own performance, especially Board member knowledge and skills.
  - c. Scheduled monitoring of all policies.
  - d. Other events and activities that are parts of the Board's responsibilities and interests.

Adopted: 07.07.03

Revised: 05.02.05

09.25.06

09.13.10

05.21.12

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

***Policy Type: Governance Culture*****Annual Work Plan**

<b>MONTH</b>	<b>GC</b>	<b>BSR</b>	<b>OE</b>	<b>RESULTS</b>	<b>ENGAGEMENT</b>	<b>BOARD DEVELOPMENT</b>	<b>OTHER BUSINESS</b>
<b>JAN</b>							
<b>FEB</b>							
<b>MAR</b>							
<b>APR</b>							
<b>MAY</b>							
<b>JUNE</b>							
<b>JULY</b>							
<b>AUG</b>							
<b>SEPT</b>							
<b>OCT</b>							
<b>NOV</b>							
<b>DEC</b>							

Approved:

Monitoring Method: *Board self-assessment*  
Monitoring Frequency: *Annually*

***Policy Type: Governance Culture*****Board Members' Code of Conduct**

The Board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build public confidence and credibility.

- 7.1 Board members will serve the interests of the residents of the entire school district. Members recognize this responsibility to the whole to be greater than:
  - a. Any loyalty a member may have as a result of residing in a sub-part of the district;
  - b. Any loyalty a member may have to any other advocacy or interest groups;
  - c. Loyalty based upon membership on other boards or staffs;
  - d. Conflicts based upon the personal interest of any Board member who is also, a parent of a student in the district;
  - e. Conflicts based upon being a relative of an employee of the district.
- 7.2 Board members will not exercise individual authority over the organization:
  - a. Members will not assume personal responsibility for resolving operational problems or complaints. Complaints will be referred to the Superintendent for investigation and resolution;
  - b. Members will not attempt to personally direct any part of the operational organization;
  - c. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions;
  - d. Members will not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments of Superintendent or staff performance will be expressed in executive session.

***Policy Type: Governance Culture***

- 7.3 To build trust among members and to ensure an environment conducive to effective governance, members will:
- a. Focus on issues rather than personalities
  - b. Respect decisions of the full Board
  - c. Exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other
  - d. Criticize privately, praise publicly
  - e. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another
  - f. Never embarrass each other or the district
- 7.4 Members will exercise personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.
- 7.5 Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in executive session.
- 7.6 Board members shall comply with all acceptable use procedures related to technology resources.

Adopted: 07.07.03

Revised: 05.02.05

12.08.14

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

***Policy Type: Governance Culture***

**Handling Requests or Complaints**

A Board member who receives a request or complaint shall observe the following process.

- 7.1 The Board member should hear the request or complaint in order to understand the nature of the issue, including the persons involved, date, place, and action being advocated.
- 7.2 If necessary, the Board member should verbally restate the issue to confirm understanding.
- 7.3 The Board member should exercise discretion in responding to the complaint or request, never committing the Board or the district to a specific remedy or course of action.
- 7.4 Board members should refer parents, employees, and others with complaints directly to the responsible individual closest to the situation and also may inform the Superintendent that they have taken such action.
- 7.5 If deemed necessary, the request or complaint should be referred to the Superintendent for appropriate action.
- 7.6 If a complaint potentially involves a violation of an Operational Expectations policy by the Superintendent, it should be referred to the Board President for appropriate action.

*{formerly GP-10, Handling Requests or Complaints}*

Adopted: 10.24.05

Revised: 09.13.10  
05.21.12

Approved: XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

## ***Policy Type: Governance Culture***

### **Board Member Conflict of Interest**

Board members are expected to avoid conflicts of interest involving all matters considered by the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest.

- 8.1 If a Board member has a personal or private interest in any matter pending before the Board, the member (1) shall disclose such interest to the Board to be noted in the official minutes or similar records, (2) shall not vote on the matter and (3) shall not attempt to influence or attempt to influence the decisions of other Board members.
- 8.2 A member of the Board shall not also be an employee of the district, nor shall a member receive any compensation for services rendered to the district. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of board duties.
- 8.3 The Board shall not enter into any contract with any of its members or with a firm in which a member has a financial interest unless one of the exemptions of state statute apply.
- 8.4 A Board member is expected to avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:
  - a. Disclose or use confidential information acquired during the performance of official duties as a means to further the Board member's own personal financial interests or the interests of a member of the Board member's friends or immediate family;
  - b. Accept, directly or indirectly, any compensation, gratuity or reward in connection with any contract from any other person beneficially interested or accept any gift which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action.
  - c. Perform an official act which directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.

Adopted: 07.07.03

Revised: 09.13.10

05.21.12

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

Lake Washington School District Board of Directors



## ***Policy Type: Governing Culture***

### **Process for Addressing Board Member Violations**

The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies. The Board recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of confidence in the Board's ability to govern effectively. Therefore, in the event of a member's mistaken, willful and/or continuing violation of policy, the Board ordinarily will seek remedy by the following process:

- 9.1 Conversation in a private setting between the member considered to be in violation and the Board president or other individual member;
- 9.2 Discussion in a private session between the member considered to be in violation and the full Board (if permitted by law);
- 9.3 Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;
- 9.4 Censure of the offending member of the Board as a means of separating the Board's focus and intent from those of the offending member.

Adopted: 07.07.03

Revised: 09.13.10

XX.XX.XX / Governance Process (GP) Policies changed to Governance Culture (GC)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

**Policy Type: Governance Process****Board Use of Electronic Resources**

## Board Acceptable Use Procedures (AUP)

Scope

The following procedures apply to all Board members and cover all aspects of the district network. The district network includes wired and wireless computers/devices and peripheral equipment, files and storage, e-mail, and Internet content and all computer software, applications, or resources licensed to the District.

Appropriate Network Use

Board members are expected to exercise good judgment and use the computer equipment in an appropriate and professional manner. Use of the equipment is expected to be related to the District's goals of educating students and/or conducting Board business. The Board recognizes, however, that some personal use is inevitable, and that incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with Board business, and is not otherwise prohibited by Board policy or procedures.

**Use of District Software:** District software is licensed to the District by a large number of vendors and may have specific license restrictions regarding copying or using a particular program. Users of District software must obtain permission from the District prior to copying or loading District software onto any computer, whether the computer is privately-owned or is a District computer.

**Use of Non-District Software:** Prior to loading non-District software onto District equipment, a user must receive permission from the District. All software must be legally licensed by the user prior to loading onto District Equipment. The unauthorized use of and/or copying of software is illegal.

Users are not to delete or add software to District computers without District permission. Due to different licensing terms for different software programs, it is not valid to assume that if it is permissible to copy one program, then it is permissible to copy others.

### **Policy Type: Governance Process**

Unacceptable/Prohibited Network Use by Board Members includes:

- Commercial Use: Using District network for personal or private gain, personal business, or commercial advantage is prohibited.
- Political Use: Using District network for political purposes in violation of federal, state, or local laws is prohibited. This prohibition includes using District computers to assist or to advocate, directly or indirectly, for or against a ballot proposition and/or the election of any person to any office.
- Illegal or Indecent Use: Using District network for illegal, bullying, harassing, vandalizing, inappropriate, or indecent purposes (including accessing, storing, or viewing pornographic, indecent, or otherwise inappropriate material), or in support of such activities is prohibited. Illegal activities are any violations of federal, state, or local laws (for example, copyright infringement, publishing defamatory information, or committing fraud). Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that:
  - (1) have the purpose or effect of creating an intimidating, a hostile or offensive working environment;
  - (2) have the purpose or effect of unreasonably interfering with an individual's work or school performance, or
  - (3) interfere with school operations. Vandalism is any attempt to harm or destroy the operating system, application software, or data. Inappropriate use includes any violation of the purpose and goal of the network. Indecent activities include violations of generally accepted social standards for use of publicly-owned and operated equipment.
- Disruptive Use: District network may not be used to interfere or disrupt other users, services, or equipment. For example, disruptions include distribution of unsolicited advertising ("Spam"), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of District computers or other resources accessible through the District's computer network ("Cracking" or "Hacking").
- Personal Entertainment Use: District Network may not be used for storage of personal entertainment/media files.

The district will not be responsible for any damages suffered by any user, including but not limited to: loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

**Policy Type: Governance Process****Network Security**

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account and for authorized district purposes. Board members are responsible for all activity on their account and must not share their account password.

These procedures are designed to safeguard network user accounts:

- Change passwords according to district policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your account password, keep it out of sight;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock the screen or log-off if leaving the computer.

**Privacy**

The District network, computers, internet, and use of e-mail are not inherently secure or private. Users are urged to be caretakers of your own privacy and to not store sensitive or personal information on District computers.

The District may monitor and review electronic information in order to analyze the use of systems or compliance with policies, conduct audits, review performance, or conduct, obtain information, or for other reasons.

The district reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and,
- Any and all information transmitted or received in connection with network and e-mail use.

The district reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington. Backup is made of all district e mail correspondence for purposes of public disclosure, disaster recovery, and records retention.

## **Policy Type: Governance Process**

### Care for District Computers

Users of District computers are expected to respect the District's property and be responsible in using the equipment. Users are to follow any District instructions regarding maintenance or care of the equipment. Users may be held responsible for any damage caused by intentional or negligent acts in caring for District Computers under their control. The District is responsible for any routine maintenance or standard repairs to District computers. Users are expected to notify the District in a timely manner of the need for any service.

If a District laptop is lost, damaged, or stolen while under the control of a user, the user is expected to file a claim under his/her insurance coverage, where coverage is available. Except in cases of negligent or intentional loss or damage, the District will cover out-of-pocket expenses.

### Student Data

Board members must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA). Permission to publish any student work requires permission from the parent or guardian.

### Copyright

Downloading, copying, duplicating, and distributing software, music, sound files, movies, images, or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

### Violations

Violation of any of the conditions of use explained in the Board Use of Electronic Resources policy or in the Acceptable Use Procedures (AUP) will be addressed through the established process for addressing Board Member violations (GP-9).

Adopted: 12.08.14  
Revised: XX.XX.XX

CROSS REF: GC-7 Board Members' Code of Conduct  
GC-9 Process for Addressing Board Member Violations

*Monitoring Method: Board self-assessment*  
*Monitoring Frequency: Annually*

***Policy Type: Board/Superintendent Relationship***

**Single Point of Connection**

The Superintendent is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Superintendent, functioning as the Chief Executive Officer.

Adopted: 07.07.03

Revised: 09.13.10

XX.XX.XX /Board/CEO Relationship (B/CR) Policies changed to Board/Superintendent Relationship (B/SR)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

***Policy Type: Board/Superintendent Relationship***

**Single Unit Control**

The Board will direct the Superintendent only through official decisions of the Board.

- 2.1 The Board will make decisions by formal, recorded vote in order to avoid any ambiguity about whether direction has been given.
- 2.2 The Superintendent is neither obligated nor expected to follow the directions or instructions of individual members, officers or committees unless the Board has specifically delegated such exercise of authority.
- 2.3. Should the Superintendent determine that an information request received from an individual member or from a committee is unreasonable, disruptive or requires a material amount of staff time, the Superintendent is expected to ask the committee or the member to refer such requests to the full Board for authorization.

Adopted: 07.07.03

Revised: 09.13.10

XX.XX.XX /Board/CEO Relationship (B/CR) Policies changed to Board/Superintendent Relationship (B/SR)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

***Policy Type: Board/Superintendent Relationship***

**Staff Accountability**

The Superintendent is responsible for all matters related to the day-to-day operation of the district, within the values expressed by the Board in policy. All staff members are considered to report directly or indirectly to the Superintendent.

- 3.1 The Board will never give direction to any employee other than the Superintendent.
- 3.2 The Board will not formally or informally evaluate any staff member other than the Superintendent.
- 3.3 Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Superintendent.

Adopted: 07.07.03

Revised: 09.13.10

XX.XX.XX /Board/CEO Relationship (B/CR) Policies changed to Board/Superintendent Relationship (B/SR)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*



***Policy Type: Board/Superintendent Relationship***

**Authority of the Superintendent**

The Board will provide direction to the Superintendent through written policies that define the organizational results to be achieved for students and define operational conditions and actions to be accomplished or avoided.

1. The Board will develop **Results** policies instructing the Superintendent to achieve defined results for the students served by the district.
2. The Board will develop **Operational Expectations** policies which express the Board's values about operational conditions and actions. Certain of these values will be expressed positively to assure that the stated actions occur and the identified conditions exist and will be stated as directives. Certain other values represent actions and conditions that are to be avoided and will be stated prohibitively.
3. As long as the Superintendent uses any reasonable interpretation of the Board's **Results** and **Operational Expectations** policies, the Superintendent is authorized to establish any additional administrative policies or regulations, make any decisions, establish any practices and develop any activities the Superintendent deems appropriate to achieve the Board's **Results** policies. The Superintendent is not expected to seek Board approval or authority for any such decisions falling within the Superintendent's area of delegated authority.
4. The Board may change its **Results** and **Operational Expectations** policies, and in so doing shift the boundary between Board and Superintendent areas of responsibility. The Board will respect and support any reasonable interpretation of its policies by the Superintendent, even though Superintendent decisions may not be the decisions the Board or its members may have made.

Adopted: 07.07.03

Revised: 05.02.05

09.25.06

XX.XX.XX /Board/CEO Relationship (B/CR) Policies changed to Board/Superintendent Relationship (B/SR)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

**Policy Type: Board/Superintendent Relationship****Superintendent Accountability**

The Board considers Superintendent performance to be identical to district performance. District accomplishment of the Board's **Results** policies, and district operation according to the values expressed in the Board's **Operational Expectations** policies, will be considered successful Superintendent performance. These two components define the Superintendent's job responsibilities and are the basis for the Superintendent's performance evaluation.

- 5.1 The Board will determine organizational performance based upon its defined systematic monitoring process as outlined in its Annual Work Plan.
- 5.2 The Board will acquire monitoring data on **Results** and **Operational Expectations** policies by one or more of three methods:
  - a. By **Internal Report**, in which the Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;
  - b. By **External Review**, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies;
  - c. By **Board Inspection**, in which the whole Board, or a committee duly charged by the Board, formally assesses compliance or reasonable progress based upon specific policy criteria.
- 5.3 The consistent performance standard for **Operational Expectations** policies shall be whether the Superintendent has:
  - a. Reasonably interpreted the policy;
  - b. Complied with the provisions of the Board policy.
- 5.4 The consistent performance standard for **Results** policies shall be whether the Superintendent has:
  - a. Reasonably interpreted the policy;
  - b. Made reasonable progress toward achieving the outcomes defined by the Board's **Results** policies.

***Policy Type: Board/Superintendent Relationship***

- 5.5. The Board will make the final determination as to whether the Superintendent's interpretation is reasonable, whether the Superintendent has complied and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.
- 5.6. All policies that instruct the Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence or method if it is determined by a majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.
- 5.7. By May 31 of each year, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of **Results** and **Operational Expectations** policies. The Board will prepare a written evaluation document consisting of:
  - a. A summary of the data derived during the year from monitoring the Board's **Results** and **Operational Expectations** policies;
  - b. Conclusions based upon the Board's prior action during the year relative to the Superintendent's reasonable interpretation of each **Results** policy and whether reasonable progress has been made toward its achievement;
  - c. Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has reasonably interpreted and operated according to the provisions of the **Operational Expectations** policies.
8. Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract, or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board.

Adopted: 07.07.03

Revised: 05.02.05

03.02.09

XX.XX.XX /Board/CEO Relationship (B/CR) Policies changed to Board/Superintendent Relationship (B/SR)

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

Lake Washington School District Board of Directors

***Policy Type: Board-Superintendent Relationship*****ANNUAL SUMMATIVE EVALUATION  
OF THE Superintendent**

The Board's Policy B/SR-5 provides that:

By May 31 of each year, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of **Results** and **Operational Expectations** policies. ~~The superintendent and the Board will review the summative data in executive session at the annual retreat.~~

The purpose of the annual evaluation of the Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

<b>Results (R)</b>	<b>Date Monitored</b>	<b>Board Disposition</b>
Result 1, Mission of the Lake Washington School District		
Result 2, Academic Content Knowledge and Skills		
Result 3, Life Skills and Citizenship		
<b>Operational Expectations (OE)</b>		
OE-1, Global Operational Expectation		
OE-2, Emergency Superintendent Succession		
OE-3, Treatment of Community Stakeholders		
OE-4, Personnel Administration		
OE-5, Financial Planning		
OE-6, Financial Administration		
OE-7, Asset Protection		
OE-8, Communicating with the Board		
OE-10, Learning Environment		
OE-11, Instructional Program		
OE-12, Facilities		
OE-13, Technology		

***Policy Type: Board-Superintendent Relationship***

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the district's and the Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Superintendent performance:

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Following is a summary of the CEO's strengths and weaknesses relative to the Superintendent's operation within the boundaries established by the ***Operational Expectations*** policies and the Superintendent's progress toward achieving the Board's ***Results*** policies:

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Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

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Signed: \_\_\_\_\_  
President of the Board

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_

Revised: 03/02/09  
XX.XX.XX /Board/CEO Relationship (B/CR) Policies changed to Board/Superintendent Relationship (B/SR)

*Monitoring Method: Board self-assessment*  
*Monitoring Frequency: Annually*

BOARD POLICIES - OPERATIONAL EXPECTATIONS (OE) & RESULTS (R)  
FIRST READING

June 24, 2019

SITUATION

The following board policies, Operational Expectations (OE) and Results (R), have been discussed and reviewed at the March 22 and June 24 study sessions. These policies are being submitted for first reading. Any proposed revisions will be presented for second reading/adoption at the August 12 board meeting. These policies will replace the board's current Executive Limitations (EL) and End Results (ER) policies.

**Operational Expectations (OE 1-13) - *replacing EL policies***

- OE-1, Global Operational Expectation
- OE-2, Emergency Superintendent Succession
- OE-3, Treatment of Community Stakeholders
- OE-4, Personnel Administration
- OE-5, Financial Planning
- OE-6, Financial Administration
- OE-7, Asset Protection
- OE-8, Communication with and Counsel to the Board
- OE-9, Engaging with the Community
- OE-10, Learning Environment/Treatment of Students
- OE-11, Instructional Program
- OE-12, Facilities
- OE-13, Technology

**Results 1-3 (R 1-3) - *replacing ER policies***

- R-1, Mission of Lake Washington School District
- R-2, Academic Content Knowledge and Skills
- R-3, Life Skills and Citizenship

RECOMMENDATION

The Board of Directors discusses the proposed revisions to the Operational Expectations 1-13 (OE 1-13) and Results 1-3 (R 1-3) as proposed policy changes.

***Policy Type: Operational Expectations***

**Global Operational Expectation**

The Superintendent shall not:

- cause,
- allow, or
- fail to take reasonable measures to prevent

any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the district's public image or credibility, including any unauthorized change to his or her own compensation or benefits.

Adopted: 07.07.03

Revised: 10.23.06

09.27.10

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

***Policy Type: Operational Expectations***

**Emergency Superintendent Succession**

In order to protect the Board in the event of sudden and unexpected loss of Superintendent services, the Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

Adopted: 07.07.03

Revised: 09.27.10

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*



## ***Policy Type: Operational Expectations***

### **Treatment of Community Stakeholders**

The Superintendent shall maintain an organizational culture that treats families and members of the community with respect, dignity and courtesy.

#### **The Superintendent will:**

- 3.1 Protect confidential information.
- 3.2 Effectively handle complaints.
- 3.3 Protect against any illegal discrimination or retaliation.
- 3.4. Maintain a systemic organizational culture that:
  - a. Values individual differences of opinion;
  - b. Reasonably includes people in decisions that affect them;
  - c. Provides open and honest communication in all written and interpersonal interactions;
  - d. Focuses on common achievement of the Board's **Results** policies;
  - e. Is open, responsive, and welcoming; and
  - f. Provides access to appropriate information about school and district programs and academic progress.
- 3.5 Actively encourage community volunteers.

*{formerly EL-05, Parents and Community}*

Adopted: 07.07.03

Revised: 11.19.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

***Policy Type: Operational Expectations*****Personnel Administration**

The Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of district employees in a manner necessary to enable the district to achieve its **Results** policies.

**The Superintendent will:**

- 4.1 Assure that no person is employed by the district without first clearing thorough background inquiries and checks.
- 4.2 Select only highly qualified and the best-suited candidates for all positions.
- 4.3 Effectively handle complaints and concerns.
- 4.4 Maintain adequate job descriptions for all staff positions.
- 4.5 Protect confidential information.
- 4.6 Assure that compensation, benefit plans, and working conditions attract and retain high quality employees by compensating employees, within available and projected resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.
- 4.7 Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's **Results** policies and their compliance with the Board's **Operational Expectations** policies.
- 4.8 Assure that all staff members are qualified and trained to perform the responsibilities assigned to them.
- 4.9 Maintain an organizational culture that attracts, retains, and positively affects the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support, courtesy, and respect.
- 4.10 Reasonably include personnel in decisions that affect them.

***Policy Type: Operational Expectations***

**The Superintendent may not:**

11. Retaliate against any employee for initiating a legitimate complaint based upon an alleged violation of Board governing policy.

*{formerly EL-09, District Staff}*

Adopted: 07.07.03

Revised: 11.06.06

01.22.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

***Policy Type: Operational Expectations*****Financial Planning**

The Superintendent shall develop and present to the Board a multi-year financial plan that is related directly to the Board's ***Results*** priorities and ***Operational Expectations*** goals, and that avoids long-term fiscal jeopardy to the district.

**The Superintendent will develop a budget that:**

- 5.1 Is in a summary format understandable to the Board and community, presented in a manner that allows the Board to understand the relationship between the budget and the ***Results*** priorities and any ***Operational Expectations*** goals for the year.
- 5.2 Clearly describes revenues and expenditures with adequate supporting detail.
- 5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
- 5.4 Discloses budget-planning assumptions.
- 5.5 Assures fiscal soundness in future years that includes provisions for reasonable contingencies.
- 5.6 Provides necessary information to the Board on matters with a significant budgetary impact, allowing the Board adequate time to consider the information presented.
- 5.7 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 5.8 Includes such amounts as the Board determines to be necessary for its own governing function.
- 5.9 Is based on reasonable consultation with appropriate constituent groups.

***Policy Type: Operational Expectations***

**The Superintendent may not develop a budget that:**

5.10 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

5.11 Provides for an anticipated year-end fund balance of less than five percent of the projected revenue.

*{formerly EL-10, Budgeting/Financial Planning}*

Adopted: 07.07.03

Revised: 09.25.06

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

***Policy Type: Operational Expectations*****Financial Administration**

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's **Results** priorities or meeting any **Operational Expectations** goals; or places the financial health of the district in jeopardy.

**The Superintendent will:**

- 6.1 Assure that payroll and legitimate debts of the district are promptly paid when due.
- 6.2 Assure that all purchases are made considering comparative prices of items of similar quality, considering a balance between cost and long-term quality and using competitive procurement procedures required by law.
- 6.3 Assure that the purchase of supplies, materials and equipment, and any contracted services except professional services, for all transactions in excess of \$75,000 are based on a competitive bid process.
- 6.4 Coordinate and cooperate with the financial auditor for an annual audit of all district funds and accounts.
- 6.5 Make all reasonable efforts to collect any funds due the district from any source.
- 6.6 Keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.
- 6.7 Publish a financial condition statement annually.
- 6.8 Ensure that all required reports are accurate and filed in a timely manner.

***Policy Type: Operational Expectations***

**The Superintendent may not - without Board approval:**

- 6.9 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.
- 6.10 Indebt the organization.
- 6.11 Expend monies from reserve funds.
- 6.12 Permanently transfer money from one fund to another.
- 6.13 Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures.
- 6.14 Invest funds in investments that are not secured or that are not authorized by law.

*{formerly EL-11, Financial Administration}*

Adopted: 07.07.03

Revised: 06.27.05

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

## ***Policy Type: Operational Expectations***

### **Asset Protection**

The Superintendent will assure that all district assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

#### **The Superintendent will:**

- 7.1 Maintain property and casualty insurance coverage on district real and personal property with real property limits equal to 100 percent of replacement value.
- 7.2 Maintain Errors and Omissions, Employment and Comprehensive General Liability insurance coverage protecting board members, staff and the district itself in an amount that is reasonable for school districts of comparable size and character.
- 7.3 Adequately protect the district against theft or misappropriation of funds by any personnel who have access to material amounts of district or school funds.
- 7.4 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.
- 7.5 Properly preserve and dispose of all records related to affairs or business of the district.

#### **The Superintendent may not, without the Board's approval:**

- 7.6 Permit equipment to be subject to improper use or insufficient maintenance.
- 7.7 Unreasonably expose the district, the Board or staff to legal liability.
- 7.8 Take any action that damages the district's public image or credibility.

*{formerly EL-12, Asset Protection}*

Adopted: 07.07.03

Revised: 09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*



## ***Policy Type: Operational Expectations***

### **Communication with and Counsel to the Board**

The Superintendent shall assure that the Board is fully supported and adequately informed about matters relating to Board work and significant district concern.

#### **The Superintendent will:**

- 8.1 Submit required monitoring data (see policy ***B/SR-5—Monitoring Superintendent Performance***) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Superintendent interpretations and relevant data to document compliance or reasonable progress.
- 8.2 Advise the Board, in a timely manner, about trends, facts and other information relevant to the district and Board's work, especially legal findings and regulatory directives and other matters that pose significant risk.
- 8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.
- 8.4 Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.
- 8.5 Inform the Board of anticipated significant media coverage.
- 8.6 Inform the Board, the Board President or individual members if, in the Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non-compliant with any ***Governance Culture*** or ***Board/Superintendent Relations*** policies.
- 8.7 Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
- 8.8 Treat all members impartially and assure that all members have equal access to information.

***Policy Type: Operational Expectations***

8.9 Work with the Board as a whole except when:

- a. Fulfilling individual requests for information or counsel, provided such requests are not disruptive or do not require an inordinate amount of staff time or resources;
- b. Working with officers or committees duly charged by the Board;
- c. Communicating with the president.

8.10 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board ***Operational Expectations*** policy or any anticipated failure to achieve reasonable progress toward any ***Results*** policy.

8.11 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.

8.12 Inform the Board in a timely manner of the administrative disposition of complaints referred to the Superintendent by the Board.

8.13 Inform the Board in advance of any significant deletions of, additions to or modifications to any instructional programs or administrative policies.

8.14 Recommend for Board approval school attendance boundaries that consider the impacts on students, families and the community and are appropriate to the effective and efficient operation of the district.

*{formerly EL-3, Communication and Counsel to the Board}*

Adopted: 07.07.03

Revised: 09.27.10

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

## ***Policy Type: Operational Expectations***

### **Engaging with the Community**

The Superintendent shall assure that the community is adequately informed about the condition of the district and appropriately engaged in defining and supporting its direction.

#### **The Superintendent will:**

- 9.1 Assure the timely flow of information, appropriate input, and strategic two-way communication between the district and the community that builds understanding and support for district efforts.
- 9.2 Maintain family engagement that recognizes the developmental needs of our diverse students and ensures active participation of students' families.
- 9.3 Develop connections and strategic partnerships throughout the larger community focused on understanding and contributing to district efforts to help all students achieve defined district Results.
- 9.4 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
  - a. Data indicating student progress toward accomplishing the Board's **Results** policies.
  - b. Information about school district strategies, programs and operations intended to accomplish the Board's **Results** policies.
  - c. Information about the district's financial condition, including revenues, expenditures and costs of major programs.

*{formerly EL-5, Parents and Community}*

Adopted: 07.07.03

Revised: 11.19.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

***Policy Type: Operational Expectations***

**Learning Environment/Treatment of Students**

The Superintendent shall establish and maintain a learning environment that is safe, respectful, free from unnecessary disruption and conducive to effective learning.

**The Superintendent will:**

- 10.1 Maintain a shared school culture that ensures high expectations and success for all children in all classrooms through aligned systems and supports.
- 10.2 Ensure an inclusive, welcoming and safe school environment.
- 10.3 Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.
- 10.4 Appropriately collect, use, and protect confidential student information.
- 10.5 Assure that no volunteer has unsupervised contact with students without first clearing reasonable background inquiries and checks.

**The Superintendent may not:**

- 10.6 Tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.
- 10.7 Permit unruly behaviors on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.

*{formerly EL-6, Student Learning Environment}*

Adopted: 07.07.03

Revised: 01.26.04

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

***Policy Type: Operational Expectations*****Instructional Program**

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's **Results** policies.

**The Superintendent will:**

- 11.1 Assure that instructional programs are based on a comprehensive and objective review of effective practices research.
- 11.2 Base instruction on district academic standards that meet or exceed state and/or national standards.
- 11.3 Align curriculum with the standards.
- 11.4 Effectively measure each student's progress toward achieving or exceeding the standards.
- 11.5 Assure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.
- 11.6 Assure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.
- 11.7 Ensure students, starting in elementary school and continuing throughout high school, have opportunities and experiences to actively explore options for their futures in ways that are relevant to them.
- 11.8 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.
- 11.9 Assure that the instructional program includes a compelling and realistic vision of technology that specifies:
  - a. Technology use in the learning environment;
  - b. Integration of technology into content areas across all grade levels;
  - c. Integration of adaptive technology, as appropriate.

***Policy Type: Operational Expectations***

- 11.10 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.
- 11.11 Adequately monitor and control student access to and utilization of electronically distributed content information.
- 11.12 Protect the instructional time provided for students during the academic day.
- 11.13 Review school attendance boundaries as needed to assure reasonable balance in student enrollment.
- 11.14 Implement and ensure wide and timely distribution of a culturally-sensitive school district calendar that:
  - a. Aligns with state requirements and negotiated contracts
  - b. Provides reasonable flexibility for uncontrollable events and circumstances

*{formerly EL-7, Academic Program}*

Adopted: 07.07.03

Revised: 11.15.04

12.04.06

01.22.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*

***Policy Type: Operational Expectations*****Facilities**

The Superintendent shall assure that physical facilities support the accomplishment of the Board's **Results** policies.

**The Superintendent will:**

- 12.1 Develop and execute a facility plan that establishes priorities for construction, renovation and maintenance projects that:
  - a. Assigns highest priority to the correction of unsafe conditions;
  - b. Includes maintenance costs as necessary to enable facilities to reach their intended life cycles;
  - c. Plans for and schedules preventive maintenance;
  - d. Plans for and schedules system replacement when new schools open, schools are renovated, or systems replaced;
  - e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization.
  - f. Considers sustainable practices whenever possible.
- 12.2 Project life-cycle costs as capital decisions are made.
- 12.3 Assure that facilities are safe, clean and properly maintained.
- 12.4 Consistently administer facilities use delineating:
  - a. permitted uses;
  - b. the applicable fee structure that is fair and reasonable;
  - c. clear user expectations, including behavior, cleanup, security, insurance and damage repair;
  - d. consequences and enforcement procedures for public users who fail to follow the established rules.
  - e. the ability of the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.
- 12.5 Encourage and promote use of school property to community organizations and partners.

***Policy Type: Operational Expectations***

**The Superintendent may not - without Board approval:**

- 12.6 Build or undertake major renovations of buildings.
- 12.7 Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.
- 12.8 Authorize construction schedules and change orders that deviate significantly from previously approved plans and budget parameters, including increased cost or reduced quality.
- 12.9 Acquire, encumber, or dispose of real property.

*{formerly EL-13, Facilities}*

Adopted: 07.07.03

Revised: 09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal Report*

*Monitoring Frequency: Annually*



***Policy Type: Operational Expectations***

**Technology**

The Superintendent shall establish and maintain technology systems and applications consistent with accomplishment of the Board's **Results** policies.

**The Superintendent shall:**

- 13.1 Develop and execute a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources.
- 13.2 Provide a comprehensive and functional technology infrastructure that addresses need of all staff, students, and community.
- 13.3 Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.
- 13.4 Provide for a safe and secure computing environment for students and staff that:
  - a. Prohibits the use of technology resources for commercial, political, illegal, or indecent purposes or that disrupts the learning environment of students;
  - b. Prohibits access to personal information about students or staff that does not have an educational purpose or that is not appropriately authorized;
  - c. Prohibits collection of electronic information for which there is no legitimate need;
  - d. Uses methods of collecting, reviewing, transmitting, or storing information that protect against improper access to the information being elicited.

*{formerly EL-6, Student Learning Environment}*

Adopted: 07.07.03

Revised: 01.26.04

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

*Monitoring Method: Internal report*

*Monitoring Frequency: Annually*

## Policy Type: Results

### Mission of Lake Washington School District

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

Every student will be *Future Ready*:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Adopted: 07.07.03

Revised: 05.18.09

09.22.14

08.1318

XX.XX.XX / End Results (ER) Policies changed to Results (R)

Monitoring Method: Internal report

Monitoring Frequency: Annually

## **Policy Type: Results**

### **Academic Content Knowledge and Skills**

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems.

Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in:

#### **2.1 Literacy & Language**

**2.1.1** Students will develop an interest in, and facility with the literacy and language skills necessary to comprehend, create, respond to, and engage with diverse texts, and reason with evidence while fostering an understanding of self and others that supports engaging with and effecting change in the world around them.

#### **2.2 Mathematical Reasoning and Practices Mathematics**

**2.2.1** Students will become increasingly proficient in mathematics, learning math concepts and develop math skills fluency and reasoning, enabling them to cope with the mathematical challenges of daily life, society, and the workplace.

#### **2.3 Science**

**2.3.1** Students will gain scientific knowledge and develop scientific habits of mind, the capacity to engage in scientific inquiry, and the ability to reason in a scientific context. Students should engage in the practices that encourage curiosity, inspire interest, and motivate problem-solving related to the challenges in our society.

#### **2.4 Social Studies**

**2.4.1** Students will develop civic competence – the knowledge, intellectual process, and historical perspective, to be active and engaged participants in public life, demonstrating respect for the values of a diverse and democratic society.

#### **2.5 Computer Science and Information & Communication Technology**

**2.5.1** Students will be empowered to learn in a digital world with the knowledge and skills, and digital citizenship necessary to responsibly innovate, compute, create, and effectively collaborate with others.

## **Policy Type: Results**

### **2.6 The Arts**

**2.6.1** Students will be able to express themselves and make meaningful connections with others and the world around them through experiencing and appreciating the arts.

### **2.7 World Language**

**2.7.1** Students will be equipped to communicate effectively in more than one language as part of a pluralistic society and global environment by having the ability to communicate effectively and interact with cultural understanding.

Adopted: 07.07.03

Revised: 05.18.09

04.12.19

XX.XX.XX / End Results (ER) Policies changed to Results (R)

**Policy Type: Results****Life Skills and Citizenship**

Each student will develop attributes necessary to lead a productive, rewarding, and responsible life as a contributing member of the community and greater society.

Accordingly, graduates from Lake Washington will be able to:

- 3.1 Question and think critically and creatively
- 3.2 Solve problems effectively
- 3.3 Make connections
- 3.4 Offer ideas and make contributions
- 3.5 Work well with others
- 3.6 Respect and value others
- 3.7 Exhibit civic responsibility
- 3.8 Maintain a local and global perspective
- 3.10 Exhibit a strong work ethic
- 3.11 Take personal responsibility
- 3.12 Demonstrate resiliency
- 3.13 Maintain balance

Adopted: 07.07.03

Revised: 05/18/09

XX.XX.XX / End Results (ER) Policies changed to Results (R)

Monitoring Method: Internal report

Monitoring Frequency: Annually

Lake Washington School District Board of Directors

APPROVAL OF MONITORING REPORT  
EL-3, COMMUNICATION AND COUNSEL TO THE BOARD

June 24, 2019

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-3, Communication and Counsel to the Board, are in compliance, and it is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-3, Communication and Counsel to the Board, as presented.

**Lake Washington School District**  
**Operational Expectations Monitoring Report**  
**EL-3, Communication and Counsel to the Board**  
**June 24, 2019**

**SUMMARY OF COMPLIANCE STATUS**

**CEO CERTIFICATION**

With respect to Executive Limitation-3 (EL-3), Communications and Counsel to the Board, the Superintendent certifies the proceeding information is accurate and complete and is:

    **x**     **In Compliance**

           **In Compliance, with Exceptions (as noted)**

           **Not in Compliance**

**Executive Summary:** The attached report evaluates the primary components of EL-3, Communication and Counsel to the Board. The report provides information to the Board on a range of topics related information that is provided to Board by the Superintendent so that the Board remains adequately informed about all manner of district business and related community issues.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
                    Superintendent

**BOARD ACTION**

With respect to Executive Limitation-3, (EL-3), Communications and Counsel to the Board, the Board:

           **Accepts the report as fully compliant**

           **Accepts the report as compliant, with noted exceptions**

           **Finds the report to be non-compliant**

Additional comments based on board action:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
                    Board President

## Report Highlights:

**Section 1:** This section focuses on the appropriate submission of monitoring reports.

- **In Compliance with No Change** from last year on this section.
- **For next year:** We will use updated templates for monitoring reports to reflect revised policies and processes as related to Coherent Governance structures.

**Section 2:** This section focuses on communication with the Board, making sure that multiple factors are considered, including routine district information, time-sensitive information, emergency or crisis related information, and emergent issues.

- **In Compliance with No Change** from last year on this section.
- **For next year:** We will continue to provide information to the Board and begin connecting information to the strategic plan and relevant Board development opportunities.

**Section 3:** This section focuses on appropriate notification regarding financial matters that substantially affect the district's financial condition.

- **In Compliance with No Change** from last year on this section.

**Section 4:** This section covers information that informs the Board relative to external viewpoints and opinions that can inform Board level decisions.

- **In Compliance with No Change** from last year on this section.
- In addition to the points listed, I would also include the Community Engagement Forums that informed the formation of a revised district strategic plan.

**Section 5:** This section covers informing the Board when there is the likelihood of significant media coverage.

- **In Compliance with No Change** from last year on this section.

**Section 6:** This section covers.

- **In Compliance with No Change** from last year on this section.



**Section 7:** This section covers how information is shared, making sure it is concise and in an understandable format.

- **In Compliance with No Change** from last year on this section.

**Section 8:** This section covers the ability for Board members to receive communications from constituents.

- **In Compliance with No Change** from last year on this section.
- Board members did a good job of directing district patrons to the Let's Talk feature to address district concerns. At some point, the Board may decide to link district email with the Let's Talk feature.

**Section 9:** This section covers the practice of communication with the Board as a whole.

- **In Compliance with No Change** from last year on this section.

**Section 10:** This section covers timely reporting of any non-compliance issues with Board governing policies.

- **In Compliance with No Change** from last year on this section.

**Section 11:** This section covers items that would be allowable under the consent agenda portion of the Board meeting agenda.

- **In Compliance with No Change** from last year on this section.
- **For next year:** We may want to review what goes on the consent agenda as we revise policies and monitoring reports.

**Section 12:** This section covers the establishment of appropriate procedures for informing the Board when issues brought through a public meeting have been resolved.

- **In Compliance with No Change** from last year on this section.

**Section 13:** This section covers processes that allow for the approval of school attendance boundaries as they impact families, community, and alignment with district operations.

- **In Compliance with No Change** from last year on this section.

**Lake Washington School District**  
**Executive Limitation Monitoring Report**  
**EL-3 Communication and Counsel to the Board**  
**June 24, 2019**

**Executive Limitation:** With respect to providing information and counsel to the Board, the CEO shall give the Board as much information as necessary to allow Board members to be adequately informed. Accordingly, the CEO shall:

1. Submit monitoring data required by the Board (see policy <i>B/CR-5–Monitoring CEO Performance</i> ) in a timely, thorough, accurate, and understandable fashion, directly addressing provisions of the Board policies being monitored.	In Compliance	◀ ▶
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**Evidence**

The Board and superintendent have developed a schedule and format for submitting monitoring reports.

- During the past 12 months, all Executive Limitation reports and End Results monitoring reports were submitted to the Board.

2. Advise the Board in a timely manner of trends, facts, and information relevant to the Board’s work and implementation of Board policies.	In Compliance	◀ ▶
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**Evidence**

Advising the Board of trends, facts and information relevant to the Board’s work is done in a number of ways, including: 1) Board Briefs; 2) Board meeting agenda items; 3) Board study sessions; 4) Program and Superintendent reports at board meetings; and, 5) Direct communication from the superintendent on emergent issues.

The Board is provided annual information and assumptions on which the budget is based. Each month, a status report for major changes to the budgeted assumptions is provided as part of the monthly financial reports. The Board is also provided information on academic achievement as part of End Results reporting and through the data dashboard.

- Board Brief articles for the last 12 months (March 2018-February 2019) included the following:

<u>Subject/Nature</u>	<u>Frequency</u>
Board Calendar .....	29
Board Meetings.....	4
Board Procedures.....	3
Calendar .....	9
Communications .....	8
Construction, Modernization, and Land .....	6
Curriculum .....	11
Finance.....	11
Intergovernmental Relations & Projects .....	13
Legal .....	6
Levy .....	1
Personnel, Administrative Information.....	22
Policy .....	1
Property .....	2
Recognitions and Awards .....	1
School Specific .....	9
Specific Program .....	74

### *EL-3 Communication and Counsel to the Board*

**Executive Limitation:** With respect to providing information and counsel to the Board, the CEO shall give the Board as much information as necessary to allow Board members to be adequately informed.

*Accordingly, the CEO shall:*

2. Advise the Board in a timely manner of trends, facts, and information relevant to the Board’s work and implementation of Board policies.	In Compliance	◀ ▶
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#### *Evidence {continued}*

Student Assessment Information & Results.....	19
Superintendent Weekly Highlights .....	40
Support Services .....	2
Technology .....	5

- Study Sessions for the last 14 months (February 2018 – May 2019) included the following topics:
  - Board Process and Communications
  - Board Work Plan
  - Board Policies: Governance Process (GP) and Board/CEO Relationship (B/CR)
  - Board/CEO Relation (B/CR) & Equity Overview
  - Executive Limitations – Reasonable Interpretation
  - Policy Governance
  - 2019 Legislative Priorities
  - Legislative Updates
  - WSSDA Legislative Proposals
  - Board/Community Linkage Planning
  - Joint Study Session with Redmond City Council
  - Superintendent Search and Application Process
  - Superintendent Search Process
  - Superintendent Transition Plan
  - Strategic Planning & Budget
  - Strategic Plan Process,
  - Facility Planning
  - Facility Planning & Community Engagement
  - Equity
  - Budget Process
  - Special Education
  - Facility and Levy Planning
  - Safety and Security
  - Community Engagement and Strategic Plan Update
  - School Start Times Update
  - HIV/Aids and Sexual Health Education Curriculum Review
  - Special Education Action Plan Update
  - Summer Athletics
  - Early Childhood
  - K-5 Science Adoption Presentation
  - Health Services

### *EL-3 Communication and Counsel to the Board*

**Executive Limitation:** With respect to providing information and counsel to the Board, the CEO shall give the Board as much information as necessary to allow Board members to be adequately informed.  
*Accordingly, the CEO shall:*

3. Advise the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.

In  
Compliance



#### ***Evidence***

Transfers between funds have been authorized by the Board as part of the budget process. The adopted budget authorizes transfers from the capital projects fund to the general fund, as required by OSPI, to account for ongoing on-line fees, subscriptions, or software licenses, and ongoing training related to the installation and integration of technology. In addition, monthly financial statements provided to the Board highlight information on updates to budget assumptions.

4. Provide for the Board as many staff and external points of view and opinions as needed for informed Board decisions.

In  
Compliance



#### ***Evidence***

Board decisions occur on a variety of issues through formal action at a Board meeting. The Board makes decisions regarding such essential functions as budget, attendance boundaries, instruction materials, monitoring reports, and ballot propositions. The superintendent uses a wide variety of input ongoing processes to engage with stakeholders, legal counsel, and/or counsel from professionals with domain expertise to ensure that the Board has multiple perspectives for Board decisions.

For curriculum-related decisions, the Instructional Materials Committee is an ongoing structure that includes staff, student and parent input as part of the review of instructional materials. The committee's review and recommendation of materials approval is provided to the Board on an ongoing basis prior to requesting Board action on materials.

In addition, the district conducts a random sample, statistically valid survey of parent and community perspectives on a quarterly basis. These results track public perception of the district on a variety of issues over time. The perspectives from this survey are used to provide additional information for the purpose of Executive Limitation Reporting.

District legal counsel is consulted on an ongoing basis for questions related to procedural matters or those matters which require legal considerations prior to board action.

### *EL-3 Communication and Counsel to the Board*

**Executive Limitation:** With respect to providing information and counsel to the Board, the CEO shall give the Board as much information as necessary to allow Board members to be adequately informed.  
*Accordingly, the CEO shall:*

4. Provide for the Board as many staff and external points of view and opinions as needed for informed Board decisions.

In  
Compliance



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

In addition to these ongoing processes, during the past 12 months, the following methods have been used to provide the Board additional external viewpoints and perspectives related to Board decisions:

- In January and May 2019, the board received information in a study session about the school start time advisory and recommendations for future planning.
- In February 2019, the board received information in a study session about summer athletics and related fees.
- In March 2019, a study session was held to provide the Board information on K-5 Science Curriculum
- In May 2019, a textbook select committee that included both staff members and parents provided input to the Board regarding the selection of K-5 Science materials.
- In May and June 2018, the board held multiple community input sessions to develop characteristics for the hiring of a new superintendent.
- In June 2018, the board held staff and community forums to receive input on three superintendent finalist candidates.

5. Advise the Board of anticipated significant media coverage.

In  
Compliance



#### ***Evidence***

The Board is advised of anticipated media coverage, particularly television coverage when it may be controversial or negative in nature. The Board is also sent media press releases when they occur.

In the past 12 months, the Board was informed regarding significant media coverage related to the following stories:

- Juanita High School mascot vote
- SBIRT (Screening, Brief Intervention, Referral To) pilot for seventh-grade students

### *EL-3 Communication and Counsel to the Board*

**Executive Limitation:** With respect to providing information and counsel to the Board, the CEO shall give the Board as much information as necessary to allow Board members to be adequately informed. Accordingly, the CEO shall:

6. Advise the Board or individual members if, in the CEO's opinion, the Board or individual members are not in compliance with the board's policies on ***Governance Process*** and ***Board-CEO Relations***.

In  
Compliance



#### ***Evidence***

The superintendent discusses compliance with GP and BCR policies with the Board president periodically and when necessary and will address compliance issues with individual Board members, as appropriate.

- Discussions occur on an as-needed basis.

7. Present information in a concise and easily understood format.

In  
Compliance



#### ***Evidence***

The superintendent works to incorporate feedback from Board members to better meet their needs for presentation of information in a concise and easily understood format.

A written document, including a study session overview and a study session memo, for study sessions are prepared along with presentations. The study session overview includes information on how the study session relates to the Board's role and provides policy considerations or key questions and whether potential future form Board action is required. The study session memo includes background information and context and provides a summary of relevant information that will be presented to the Board.

During the past 12 months, the following additional changes have been made:

- End Results Reports have been updated based on Board feedback.
- Program reports from different divisions and departments are provided at board meetings.  
Program report topics included:
  - Mission & Vision/College & Career Readiness
  - Interdisciplinary Skills and Attributes
  - Continuous Improvement Process Plans
  - Student Discipline & Restorative Practices
  - Summer Programs
  - STEM
  - Athletics & Activities
  - Culture & the Arts
  - Preschool
  - Special Education
  - Accelerated Programs
  - Career & Technical Education
  - Intervention Programs/ELL
  - World Language
  - Literacy
  - Mathematics
  - Physical Education
  - Science
  - Social Studies
  - Bond and Levy Presentation
  - Professional Learning
  - Information & Communication Technology
  - Parents and Community
  - Budget

### *EL-3 Communication and Counsel to the Board*

**Executive Limitation:** With respect to providing information and counsel to the Board, the CEO shall give the Board as much information as necessary to allow Board members to be adequately informed. Accordingly, the CEO shall:

8. Provide a process for official Board, officer, and committee communications.

In  
Compliance



#### ***Evidence***

For communications from constituents, an official district email account has been set up to allow constituents to communicate directly with the entire Board. Individual email accounts are also published on the district web site allowing constituents to communicate with individual board members. Constituent communication, as well as communications from other individuals or agencies, that comes to the district office is provided to the Board in a weekly delivery.

Communications between Board members is done in person at meetings, by phone, or via email, in accordance with law.

9. Work with the Board as a whole except when:  
a. Fulfilling individual requests for information or counsel, provided such requests are not disruptive or do not require an inordinate amount of staff time or resources;  
b. Working with officers or committees duly charged by the Board;  
c. Communicating with the president.

In  
Compliance



#### ***Evidence***

Communication with the Board is done primarily as an entire Board through Board Briefs, superintendent reports, study sessions, board meetings, and email. Individual board member contact is typically limited to situations of counsel or seeking board member input. From time to time, responses are provided to a specific board member when appropriate.

10. Report in a timely manner any unanticipated noncompliance with any Board ***End Results*** or ***Executive Limitations*** policy.

In  
Compliance



#### ***Evidence***

- No cases of unanticipated noncompliance were reported this year.

11. Supply for the consent agenda all items delegated to the CEO that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board informed.

In  
Compliance



#### ***Evidence***

All items or decisions required by law or contract to be Board-approved have been submitted through the consent agenda or occasionally through the action item agenda, along with necessary background information.

### *EL-3 Communication and Counsel to the Board*

**Executive Limitation:** With respect to providing information and counsel to the Board, the CEO shall give the Board as much information as necessary to allow Board members to be adequately informed.  
*Accordingly, the CEO shall:*

12. Establish a procedure for informing the Board in a timely manner of the administrative disposition of complaints presented to the CEO by the Board.

In  
Compliance



#### ***Evidence***

Procedures are in place to inform the Board regarding the status of issues as they are presented to the CEO by the Board or presented in public meetings. Follow-up is done primarily through Board Briefs, superintendent reports, and email communication.

13. Recommend for Board approval school attendance boundaries that consider the impacts on families' continuity with their school and community, and are appropriate to the effective and efficient operation of the district.

In  
Compliance



#### ***Evidence***

- School attendance boundaries were submitted to the board for review on November 6, 2017. The board took formal action and adopted the recommendation on November 20, 2017. The elementary boundary change went into effect for this school year and the secondary boundary change will go into effect for the 2019-20 school year. Grandfathering was offered to 2017-18 grade 4 students and 2018-19 grade 7 students. Additional considerations were made for students that would have been moved a second time due to district boundary changes. No current high school students were affected by the boundary change.

I certify the above to be correct as of June 24, 2019

\_\_\_\_\_  
Jane Stavem, Superintendent



APPROVAL OF MONITORING REPORT  
EL-5, PARENTS AND COMMUNITY

June 24, 2019

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

RECOMMENDATION

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

**Lake Washington School District**  
**Operational Expectations Monitoring Report**  
**EL-5, Parents and Community**  
**June 24, 2019**

**SUMMARY OF COMPLIANCE STATUS**

**CEO CERTIFICATION**

With respect to Executive Limitation – 5, Parents and Community, the Superintendent certifies the proceeding information is accurate and complete and is:

    **x**     **In Compliance**

           **In Compliance, with Exceptions (as noted)**

           **Not in Compliance**

**Executive Summary:** The attached Executive Limitations Report for Parents and Community (EL-5) evaluates the primary components of EL-5. The report provides information to the Board on the strategies and district practices that support our ability communicate well with our current district families and students as well as the community at large, while also complying with state and federal laws and best practices.

The report addresses: protection of information, handling of complaints, policies and procedures for compliance, welcoming environments, responsiveness and ethical treatment, systems for that support effective communication, information access, and specific district enhancements in support of these areas.

For next year – we need to review all district survey tools to align with strategic plan goals, district best practice, and ensure that the questions being posed are directly connected to meaningful data that informs decisions and provides an opportunity for improvement.

The district continues to make significant improvements in providing information that is timely, accurate, interesting, and relevant to parents and community members. We also must ensure consistency with building-level information and have added a stipend to ensure schools are able maintain robust websites as well.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
                    Superintendent

## **BOARD ACTION**

With respect to Executive Limitation - 5, Parents and Community, the Board:

\_\_\_\_\_ **Accepts the report as fully compliant**

\_\_\_\_\_ **Accepts the report as compliant, with noted exceptions**

\_\_\_\_\_ **Finds the report to be non-compliant**

Additional comments based on board action:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

## **Report Highlights:**

**Section 1:** This section focuses on the protection of student information and applicable laws and district practices for compliance.

- **Compliance with No Change** from last year on this section.

**Section 2:** This section focuses on processes used to address parent and community complaints in a manner that supports an expedient and effective resolution.

- **Compliance with No Change** from last year on this section.
- **For next year:** We will be reviewing the data sources that have provided some of the statistical data to determine if there is a more effective way to measure current district patrons as well as community members. The current survey does not allow for an “I don’t know” type of response, so respondents are forced to make a choice which may be largely uninformed. (Page 3, evidence chart)

**Section 3:** This section focuses on district compliance with all federal and state laws that govern non-discrimination policies and procedures.

- **Compliance with No Change** from last year on this section.

**Section 4:** This section covers information on district efforts to provide a welcoming environment as parents and patrons come to our schools.

- **Compliance with No Change** from last year on this section.
- **For next year:** We will explore data sources to ensure we are surveying people and having clear indicators of levels of satisfaction. Current data lacks the connection of actual experience with the survey question. (Page 5, evidence chart) The current data allows for false perceptions to be reflected in the data – for instance, an indication of Never may also mean they are never in the school, not that someone isn’t made to feel welcome.

**Section 5:** This section continues the work on providing a welcoming environment by focusing specifically on responsiveness and the proper treatment of constituents.

- **Compliance with No Change** from last year on this section.
- **For next year:** Same points as above with data considerations. It would also be helpful to add school perception vs. district perception.

**Section 6:** This section refers to the established systems that allow for public participation and community involvement.

- **Compliance with No Change** from last year on this section.
- **For next year:** We will be reviewing district surveys for frequency, redundancy, and validity to inform ongoing work. The fall 2018 survey was not administered due to the redundancy of questions with another district survey and to reduce the number of staff surveys that were being administered. We also need to review surveys to reflect the consistency of responses. Some responses allow for a response of “never” while other questions allow for a response of “neutral.” (Page 8, evidence charts)

**Section 7:** This section refers to the ability of parents and the community to access information that informs them about school and district level programs and services as well as specific information about academic progress.

- **Compliance with No Change** from last year on this section.
- **For next year:** The district has made progress in making sure information is available in an electronic format. In doing so, we also must continue to make sure that families know how to access the information and have adequate connectivity to do so.

# Lake Washington School District

## Executive Limitation Monitoring Report

### EL-5 Parents and Community

June 24, 2019

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

Accordingly, the CEO shall:

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

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

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

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

District administrative policy:

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

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

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

## EL-5 Parents and Community

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

Accordingly, the CEO shall:

- |  |               |     |
|--|---------------|-----|
| 2. Provide a process for the fair and expedient handling of complaints from parents and community. | In Compliance | ◀ ▶ |
|--|---------------|-----|



### *Evidence*

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

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

## EL-5 Parents and Community

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

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

In  
Compliance



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

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

<b>“LWSD schools effectively handle complaints.”</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
<b>Dec. 2014-Feb. 2015</b>	23%	42%	30%	5%	<b>2.8</b>
<b>Dec. 2015-Feb. 2016</b>	23%	34%	40%	4%	<b>2.8</b>
<b>Dec. 2016-Feb. 2017</b>	24%	39%	34%	2%	<b>2.9</b>
<b>Dec. 2017-Feb. 2018</b>	31%	41%	26%	3%	<b>3.0</b>
<b>Dec. 2018-Feb. 2019</b>	23%	46%	26%	6%	<b>2.9</b>

- This year’s mean rating of 2.9 is in line with past responses, though among the higher results.

<b>“LWSD schools effectively handle complaints.”</b>		<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	28%	46%	23%	2%	3.0
	Don't have child in LWSD	15%	34%	42%	9%	2.6
<b>Dec. 2015-Feb. 2016</b>	Have a child in LWSD	29%	33%	36%	2%	2.9
	Don't have child in LWSD	15%	35%	44%	6%	2.6
<b>Dec. 2016-Feb. 2017</b>	Have a child in LWSD	32%	37%	31%	0%	3.0
	Don't have child in LWSD	14%	41%	39%	6%	2.6
<b>Dec. 2017-Feb. 2018</b>	Have a child in LWSD	35%	42%	21%	2%	3.1
	Don't have child in LWSD	24%	39%	33%	5%	2.8
<b>Dec. 2018-Feb. 2019</b>	Have a child in LWSD	26%	44%	25%	5%	2.9
	Don't have child in LWSD	17%	49%	27%	7%	2.8

- There is a difference between responses of those who have children in the district versus those without children in the district, with 70% of parents agreeing or strongly agreeing with the statement “LWSD schools effectively handle complaints” versus 66% of community members without students in schools agreeing or strongly agreeing with the same statement.



## EL-5 Parents and Community

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

Accordingly, the CEO shall:

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



### *Evidence*

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

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

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

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

These policies are communicated and shared as follows:

- Annually with all staff at the beginning of school staff meetings;
- Specific training as part of new employee orientation;
- Student and staff handbooks containing this policy information and expectations are distributed and reviewed annually;
- Posters inform parents, citizens, and visitors of the district's discrimination and harassment policies; and
- District publications as well as the district's website inform readers of our policies and procedures regarding compliance with all federal and state laws.

## EL-5 Parents and Community

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

4. Provide a welcoming environment for parents and community.

In  
Compliance



### *Evidence*

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

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

<b>“I feel welcome in LWSD schools.”</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
<b>Dec. 2014-Feb. 2015</b>	60%	27%	8%	5%	<b>3.4</b>
<b>Dec. 2015-Feb. 2016</b>	61%	22%	15%	2%	<b>3.4</b>
<b>Dec. 2016-Feb. 2017</b>	66%	20%	10%	3%	<b>3.5</b>
<b>Dec. 2017-Feb. 2018</b>	68%	20%	9%	3%	<b>3.5</b>
<b>Dec. 2018-Feb. 2019</b>	63%	24%	12%	1%	<b>3.5</b>

- The recent survey of community members shows a continued positive response to the question “I feel welcome in LWSD schools.” This year’s survey showed a slight decrease in the number of people who responded with “always.”

<b>“I feel welcome in LWSD schools.”</b>		<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
Dec. 2014-Feb. 2015	Have a child in LWSD	64%	28%	7%	2%	<b>3.5</b>
	Don't have child in LWSD	52%	27%	11%	10%	<b>3.2</b>
Dec. 2015-Feb. 2016	Have a child in LWSD	66%	20%	14%	0%	<b>3.5</b>
	Don't have child in LWSD	55%	25%	15%	4%	<b>3.3</b>
Dec. 2016-Feb. 2017	Have a child in LWSD	75%	16%	7%	1%	<b>3.7</b>
	Don't have child in LWSD	54%	25%	14%	7%	<b>3.3</b>
Dec. 2017-Feb. 2018	Have a child in LWSD	75%	18%	7%	0%	<b>3.7</b>
	Don't have child in LWSD	56%	24%	13%	8%	<b>3.3</b>
Dec. 2018-Feb. 2019	Have a child in LWSD	61%	26%	12%	0%	<b>3.5</b>
	Don't have child in LWSD	65%	21%	12%	2%	<b>3.5</b>

- The overall positive response rate is slightly higher among parents, of whom 87% responded that always or usually feel welcome in LWSD schools, compared to 86% of those who don’t have a child in the district.

## EL-5 Parents and Community

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

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

In  
Compliance



### *Evidence*

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

The district has been tracking community perception around this item since 2005.

<b>“LWSD schools maintain an open and responsive culture.”</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
<b>Dec. 2014-Feb. 2015</b>	29%	46%	22%	3%	3.0
<b>Dec. 2015-Feb. 2016</b>	33%	43%	22%	2%	3.1
<b>Dec. 2016-Feb. 2017</b>	37%	37%	22%	4%	3.1
<b>Dec. 2017-Feb. 2018</b>	41%	37%	20%	2%	3.2
<b>Dec. 2018-Feb. 2019</b>	35%	45%	19%	2%	3.1

- The survey shows that overall approximately 80% of respondents believe LWSD schools always or usually maintain an open and responsive culture. This result is slightly higher than previous years.

<b>“LWSD schools maintain an open and responsive culture.”</b>		<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	33	51	15	1	<b>3.2</b>
	Don't have child in LWSD	23	39	33	6	<b>2.8</b>
<b>Dec. 2015-Feb. 2016</b>	Have a child in LWSD	43	40	16	1	<b>3.2</b>
	Don't have child in LWSD	22	47	28	3	<b>2.9</b>
<b>Dec. 2016-Feb. 2017</b>	Have a child in LWSD	49	34	16	2	<b>3.3</b>
	Don't have child in LWSD	23	42	29	6	<b>2.8</b>
<b>Dec. 2017-Feb. 2018</b>	Have a child in LWSD	46	38	14	2	<b>3.3</b>
	Don't have child in LWSD	33	35	29	4	<b>3.0</b>
<b>Dec. 2018-Feb. 2019</b>	Have a child in LWSD	38	45	17	0	<b>3.2</b>
	Don't have child in LWSD	29	44	23	5	<b>3.0</b>

## EL-5 Parents and Community

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

5. Maintain an open and responsive organizational culture that treats all constituents with respect, dignity, and courtesy.	In Compliance	◀ ▶
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### ***Evidence {continued}***

- Those who have a child in school are more likely to rate district schools as “always” or “usually” maintaining an open and responsive culture, with recent response rates of parents at 83% compared to non-parents at 73%.

<b>“The schools maintain an open and responsive organizational culture”</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
Staff survey 2014	48%	43%	9%	0%	3.5
Staff survey 2015	44%	43%	12%	1%	3.3
Staff survey 2016	56%	34%	8%	1%	3.5
Staff survey 2017	47%	39%	13%	1%	3.3
Staff survey 2018	N/A	N/A	N/A	N/A	N/A

- The staff survey was not given in Fall 2018.

6. Establish and maintain systems for public participation, communication, and involvement.	In Compliance	◀ ▶
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### ***Evidence***

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

- Community meetings have shared information about the 2018 Bond/Levies. In addition, LWSD partnered with each of its three cities to host Community Safety Forums. As part of the Building on Success Program, staff have held Good Neighbor meetings and opened the groundbreaking ceremonies and grand openings to community members.
- Use of the Let’s Talk system was expanded to the Redmond boundary process, Bond/Levies, School Start Times and 2016 Bond Projects.
- A “Get Involved” section on the LWSD website provides easy access to all district standing committees and special task forces that involve community members.
- The College and Career Readiness Task Force has been studying and analyzing impacts of the new state 24-credit requirements, school schedule and start time implications. The group has incorporated community members and staff voice through inclusion of community members on the Task Force as well as through listening sessions with students, staff, and parents.
- Textbook Adoption Committees include community representatives.
- LWSD Equity Advisory Team includes staff, parents and community members.

## EL-5 Parents and Community

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

Accordingly, the CEO shall:

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

In  
Compliance



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

<b>“LWSD schools gather feedback on important issues.”</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree or Strongly disagree</b>	<b>Mean</b>
Dec. 2014-Feb. 2015	25%	39%	21%	15%	3.7
Dec. 2015-Feb. 2016	26%	34%	29%	12%	3.7
Dec. 2016-Feb. 2017	30%	37%	19%	15%	3.8
Dec. 2017-Feb. 2018	31%	29%	27%	13%	3.7
Dec. 2018-Feb. 2019	25%	33%	28%	14%	3.6

- There has been significant improvement on responses to the question “Lake Washington schools gather feedback on important issues” over responses before 2009. Over the past five years, 58% or more of respondents agree or strongly agree with this statement, with 58% agreement this year.

<b>““LWSD schools gather feedback on important issues.”</b>		<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree or Strongly disagree</b>	<b>Mean</b>
<b>Dec. 2014-Feb. 2015</b>	Have a child in LWSD	30%	45%	16%	9%	3.9
	Don't have child in LWSD	18%	30%	29%	23%	3.3
<b>Dec. 2015-Feb. 2016</b>	Have a child in LWSD	36%	38%	19%	8%	4.0
	Don't have child in LWSD	15%	29%	39%	16%	3.4
<b>Dec. 2016-Feb. 2017</b>	Have a child in LWSD	38%	40%	14%	7%	4.1
	Don't have child in LWSD	19%	32%	25%	24%	3.3
<b>Dec. 2017-Feb. 2018</b>	Have a child in LWSD	33%	34%	22%	11%	3.8
	Don't have child in LWSD	28%	21%	35%	17%	3.5
<b>Dec. 2018-Feb. 2019</b>	Have a child in LWSD	26%	34%	28%	12%	3.7
	Don't have child in LWSD	23%	30%	30%	17%	3.5

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

## EL-5 Parents and Community

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

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

In  
Compliance



### Evidence

The district has migrated to primarily electronic communications. The district's website and specific portals have become tremendous resources for a large amount of information on the district, schools, programs, academic progress, and much more. Additional efforts to reach out to parents and the community via electronic newsletters and social media complement the website and help drive traffic to specific timely information. This year, the district has been developing a new website to serve families and the community better.

#### – District Website Usage Overview

Data Points - month of May	2019	2018	2017	2016	2015
May visits	862,962	740,461	657,009	571,192	437,136
Peak daily visits	42,694	36,087	35,079	31,188	29,355
Server uptime (discounting planned outages)	99.9%	99.3%	100%	99.93%	99.87%
Visits to <i>Careers Page</i> (formerly <i>Employment Page</i> )	9,124	8,172	11,880	11,602	10,278
Visits to <i>District Calendar</i>	15,693	11,696	7,839	8,187	7,094

#### Comparison to Nearby School Districts' Websites

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

District	Traffic rank Ranking compared to all websites globally	Daily Page Views per Visitor	Daily Time on Site	Incoming links Number of sites linking to this one
Seattle SD - SeattleSchools.org	50,027	3.82	4:44	686
Northshore SD - NSD.org	120,686	2.8	3:15	267
LWSD - LWSD.org	137,415	3.4	2:48	358
Bellevue SD - BSD405.org	149,253	3.4	3:58	281

- LWSD's traffic rank dropped from 98,045 last year to 137,415 this year (globally).

## EL-5 Parents and Community

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

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

In  
Compliance



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

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

<b>“I have online access to information about school and district programs”</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2/1</b>	<b>Mean</b>
12/14 - 2/15	50%	33%	11%	6%	4.2
12/15 - 2/16	58%	27%	11%	4%	4.4
12/16 - 2/17	55%	29%	10%	6%	4.3
12/17 - 2/18	57%	27%	9%	7%	4.3
12/18 – 2/19	53%	33%	8%	7%	4.3

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

- Overall mean responses remain consistent with past years, but fewer people Strongly agreed with the statement, “I have online access to information about school and district programs.”

### **Family, Student, and Staff Portals**

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

## EL-5 Parents and Community

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

Accordingly, the CEO shall:

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

In  
Compliance



***Evidence {continued}***

### 2018-19 Portal(s) Usage:

Portal	User Account Total	Average Unique Visitors Per Day in May 2019	Total Unique Visits in May 2019	Most Visited Page
Staff Portal	6,275	4,576 (workdays)	105,465	1. Staff Portal home page 2. Job Tools for Elementary teachers 3. Job Tools for Secondary teachers
Parent Access	40,916*	439	13,600	1. Parent Access homepage 2. InTouch online payment system 3. Change password page

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

- A new staff portal was launched in December 2018.
- In 2018-19, most of the tools from Parent Access were moved to the “For Students & Families” page of the website, as most tools require separate login information. The only tool that only lives in Parent Access is InTouch, our fines and fees payment system. We are working to move that outside of Parent Access and onto the For Students & Families page as well.

### Learning Management System (PowerSchool Learning)

- Between August 11, 2018 and May 3, 2019, PowerSchool Learning was visited 85,500 times by parents, totaling 6,127 hours on the site. Of the users, 51% were middle school parents, 32% were high school parents and 17% were elementary parents.



## EL-5 Parents and Community

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

Accordingly, the CEO shall:

### Other Information and Communication Media

- The district uses MarketVolt to assist with managing its newsletter subscriptions, enabling individuals to subscribe or unsubscribe automatically.
- *Connections*, the parent/community e-newsletter, has continued on a bi-weekly basis to provide general district information to parents on a regular basis. This newsletter provides links to new and timely information on the district website. Subscribers include community members.
- *Connections* subscriber numbers continue to rise and are now at 56,345. The open rate for this newsletter continues to be higher than the education industry average.
- Social media has increasingly reached parents who use those tools. There are currently 11,520 likes on the district's Facebook page, an increase of nearly 18% from last year. This year, the district focused advertising efforts on levy information, kindergarten registration and recruiting efforts.
- The district's Twitter account has 4,365 followers. That number reflects a 16% increase over the previous year.

I certify the above to be correct as of June 24, 2019.

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Dr. Jane Stavem, Superintendent

APPROVAL OF MONITORING REPORT  
EL-6, STUDENT LEARNING ENVIRONMENT

June 24, 2019

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

RECOMMENDATION

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

### **Report Highlights:**

**Section 1:** This section focuses on the balance that must be created for students to promote both academic excellence as well as extracurricular participation.

- **Compliance with No Change** from last year on this section.
- This is a continual balancing act that requires a school district to focus on both opportunities for students as well as promoting healthy habits for well-being.

**Section 2:** This section focuses on instructional continuity.

- **Compliance with No Change** from last year on this section.

**Section 3:** This section focuses on the need to provide instructional time that is not interrupted unnecessarily.

- **Compliance with No Change** from last year on this section.
- This requires coordination between district and building leaders to ensure we don't create situations that erode instructional time.

**Section 4:** This section covers the responsibility of adults for making sure their behaviors, actions, and attitudes do not hinder the academic performance of students.

- **Compliance with No Change** from last year on this section.
- This section covers a wide range of legal and procedural safeguards. This also requires us to continue our equity work, assuring we have culturally responsive classrooms and schools that can address barriers to learning.

**Section 5:** This section covers administrative policy that governs student conduct and discipline.

- **Compliance with No Change** from last year on this section.
- **For next year:** The district is updating student discipline practices and policies to align with new laws. We are also updating administrative policies for greater alignment with standard policy systems.

**Section 6:** This section refers to collaborative processes in place to review and refine discipline policies and procedures.

- **Compliance with No Change** from last year on this section.

**Section 7:** This section covers the annual review and distribution of the student handbook.

- **Compliance with No Change** from last year on this section.

**Section 8:** This section covers the distribution of student handbooks that reflect significant changes.

- **Compliance with No Change** from last year on this section.

**Section 9:** This section ensures that copies of district policies are posted and available for inspection in schools and on the district website, noting any significant changes.

- **Compliance with No Change** from last year on this section.

**Section 10:** This section ensures that policies are reasonably enforced.

- **Compliance with No Change** from last year on this section.

**Section 11:** This section covers processes for identifying and supporting students who are at risk of being suspended or expelled and taking steps to help them avoid those consequences.

- **Compliance with No Change** from last year on this section.
- This section focuses on the district processes to identify and support students as well as the partnerships that assist the district in helping students who are at-risk for suspension or expulsion. With a national emphasis on reducing exclusionary practices, our ongoing work with Multi-tiered systems of support (MTSS) and the implementation of Positive Behavior and Supports (PBIS) are both important critical initiatives for all schools. We also must be proactive in our work to support students who are already battling substance abuse, and educating parents on not just prevention, but what to do when students need substantial substance abuse interventions from professional providers.

# Lake Washington School District Executive Limitation Monitoring Report

## EL-6 Student Learning Environment June 24, 2019

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

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

Accordingly, the CEO shall:

1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

In  
Compliance



### *Evidence*

The extracurricular obligations of students; such as participation in extracurricular sports, music, work, church, family, and community activities are an important aspect of student and family life. School events are scheduled to avoid conflict with these religious holidays and Sundays, with some exceptions as pre-approved. Schools' daily schedules are established to allow for a balance between students' academic needs and their out-of-school interests and obligations. Athletic events and practices are scheduled after school as much as possible. Students are infrequently released early for: league play; travel time for away games; post-season KingCo Championships; and post-season district and state competitions. Release for post-season play is dependent on the success of each individual team and where the competition is held within the State of Washington. Absences, due to athletic conflicts are considered excused, however, student athletes must make up any missed assignments or homework.

<b>"Encourage students to maintain a reasonable balance between instructional and extracurricular activities."</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2 &amp; 1</b>	<b>mean</b>
Dec. 2007-Feb. 2008	18%	50%	21%	11%	<b>3.7</b>
Dec. 2008-Feb. 2009	17%	44%	32%	7%	<b>3.7</b>
Dec. 2009-Feb. 2010	22%	48%	23%	7%	<b>3.8</b>
Dec. 2010-Feb. 2011	26%	37%	26%	11%	<b>3.7</b>
Dec. 2011-Feb. 2012	22%	43%	25%	10%	<b>3.7</b>
Dec. 2012-Feb. 2013	27%	42%	22%	9%	<b>3.9</b>
Dec. 2013-Feb. 2014	31%	41%	20%	8%	<b>3.9</b>
Dec. 2014-Feb. 2015	24%	45%	24%	7%	<b>3.8</b>
Dec. 2015-Feb. 2016	28%	44%	17%	11%	<b>3.9</b>
Dec 2016-Feb 2017	25%	44%	25%	7%	<b>3.8</b>
Dec 2017-Feb 2018	29%	43%	16%	12%	<b>3.9</b>
Dec 2018 – Feb 2019	23%	48%	21%	8%	<b>3.8</b>

## EL-6 Student Learning Environment

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

1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

In  
Compliance



### *Evidence {continued}*

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

- 71% of parents surveyed during December 2018-February 2019 gave a rating of 4 or 5.
- The mean rating for parents was 3.8, which is in line with the ten-year average.

2. Consider instructional continuity.

In  
Compliance



### *Evidence*

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

- Schools have thirty-five (35) weeks during the school year in which students are in school each day (except legal holidays). Annually, Directors of School Support review high school schedules to ensure that school activities, graduation schedules, and testing do not substantively impact instructional continuity.
- Testing schedules are collected by the Assessment office to ensure compliance with timelines and district support is available.

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

In  
Compliance



### *Evidence*

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

## EL-6 Student Learning Environment

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

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

- Non-instructional or co-curricular activities are scheduled outside of the school day, with few exceptions.
- School daily schedules are reviewed each year to ensure compliance with minimum Basic Education requirements.
- Directors of School Support work with high school administrators to ensure that end-of-year activities, including finals schedules and senior celebrations do not unduly intrude on instructional time. High school end-of-year schedules are submitted and reviewed by Directors of School Support and the Deputy Superintendent.
- The Director of School Support in charge of graduation schedules graduation ceremonies in alignment with Basic Education requirements as directed by law.
- Deputy Superintendent, Directors, School Support, and Director, Assessment, Evaluation, and Research worked with high school principals to ensure a consistent testing schedule for Smarter Balanced Assessment.
- Deputy Superintendent, Directors, School Support; and Director, Assessment, Evaluation, and Research, developed a late start schedule with comprehensive high school principals, which allows Smarter Balanced Assessment to be conducted in a timely manner and ensured students needing accommodations to have the location and staff available.

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

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

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

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



## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

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



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

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

- During the 2018-19 school year, the district adopted a new volunteer management platform. The platform aligns with Washington State regulations which requires the district to perform background checks on all volunteer applicants through Washington State Patrol. Once approved, volunteer names are added to the approved volunteers list. Volunteers and visitors are required to sign-in at buildings and wear name badges.

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

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

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

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

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

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

#### **Civility**

- Appropriate consequences for students who violate this policy will be specified in the student code of conduct of each building. Staff members who violate this policy will be subject to discipline as appropriate, pursuant to collective bargaining agreements and state and federal laws.

#### **Human Dignity**

- Appropriate consequences for students who violate this policy will be specified in the student code of conduct of each building. Staff members who violate this policy will be subject to discipline as appropriate, pursuant to collective bargaining agreements and state and federal laws.

## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

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

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

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

## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

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

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

Administrative policies and procedures, which prohibit bullying and other types of intimidation and harassment, have been developed, adopted, and disseminated to staff, students, and parents and are posted in each school and worksite. These policies and procedures, JFD, JFD-R, and JFD-E (Incident Reporting Form), are in accordance with state statute RCW 28A.300.285 (Washington State's anti-bullying law) and were adopted in July 2011. Additionally, the District adopted a policy prohibiting Sexual Harassment in June 2016 (JFDA, JFDA-R). Training on these policies is provided annually to administrators, certificated and classified staff, students, coaches, and bus drivers.

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

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

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

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

## EL-6 Student Learning Environment

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

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

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

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

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

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

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

## EL-6 Student Learning Environment

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

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

In  
Compliance



### **Evidence** {continued}

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

<b>"Student discipline is handled in a fair manner."</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
<b>Fall 2012</b>	25%	61%	13%	1%	<b>3.1</b>
<b>Fall 2013</b>	30%	51%	18%	1%	<b>3.1</b>
<b>Fall 2014</b>	28%	51%	19%	2%	<b>3.1</b>
<b>Fall 2015</b>	35%	48%	17%	0%	<b>3.2</b>
<b>Fall 2016</b>	46%	42%	12%	0%	<b>3.3</b>
<b>Fall 2017</b>	43%	45%	10%	2%	<b>3.3</b>
<b>Fall 2018</b>	26%	49%	24%	1%	<b>3.0</b>

- Community survey data from Fall 2018 show that 75% of parents feel that student discipline is always/usually handled in a fair manner. This is a decline from the Fall of 2018.

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

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

## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

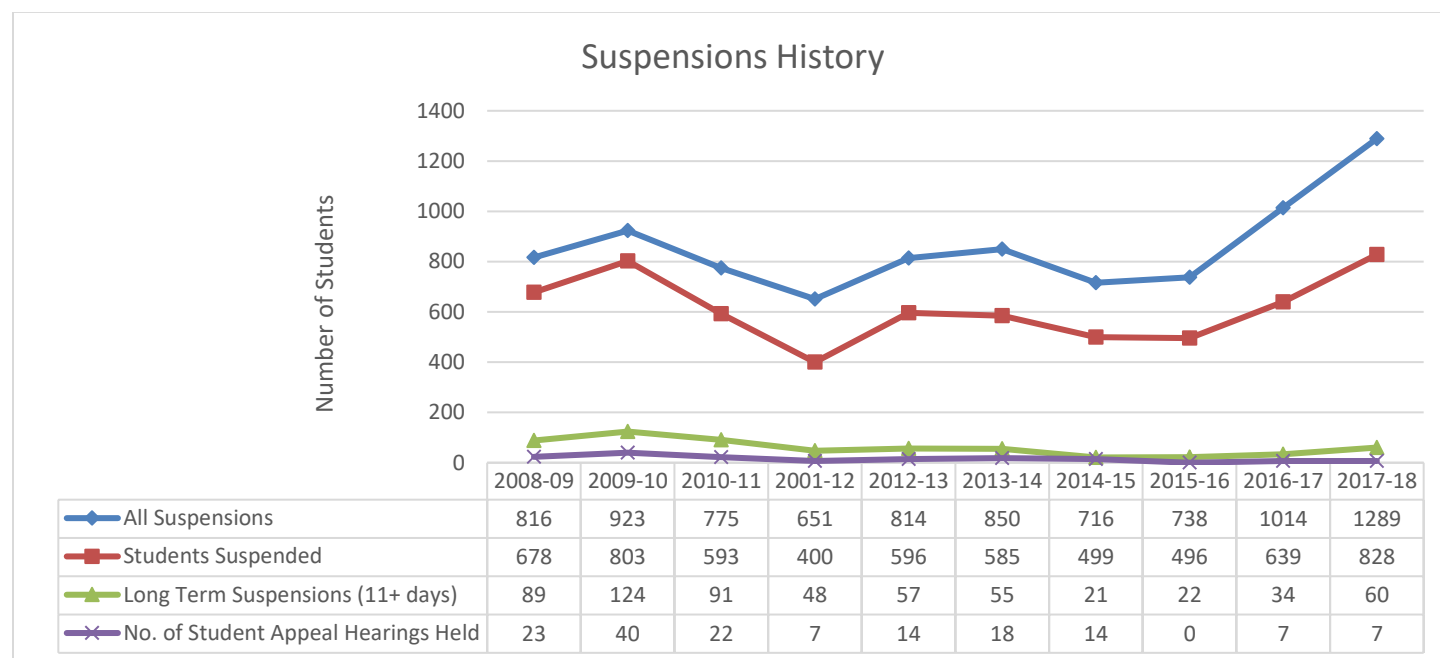
10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



**Evidence** {continued}

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



- The average total number of students for 2015-2016 was 27,830. Suspensions accounted for 1.8% of the total student population.
- The average total number of students for 2016-2017 was 29,572. Suspensions for this year accounted for 2.1% of the total student population.
- The average total number of students for 2017-18 was 29,987. Suspensions for this year accounted for 2.7% of the total student population.
- The number of discipline appeals remained the same at 7 in the 2017-18 school year from the 2016-17 school year.

## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

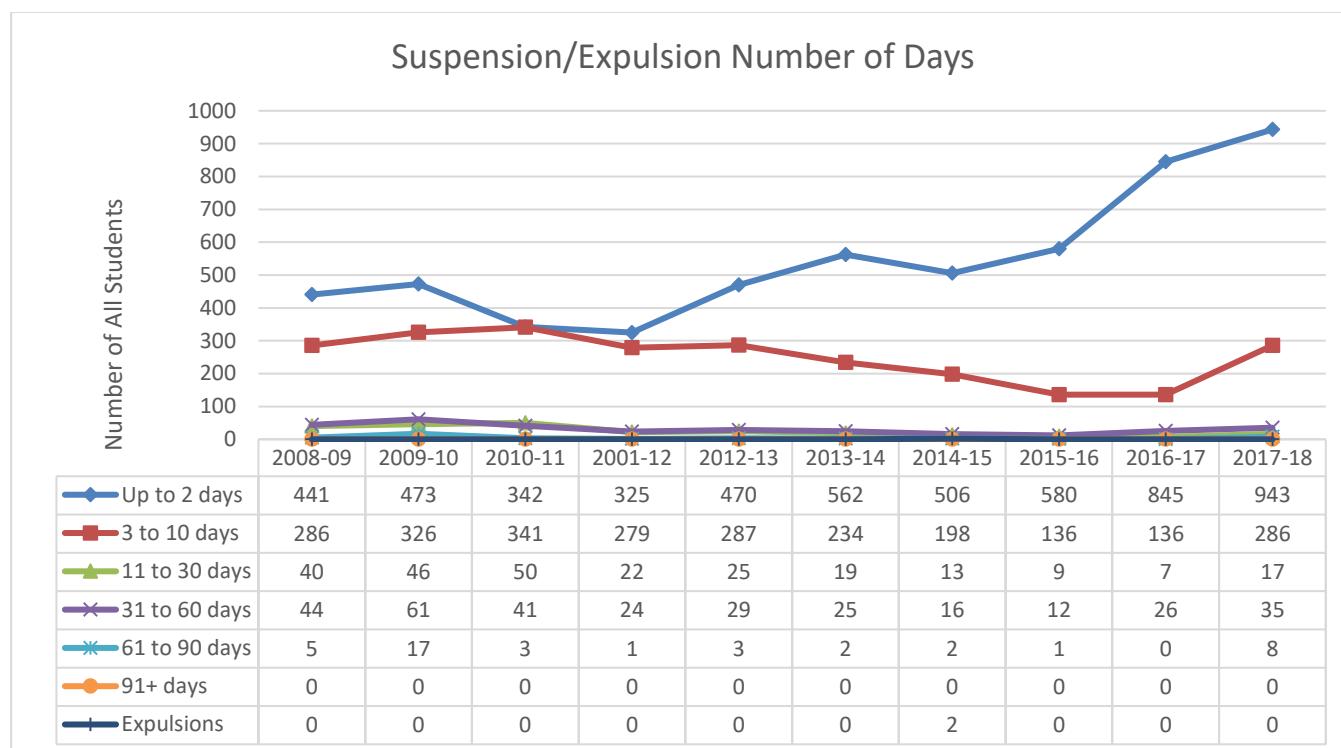
10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



**Evidence** {continued}

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



## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

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

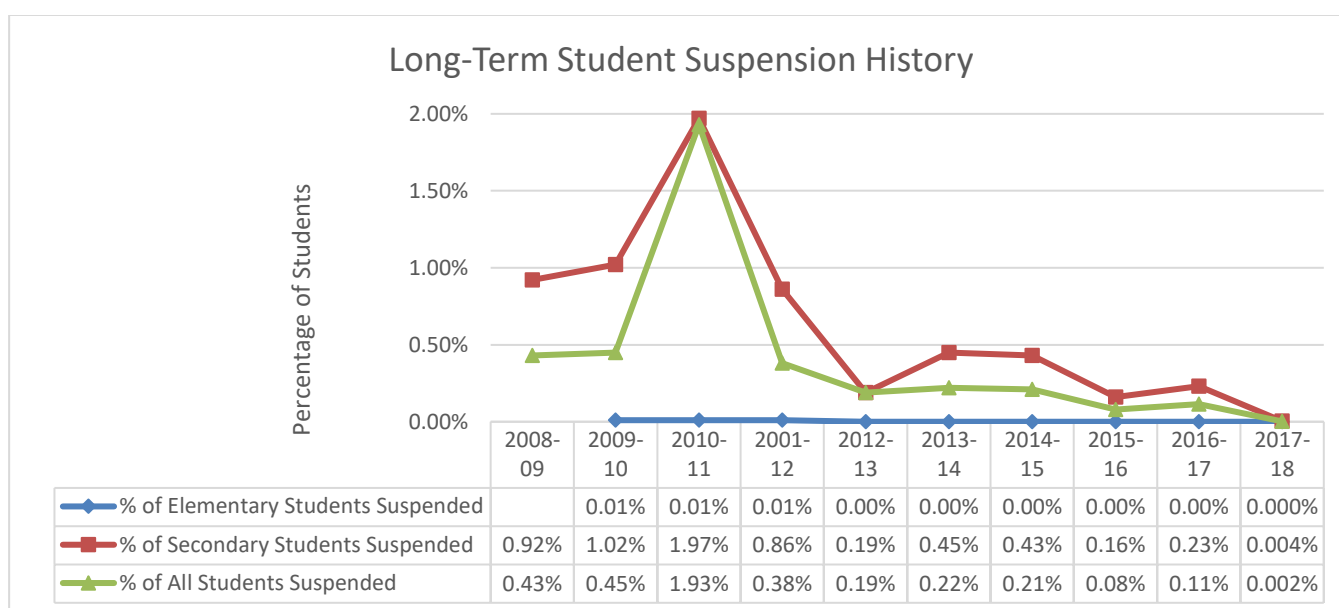
In  
Compliance



### **Evidence** {continued}

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

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





## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

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

In  
Compliance



**Evidence** {continued}

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

### Elementary State Behavior and Weapons Reports

Elementary School Behavior Report	2017-18	2016-17	2015-16	2014-15	2013-14
Bullying	12	22	5	8	12
Tobacco	0	0	0	0	0
Alcohol	0	0	0	0	0
Illicit Drugs	0	0	0	0	0
Fighting without Major Injury	5	14	9	8	22
Violence without Major Injury	1	11	22	11	22
Violence with Major Injury	6	0	0	0	0
Elementary School Weapons Report	2017-18	2016-17	2015-16	2014-15	2013-14
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	0	0	0	0	5
Knife or Dagger	1	1	1	8	7
“Other” Weapons	3	3	4	4	0

## EL-6 Student Learning Environment

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

Accordingly, the CEO shall:

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

In  
Compliance



**Evidence** {continued}

### Middle School State Behavior and Weapons Reports

Middle School Behavior Report	2017-18	2016-17	2015-16	2014-15	2013-14
Bullying	40	68	13	15	28
Tobacco	12	9	4	5	2
Alcohol	0	0	0	0	2
Illicit Drugs	4	2	3	7	3
Fighting without Major Injury	52	44	19	7	16
Violence without Major Injury	12	12	26	9	4
Violence with Major Injury	1	0	0	0	0
Middle School Weapons Report	2017-18	2016-17	2015-16	2014-15	2013-14
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	1	2	1	4	0
Knife or Dagger	8	7	4	3	5
“Other” Weapons	2	3	2	0	0

## EL-6 Student Learning Environment

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

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

In  
Compliance



**Evidence** {continued}

### High School State Behavior and Weapons Reports

High School Behavior Report	2017-18	2016-17	2015-16	2014-15	2013-14
Bullying	50	25	1	1	6
Tobacco	107	28	0	0	4
Alcohol	28	22	4	4	36
Illicit Drugs	33	41	29	29	51
Fighting without Major Injury	25	44	7	7	27
Violence without Major Injury	5	12	2	2	7
Violence with Major Injury	1	0	4	4	0
High School Weapons Report	2017-18	2016-17	2015-16	2014-15	2013-14
Handgun	0	0	0	0	0
Rifle or Shotgun	0	0	0	0	0
Multiple Firearms	0	0	0	0	0
Other Firearms	2	1	0	0	0
Knife or Dagger	8	4	4	4	3
“Other” Weapons	1	4	0	0	0

NOTE: Educational Data System (EDS) no longer generates reports on behavior. Past data from 2013-14 through 2015-16 was generated from EDS. For 2016-17, district data services attempted to replicate the query to generate the data set for 2016-17 and 2017-18.

### Attendance

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

Washington law requires children from age 8 to 17 to attend a public school, private school, or to receive home-based instruction (homeschooling) as provided in subsection (4) of RCW 28A.225.010.

Children who are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Washington State’s truancy law, known as the Becca Bill, requires the school/district and the juvenile court to take specific actions when youth are truant.

## EL-6 Student Learning Environment

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

10. Ensure that the policies are enforced consistently and with reasonable judgment.	In Compliance	◀ ▶
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### ***Evidence {continued}***

After one unexcused absence in a month, the school is required to inform the parent in writing or by phone. After three unexcused absences, the school is required to initiate a parent conference to improve the student's attendance. After five unexcused absences in a month, the parent and school must enter a contract to improve the student's attendance. After seven unexcused absences in a month, or ten unexcused absences in an academic year, the school district may file truancy petitions with the juvenile court. Prior to a court proceeding, the district seeks to engage the student and his or her family with a Community Truancy Board. Community Truancy Boards were held in multiple locations in the district and met with 24 students. If the student is not in compliance with a court order resulting from a tuition petition, the school is required to file a contempt motion. The district employs four Attendance Specialists who work with schools to file petitions when necessary.

- In 2017-18, high school truancy petitions filed under the Becca Law increased by 71 from the previous year.

<u>School Year</u>	<u>Truancy Petitions</u>
2017-18.....	229
2016-17.....	158
2015-16.....	179
2014-15.....	122
2013-14.....	126
2012-13.....	128

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

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

#### **Identification of students at risk:**

- Middle schools piloted SBIRT, a screening and brief intervention protocol for identifying and engaging with youth prior to behavioral incidents.
- Referral arrangements exist with Youth Eastside Services, Sound, Asian Counseling Referral Services, SeaMar, and Consejo to provide counseling support in anger management, drug and alcohol intervention and prevention, and other coping skills.
- Drug and Alcohol Prevention and Intervention Specialists are contracted through Youth Eastside Services by fourteen of our secondary schools.

## EL-6 Student Learning Environment

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

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.	In Compliance	◀ ▶
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### ***Evidence {continued}***

- Youth Eastside Services is contracted to conduct risk assessments for students who indicate high or moderate risk of suicide at secondary schools other than our comprehensive high schools.
- Evergreen Health is contracted to provide mental health social workers part-time at each of our comprehensive high schools.
- School counselors work one-on-one and in group settings to support the emotional and academic needs of students.
- Attendance Specialists provide student and family intervention and support for truancy issues.

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

- With the exception of serious misconduct, schools employ methods to modify student behavior for incidents other than serious misconduct. These methods include the use of restorative contracts/agreements; restorative conferences; and, alternatives to short-term and long-term suspension such as: detention, behavior contracts, community service, loss of privileges, in-school suspension and other restrictions.
- Schools have adopted a number of programs to support positive school climate and reduce bullying and intimidation, including:
  - o *Second Step* was adopted as a social emotional curriculum for all elementary schools.
  - o *Peace Builders* and mentoring programs such as Lunch Buddies are in place at many elementary schools.
  - o Personalization at the secondary level is provided through home rooms and other programs to ensure that students are connected to an adult at school.
  - o Programs to teach students the definitions of harassment, intimidation, and bullying and to encourage prompt reporting to school staff and appropriate disciplinary action taken where warranted have been developed and implemented.
  - o Cyber-safety lessons are available to schools through Common Sense Media.

### **Support for students to during suspension:**

- Students that receive suspensions for drug or alcohol violations are connected with the school's drug and alcohol counselor for an assessment and connection to appropriate intervention.
- Students that are out of school for more than ten days are enrolled in online courses or are provided with access to tutoring support and online access to their existing courses.

I certify the above to be correct as of June 24, 2019.

\_\_\_\_\_  
Dr. Jane Stavem, Superintendent

APPROVAL OF MONITORING REPORT  
EL-8, INSTRUCTIONAL MATERIALS SELECTION

June 24, 2019

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

RECOMMENDATION

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

## SUMMARY OF COMPLIANCE STATUS

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

### **Report Highlights:**

**Section 1:** This section focuses on the curriculum adoption process, including the collaborative groups that are part of the selection.

- **Compliance with No Change** from last year on this section.
- Our district has a very robust system, and this helps us maintain a high level of assurance when we choose instructional materials to support district curriculum.

**Section 2:** This section focuses on processes that assure the alignment of materials to our district curriculum, including continuity, integration, and articulation.

- **Compliance with No Change** from last year on this section.

**Section 3:** This section focuses on processes that support the analysis of materials to make sure the needs of all learners can be met with adequate instructional materials.

- **Compliance with No Change** from last year on this section.
- This process directly supports our goals for equity, opportunity, and inclusion as we analyze resources through multiple lenses.

**Section 4:** This section covers the procedures that are in place for evaluating instructional materials and textbooks. These procedures also govern the process for reviewing patron concerns regarding instructional materials.

- **Compliance with No Change** from last year on this section.



# Lake Washington School District Executive Limitation Monitoring Report

## EL-8, Instructional Materials Selections June 24, 2019

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

Accordingly, the CEO shall:

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

#### **Curriculum Adoption Committees**

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

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

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

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

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

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

For the 2018-19 school year, we were able to accept all applicants to our adoption committees.

## EL-8 Instructional Materials Selection

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

Accordingly, the CEO shall:

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

In  
Compliance



## Evidence

### Curriculum Adoption Pilot Process

In the second year of our two-year adoption process, instructional materials are evaluated and piloted in classrooms. During this process, materials are used by teachers to deliver lessons in their classrooms. At the conclusion of the pilot period, teachers and students complete surveys asking them to rate the materials in areas such as readability, organization, accessibility and how well the materials support learning. In addition, we ask about the overall quality and usefulness of the materials. Parent surveys about the pilot materials are also conducted. Data and comments collected from surveys are used to inform a final recommendation for adoption.

### Instructional Materials Committee

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

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

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

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

Director District # Board Member	Community Member	Term
Director District #1 (Eric Laliberte)	Amy Lofquist	Through June 2021
Director District #2 (Christopher Carlson)	Mary Beth Binns	Through June 2020
Director District #3 (Nancy Bernard)	Jodi Gaertner	Through June 2021
Director District #4 (Mark Stuart)	Carrie Chalmers	Through June 2022
Director District #5 (Siri Bliesner)	Janet Lennon-Jones	Through June 2019

## *EL-8 Instructional Materials Selection*

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

Accordingly, the CEO shall:

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



## **Evidence**

**Highlights for 2018-19 include:**

### **K-5 Science Curriculum Adoption**

- A K-5 Science Committee met throughout the year to review instructional materials. This committee was composed of teachers, administrators, parents, specialists, and community members. Committee members used data and information from a variety of sources to inform their final recommendation. The process included:
  - **A thorough review of instructional materials** from a variety of publishers using review rubrics. This review, conducted by the adoption committee, was used to narrow the selection of materials to two for piloting.
  - **A pilot of materials**, involving teachers from schools in every learning community and grade level, where finalist materials were tested in classrooms.
  - **Teacher, student and parent surveys** to gather feedback about the materials.
  - **An evaluation of digital resources** from each of the finalists by staff members in our Technology Operations Department.

A recommendation from the K-5 Science Adoption Committee was forwarded to the Instructional Materials Committee (IMC) for review in the spring. Materials were made available for public preview and comment in the four weeks before the Board meeting. The K-5 Science materials were approved for adoption at the May 6<sup>th</sup> Board meeting. The new K-5 Science program will be implemented in elementary schools starting in the fall of 2019.

### **Secondary (6-12) English Language Arts Curriculum Adoption**

- This year, a committee of teachers, administrators, coaches, and parents was formed to engage in the first year of our adoption process for Secondary (6-12) English Language Arts Adoption. Representatives were sought from all secondary schools, in addition to administrators and specialists from several departments, including Professional Learning, Intervention Services, and Special Education.

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

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

Accordingly, the CEO shall:

- |  |               |     |
|--|---------------|-----|
| 2. Assure the selection of instructional materials that contribute toward continuity, integration, and articulation of the curriculum by course and program. | In Compliance | ◀ ▶ |
|--|---------------|-----|



## ***Evidence***

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

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

### **Highlights for 2018-19 include:**

#### **K-5 Science Curriculum Adoption**

- During the review process for instructional materials this year, the K-5 Science Adoption Committee analyzed how well the instructional materials under consideration match the continuity of learning standards in and between grade levels. Our new curriculum materials are thoroughly aligned with the standards. The content in the new science program develops from grade level to grade level.

#### **Secondary English Language Arts Curriculum Adoption**

- The committee of teachers, administrators, coaches, and parents that was formed for the adoption process for secondary ELA learned about the Common Core State Standards and current research around effective practices for implementing them fully. The committee also analyzed rubrics recommended by OSPI in conjunction with our district rubrics. Based on that learning, the committee combined elements and developed rubrics to use at the start of next year to evaluate curricula options and determine materials for piloting.

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

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

Accordingly, the CEO shall:

- |  |               |     |
|--|---------------|-----|
| 3. Consider the needs of all learners when recommending textbooks and selecting instructional materials. | In Compliance | ◀ ▶ |
|--|---------------|-----|



### ***Evidence***

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

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

#### **Instructional Materials Committee**

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

#### **Highlights from 2018-19**

#### **K-5 Science Curriculum Adoption**

- Additional guidance on identifying elements of curriculum that ensure access for all students was given to the committee from the directors of Special Education, Intervention Services, Accelerated Programs and Equity during the evaluation process. Adopted materials included resources to meet the needs of a range of learners. These included leveled text, differentiation strategies and materials, text to speech, tutorials, digital resources, and extensions.

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

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

Accordingly, the CEO shall:

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



## ***Evidence***

### **Curriculum Adoption Cycle**

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

- Research effective practice
- Develop rubrics
- Recommend instructional materials for adoption
- Implement instructional materials
- Provide for professional development

Appendix A includes the most current Curriculum Adoption Cycle.

### **Instructional Materials Committee (IMC)**

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

In 2013, the Director of Curriculum and Assessment updated Administrative Policy File: IIAA-R, Textbook Selection and Adoption. This procedure outlines steps for adoption of curriculum materials, including our Instructional Materials Committee adoption process and process for reconsideration of curriculum materials. The updated policy was in place for the 2018-19 school year.

### **Highlights for 2018-19**

- In 2018-19, the IMC reviewed 58 sets of instructional materials (62 sets of materials were reviewed in 2017-2018). This year, two items were not recommended for approval. Those items not recommended for approval included images of sexual violence and descriptions of excessive and disturbing violence that were deemed inappropriate for the grade level requested.
- In 2018-2019, the IMC did not receive any challenges to approved materials; as a result, no reconsideration hearings were held.
- In 2018-2019, no patrons attended IMC meetings to express concerns regarding materials being used in the field.

I certify the above to be correct as of June 24, 2019.

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Jane Stavem, Superintendent

## Lake Washington School District Curriculum Adoption & Assessment Cycle

Curriculum Area	Last Adoption Implemented	<ul style="list-style-type: none"> <li>Research Best Practice</li> <li>Power Standards</li> <li>Proficiency Scales</li> <li>T &amp; L Framework Revisions</li> </ul>	<ul style="list-style-type: none"> <li>Adopt Instructional Materials</li> <li>Develop Alignment Guides</li> <li>Develop Proficiency Scales</li> </ul>	<ul style="list-style-type: none"> <li>Implement instructional materials</li> <li>Instructional strategies</li> <li>Professional development</li> <li>Implement Levelled assessments</li> </ul>	Next Cycle Starts
Social Studies K-5	2009	2007-08	<b>2008-09</b>	2009-10	2020
French, Japanese,	2009	2008-09	<b>2008-09</b>	2009-10	2020
Spanish	2012	2010-11	<b>2011-12</b>	2012-13	2020
Mathematics K-5	2010	2008-09	<b>2009-10</b>	2010-11	2021
Health/Fitness K-5	2012	2010-11	<b>2011-12</b>	2012-13	2022
Health/Fitness 6-12	2012	2010-11	<b>2011-12</b>	2012-13	2022
HIV/AIDS 5-12, Sexual Health	2008	2016-17	<b>2016-17</b>	2017-18	2022
Visual Arts 6-12	2012	2010-11	<b>2011-12</b>	2012-13	2022
Music K-5	2012	2010-11	<b>2011-12</b>	2012-13	2022
Music 6-12	2012	2010-11	<b>2011-12</b>	2012-13	2022
Performing Arts 6-12		2012-13	<b>2013-14</b>	2014-15	2022
English/Language Arts K-6	2001	2011-12	<b>2012-13</b>	2013-14	2023
Science 9-12	2004	2013-14	<b>2014-15</b>	2015-16	2025
Science 6-8	2003	2014-15	<b>2015-16</b>	2016-17	2026
Mathematics 6-8	2005	2014-15	<b>2015-16</b>	2016-17	2026
Visual Arts K-5	2003	2014-16	<b>2016-17</b>	2017-18	2027
Algebra 1, 2, Geometry	2005	2015-16	<b>2016-17</b>	2017-18	2027
Social Skills, Bullying Prevention K-5		2016-17	<b>2017-18</b>	2017-18	2027
Social Skills, Bullying Prevention 6-8		2017-18	<b>2017-18</b>	2018-19	2029
Science K-5	2004	2017-18	<b>2018-19</b>	2019-20	2029
Social Skills, Bullying Prevention 9-12		2018-19	<b>2018-19</b>	2019-20	2029
LA/Reading & Writing 9-12	2006	2018-19	<b>2019-20</b>	2020-21	2030
LA/Reading & Writing 6-8	2007	2018-19	<b>2019-20</b>	2020-21	2030
Social Studies 6-8	2009	2020-21	<b>2021-22</b>	2022-23	2032
Social Studies 9-12	2008	2020-21	<b>2021-22</b>	2022-23	2032

This cycle is subject to change due to unexpected financial, political, or capacity issues.  
Revised June 12, 2019