

**OPERATIONAL EXPECTATIONS (OE) POLICY**

**OE-11 Instructional Program**

|                                     |   |       |                       |
|-------------------------------------|---|-------|-----------------------|
| <input checked="" type="checkbox"/> | Reasonable Interpretation and Indicators (RI) | _____ | Date                  |
| <input type="checkbox"/>            | Monitoring Report                             | _____ | Date for Remonitoring |

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy, OE-11, Instructional Program, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

- Has reasonably interpreted the Board’s values
- Is Compliant
- Is Compliant with the exceptions noted
- Is Non-Compliant

Executive Summary:

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

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**BOARD ACTION:**

With respect to Operational Expectations Policy, OE-10, Learning Environment/Treatment of Students, the Board finds that the organization is:

- Has reasonably interpreted the Board’s values
- Has failed to reasonably interpret the Board’s values
- Is Compliant
- Is Compliant, with the exception of specific policy sub-parts
- Is Non-Compliant

Commendations/Direction:

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

## OE-11: 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.**

### **Superintendent Interpretation:**

In interpret a "program of instruction" to mean:

- The subject-area knowledge and skills that are explicitly taught
- The instructional materials and other resources, including technology, that support teaching and learning
- The measurement of knowledge and skills acquired by students in each subject-area
- Courses or sequence of courses
- Planned academic co-curricular or extra-curricular activities
- Additional supports and guidance provided to students that are based on student needs or interests

I interpret "challenging opportunities" to mean the learning experiences that develop upon and extend students' academic, intellectual or personal abilities.

I interpret "relevant opportunities" to mean the learning experiences that are either directly applicable to the personal aspirations, interests or cultural experiences of students or that are connected in some way to real-world issues, problems, and contexts.

### **The Superintendent will:**

**11.1 Assure that instructional programs are based on a comprehensive and objective review of effective practices research.**

### **Superintendent Interpretation:**

I interpret "a comprehensive and objective review of effective practices" to mean a process whereby:

- A central office team and/or a committee or advisory consisting of a diverse group which may include parents, community members, administrators and teachers with subject matter and/or instructional expertise and experience is formed.
- A framework is used to evaluate, select, and/or develop instructional programs that includes:
  - Effective practice research related to teaching, learning, content, and program implementation that is read and applied by the team or committee.
  - Evaluation criteria that are established based on relevant research reviewed.
  - The use of data that informs the decision-making process.
  - Plans for development and implementation of instructional programs based on research and data.
- Administrative policies and procedures are used to guide the process when applicable.

### **Indicators of Compliance:**

- The *Lake Washington School District Program Evaluation Framework* is used to evaluate instructional programs following implementation.

- Administrative policy 2020 Textbook Section and Adoption and procedure 2020P Procedure for the Adoption and Reconsideration of Instructional Materials are used for the adoption of materials.
- *Lake Washington School District Curriculum Adoption and Assessment Cycle* is followed and updated on a consistent basis.
- The district develops and uses rubrics based on effective practices identified in research, to evaluate instructional programs.
- A “Plan-Do-Study-Act (PDSA)” template is used to guide action steps that result in the implementation and completion of strategic plan initiatives.
- The district prepares for program evaluations and acts on program evaluation feedback from external reviewers including the Washington Integrated System of Monitoring for special education conducted by the Office of Superintendent of Public Instruction (OSPI); the Consolidated Program Review, of selected state and federally funded programs including the Learning Assistance Program, Title Programs, Highly Capable, CTE, Civil Rights and Tribal consultation, conducted by OSPI; and accreditation processes for our high schools.

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| <b>Evidence of Compliance:</b> | In Compliance | Not In Compliance |
| <b>Board Findings:</b>         | In Compliance | Not In Compliance |

**The Superintendent will:**

**11.2 Base instruction on district academic standards that meet or exceed state and/or national standards.**

**Superintendent Interpretation:**

I interpret “academic standards” to mean clearly articulated statements of what students should know and be able to do at each grade level. Standards help to ensure that all students have the skills and knowledge needed to be successful, while also helping people understand what is expected of our students.

Standards serve as a framework. Within that framework teachers make instructional decisions based on knowledge of content and effective pedagogy, and evidence of student needs. While standards should be the same for all students, teachers are responsible for planning, delivering and adjusting instruction to help individual students meet the standards.

In Lake Washington School District, there are three major groups of standards for grades K-12:

The Common Core State Standards (CCSS): These are a set of national learning standards for mathematics and English Language Arts (ELA) that were adopted by Washington state in 2011. They were written to prepare students for college readiness and to compete in the global economy.

The Next Generation Science Standards (NGSS): Our science standards were adopted by Washington state in 2013. The NGSS describe what each student should know in the four domains of science: physical science; life science; earth and space science; and engineering, technology and science application.

Power Standards: We use prioritized Washington State and national standards, or “Power Standards,” for the other content areas. Power standards are selected because they meet one or more of the following criteria:

- **Endurance:** the skills and knowledge in the standards will be important throughout a student’s life
- **Leverage:** the standards include skills and knowledge that are important in multiple disciplines
- **Readiness:** the skills and knowledge in the standard are important for learning at the next level

Guidance and guidance documents for the use of standards are developed and updated during curriculum adoptions and when new standards are adopted by the state. Administrative policy and procedures are followed during these processes.

**Indicators of Compliance:**

- *Administrative Policy 2020: Textbook Section and Adoption, Procedure 2020P: Adoption and Reconsideration of Instructional Materials, and Appendix A of Procedure 2020P* are used to ensure standards are incorporated into instructional materials.
- Standards alignment rubrics are used to evaluate curriculum during each adoption cycle.
- Standards and standards proficiency scales are developed for subject areas during curriculum adoptions and available to teachers on the *Lake Washington School District Curriculum and Assessment Framework*.
- Standards alignment guides are developed for subject areas during curriculum and standards adoptions and made available to teachers on the *Lake Washington School District Curriculum and Assessment Framework*.

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| <b>Evidence of Compliance:</b> | In Compliance | Not In Compliance |
| <b>Board Findings:</b>         | In Compliance | Not In Compliance |

**The Superintendent will:**

**11.3 Align curriculum with the standards.**

**Superintendent Interpretation:**

I interpret “align” to mean the process to identify where standards are expressed in the curriculum and to develop guiding documents for teachers so that they can plan for instruction that will allow students to meet each of the standards over the course of the semester, year, or longer.

I interpret “curriculum” to mean the course of study for each subject and corresponding adopted materials to help students meet standards. For curriculum to be effective it must be guaranteed, meaning that all students must have access to the same high-quality curriculum that is based on the standards; and viable, meaning that there is adequate time for teachers to teach content and for students to learn it.

Curriculum is aligned with standards during curriculum adoptions and when new standards are adopted by the state. Standards alignment guidance and documents are maintained in an electronic district curriculum alignment framework. Administrative policy and procedures are followed when aligning standards with curriculum.

**Indicators of Compliance:**

- *Lake Washington School District Curriculum and Assessment Framework* is maintained and updated during adoption of new standards and curriculum.

- *Lake Washington School District Curriculum Adoption and Assessment Cycle* is used to systematically review curriculum and align it to standards.
- *Administrative Policy 2020: Textbook Section and Adoption, Procedure 2020P: Adoption and Reconsideration of Instructional Materials* are used to ensure standards are matched to curriculum.
- Curriculum alignment guides for core subject areas are developed during curriculum and standards adoptions to identify where standards are addressed in the curriculum. Alignment guides are made available to teachers on the *Lake Washington School District Curriculum and Assessment Framework*.

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| <b>Evidence of Compliance:</b> | In Compliance | Not In Compliance |
| <b>Board Findings:</b>         | In Compliance | Not In Compliance |

**The Superintendent will:**  
 11.4 Effectively measure each student’s progress toward achieving or exceeding the standards.

**Superintendent interpretation**  
 I interpret “measure each student’s progress toward achieving or exceeding the standards” to mean the use of formative and summative assessments to monitor student learning. Formative measures provide frequent, ongoing feedback that informs adjustments to instruction. Summative measures document learning and students’ overall proficiency.

- Indicators of Compliance:**
- Annual communication is provided to certificated staff and administrators indicating which district and state assessments are required and which ones are available for optional use (Appendix J LWEA-LWSD Negotiated Agreement).
  - An annual assessment calendar is developed and provided to all certificated and administrative staff.
  - An annual report is made to OSPI verifying the use of instruction and assessments in Social Studies, The Arts, Health and Physical Education and Educational Technology.
  - At least 95 percent of students are tested as measured by the Annual State Accountability report for the following areas
    - Smarter Balanced Assessment English Language Arts (ELA) and Math
    - Washington Comprehensive Science Assessment
    - DIBELS End-of-Year (EOY) for grade 2
  - District Benchmark Assessments for core content areas are developed and updated during curriculum and assessment adoptions and provided to teachers on the *Lake Washington School District Curriculum and Assessment Framework*.

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| <b>Evidence of Compliance:</b> | In Compliance | Not In Compliance |
| <b>Board Findings:</b>         | In Compliance | Not In Compliance |

**The Superintendent will:**  
 11.5 Assure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.

**Superintendent interpretation**  
 I interpret “opportunities for students to develop talents and interests in their specialized areas” to mean a diverse variety of experiences within courses, course sequences, other co-curricular, or extra-curricular

learning experiences that allow students to develop skills and knowledge related to their goals and aspirations.

**Indicators of Compliance:**

- Lake Washington School District Strategic Plan Career, Technical and College Pathways Initiative is developed and implemented in all middle and high schools. This initiative includes:
  - Expanding comprehensive career and technical course pathways including middle school exploration.
  - Increasing dual credit course offerings and connections to higher education opportunities.
  - Expanding opportunities for career-connected learning such as internships and youth apprenticeships in high schools and the 18-21 Transition Academy program.
- The High School and Beyond Plan is implemented and includes the following for each student in grades 7-12:
  - Identification of career goals.
  - Identification of educational goals related to the student’s career goals.
  - Completion of a four-year plan for course-taking that fulfills graduation requirements and aligns with educational and career goals.
- Administrative Policy: *District Choice Programs and Schools* is monitored and implemented.
- A course addition and approval processes are shared with secondary administrators that includes strategies for identifying student interests and talents when developing and offering new courses.
- Student climate survey data on student interests are developed, collected, and used to develop programs for students.
- An annual strategic work planning process is used to develop new programs and supports for students based on student needs and interests.

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

**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.**

**Superintendent interpretation**

I interpret “learning styles” to mean the preferential way in which students acquire, process, comprehend and retain skills and knowledge.

I interpret “differentiate instruction” to mean the use of a wide variety of teaching techniques and lesson adaptations to instruct a group of students with diverse learning needs in the same classroom. This may include adjusting elements of a lesson from one group of students to another; tailoring lessons to the unique needs of students, e.g. students with IEP’s, students who are high-achieving, or students for whom English is a second language; and the use of assessments to monitor and adjust instruction. Differentiation typically includes modification to instructional practice, the work products students are asked to complete, content, and grouping of students. Differentiation may also be based on students’ interest, readiness and preferred learning styles.

**Indicators of Compliance:**

- The Lake Washington School District Strategic Plan Multi-Tiered System of Supports (MTSS) Initiative is developed and implemented with fidelity. This initiative includes:

- Support for school leadership and teacher teams to use assessments to measure and monitor student growth; use evidence-based interventions for literacy and math; improve instruction and accelerate learning; and develop equitable and inclusive school communities
- Training on specific evidence-based instructional strategies and curriculum resources to support all students and close achievement gaps
- Instructional programs are in place to meet the needs of students, including:
  - Special Education and 504
  - English Learner and Dual Language
  - Highly Capable
  - State and Federal Programs including Title and Safety Net
  - Native American Education Program

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

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.

**Superintendent interpretation**

I interpret “opportunities and experiences to actively explore options for their futures in ways that are relevant to them” to mean the curricular, co-curricular and extra-curricular ways in which students are guided to think about their future and to develop plans for the future that are personalized and designed to achieve interest and academic goals.

**Indicators of Compliance:**

- The Lake Washington School District Strategic Plan Innovative Learning Opportunities Initiative is developed and implemented. This initiative includes:
  - The identification and expansion of innovative learning experiences and curriculum in specific areas, including, but not limited to:
    - Computer Science and Coding.
    - Science, Technology, Engineering, and Mathematics (STEM).
    - Fine Arts.
    - Dual Language.
  - Identifying and expanding learning experiences, opportunities, and curriculum resources in all content areas.
  - Engaging with national networks of school districts to learn from model programs and practices that enhance teaching and learning.
  - Increasing the strategic partnerships with organizations that enhance core curriculum
- The High School and Beyond Plan is implemented and maintained in grades 7-12, and students in grades K-5 are provided with opportunities to connect learning to future careers.

**Board Findings:**

**The Superintendent will:**

**11.8 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.**

**Superintendent interpretation**

I interpret “innovative programs” to mean the curricular, co-curricular or extra-curricular learning experiences that significantly improve on existing programs; that may be new and result in better outcomes for students; or that address problems, challenges, or interests that cannot be solved with traditional/current approaches.

I interpret “evaluating the effectiveness” to mean the processes designed to review the quality of the implementation and outcomes to make a judgment about whether changes are needed to enhance the effectiveness of the program.

**Indicators of Compliance:**

- The Lake Washington School District Strategic Plan Innovative Learning Opportunities initiative is developed and implemented.
- Innovative Programs Grants are administered and implemented.
- *Lake Washington School District Program Evaluation Framework* is used to evaluate the effectiveness of new and innovative programs following initial implementation.

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

**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.**

**Superintendent interpretation**

I interpret “a compelling vision” to mean to specify the knowledge, skills and attributes that all students need to be future-ready. A strong vision for technology should include how teachers use technology in the classroom and school to enhance learning; how students use technology to acquire, make sense of, communicate and use knowledge and information in an educational setting; and how technology is to be used to eliminate barriers to student learning.

**Indicator of Compliance:**

- The Lake Washington School District Strategic Plan Integrated Instructional Technology initiative is developed and implemented. This initiative includes:
  - Training all staff on digital integration strategies to transform student learning.
  - Implementing new instructional and accessibility technology to improve learning.

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

**11.10 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.**

**Superintendent interpretation**

I interpret “regularly evaluate and modify all” to mean the district has processes in place to systematically review the quality and fidelity of program implementation and student learning outcomes related to the program to make a judgment about whether changes are needed.

**Indicators of Compliance:**

- The *Lake Washington School District Program Evaluation Framework* is used to evaluate instructional programs and used to identify potential modifications to ensure continuing effectiveness.
- Staff and community feedback are collected via an annual program surveys and used to develop and improve instructional programs.
- Student outcome data and fidelity data from instructional programs are gathered and used to develop and improve programs.
- All curricular areas are evaluated on a cycle and recommendations are made following the *Lake Washington School District Curriculum Adoption and Assessment Cycle*.

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

**11.11 Adequately monitor and control student access to and utilization of electronically distributed content information.**

**Superintendent interpretation**

I interpret “adequately monitor and control student access” to mean the district uses technology tools such as filters, usage data, and website tracking, implement staff training, and continuously reviews how and what information students are accessing using technology in order to maintain and enhance student safety and learning.

**Indicators of Compliance:**

- All software and web applications are reviewed through a standard process (*Software and Web Application Review Process*) to ensure online safety for students and student data.
- Web filters are used to control access to unsafe or inappropriate content.

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

**11.12 Protect the instructional time provided for students during the academic day.**

**Superintendent interpretation**

*I interpret “protect instructional time” to mean to ensure that state requirements for instructional time are met, and to the extent possible, outside influences do not interfere with periods of the school day in which curricular and co-curricular teaching and learning takes place; and that instructional time is focused on student learning.*

**Indicators of Compliance:**

- Instructional time allocation guidance is made available to schools and updated as new local and state requirements take effect.
- The average hours of state-required and district testing time report is made annually to OSPI.
- Instructional hour offerings of at least a district-wide average of 1,080 hours in grades 9-12, and at least a district-wide average of 1,000 hours in grades 1-8 are provided to students
- A minimum of 180 school days are available to students each school year.
- Administrative policy 2331 and procedures 2331P are followed to ensure guest speakers support the instructional program.
- Administrative policy on the use of videos and film is followed to ensure such use has an instructional objective.

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

**11.13 Review school attendance boundaries as needed to assure reasonable balance in student enrollment.**

**Superintendent interpretation**

I interpret “review school attendance boundaries” to mean to formally conduct a process to evaluate and consider a change the attendance areas for schools causing students to change school locations. A formal review of school attendance boundaries will be conducted after a thorough review of short and long-range planning.

**Indicators of Compliance:**

- The annual enrollment report indicating areas of growth and population density is reviewed during a public Board meeting.
- When the boundary study is conducted, a thorough school attendance boundary recommendation to reasonably balance student enrollment will be presented at a public Board meeting.

**Evidence of Compliance:**

**Board Findings:**

**The Superintendent will:**

**11.14 Implement and ensure wide and timely distribution of a culturally-sensitive school district calendar that:**

- d. Aligns with state requirements and negotiated contracts**
- e. Provides reasonable flexibility for uncontrollable events and circumstances**

**Superintendent interpretation**

*I interpret “a culturally sensitive school district calendar” to mean that processes are in place to identify and recognize holidays and religious observances and makes reasonable efforts to reduce the impact of scheduling conflicts with school and district events.*

I interpret “wide and timely distribution” to mean that calendars are published for public and district use prior to the beginning of the school year and in time for district and school event planning whenever feasible.

**Indicators of Compliance:**

- The annual district calendar is developed to include holidays and religious observances prior to the start of the school year and published on the district website and online calendar systems.
- A district calendar is centrally communicated to all administrator calendars in a uniform manner.
- WIAA, KingCo Athletics, and District guidelines are shared and followed regarding athletics on religious or cultural holidays.

**Evidence of Compliance:**

**Board Findings:**