

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

November 18, 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

**AP:** Advanced Placement

**AVID:** Advancement Via Individual Determination

**B/SR:** Board/Superintendent Relationship

**CADR:** College Academic Distribution Requirements

**CDSA:** Common District Summative Assessments

**CEDARS:** Comprehensive Education Data and Research System (CEDARS)

**CIA:** Certificate of Individual Achievement

**CLT:** Central Leadership Team

**COE:** Collection of Evidence

**CTE:** Career & Technical Education

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills

**DLT:** District Leadership Team (manager level and above, includes both certified and classified)

**ELL:** English Language Learners

**ELPA21:** English Language Proficiency Assessment for the 21st Century

**eMAS:** Elementary Mobile Access for Students

**ESEA:** Elementary and Secondary Education Act

**ESSA:** Every Student Succeeds Act

**GC:** Governance Culture (See Policy Governance)

**GC/CM:** General Contractor/Construction Management

**HiCap:** Highly Capable Program

**HSBP:** High School and Beyond Plan

**KISN:** Kindergarten Intensive Safety Net

**KPI:** Key Performance Indicators

**LDA:** Locally Determined Assessment

**LEAP:** Learning Enhancement & Academic Planning

**MTSS:** Multi-Tiered Systems of Support

**NSBA:** National School Board Association

**OE:** Operational Expectations (See Policy Governance)

**OSPI:** Office of Superintendent of Public Instruction

**PBIS:** Positive Behavioral Interventions and Supports

**PCC:** Professional Community & Collaboration

**PDSA:** Plan, Do, Study, Act

**PLC:** Professional Learning Community

**Policy Governance:** A governance process used by the school board. This sets forth "Results (R)" that the superintendent must reach, while abiding by "Operational Expectations (OE)." R include the district's mission. OEs 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.

**Quest:** Highly Capable program for students in gr. 2-8

**Results (R):** Results (*See Policy Governance - formerly known as End Results*). Goals set forth by the board, including the mission of the district.

**RCW:** Revised Codes of Washington

**RTI:** Response to Intervention

**SALT:** Strategic Advisory Leadership Team

**SBA:** Smarter Balanced Assessment

**SBE:** State Board of Education

**SCAP:** School Construction Assistance Program

**SEL:** Social Emotional Learning

**SGP:** Student Growth Percentile

**SIOP:** Sheltered Instruction Observation Protocol

**SIP:** School Improvement Plan

**sMAS:** Secondary Mobile Access for Students

**STEM:** Science, Technology, Engineering, and Mathematics

**UDL:** Universal Design for Learning

**WA-AIM:** Washington – Access to Instruction and Measurement

**WAC:** Washington Administrative Codes

**WaKIDS:** Washington Kindergarten Inventory of Developing Skills

**WaNIC:** Washington Network for Innovative Careers

**WCAS:** Washington Comprehensive Assessment of Science

**WCAP:** Washington Comprehensive Assessment Program

**WIDA AMS:** Alternative ELL Assessment

**WSIF:** Washington School Improvement Framework

**WSSDA:** Washington State School Directors Association

November 14, 2019

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

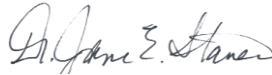
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of November 18, 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. Recognition
4. Public Comment
5. Consent Agenda
6. Non-Consent Agenda
7. Public and Community Affairs
8. Superintendent Report
9. Board Member Comments
10. Adjourn

Sincerely,

A handwritten signature in dark ink, appearing to read "Dr. Jane E. Stavem". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Dr. Jane Stavem  
Superintendent

# LAKE WASHINGTON SCHOOL DISTRICT

## Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

November 18, 2019

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<b>5:00 p.m.</b>	<b>Study Session</b> – <i>Location: Hughes, Resource Center</i> Topics: <ul style="list-style-type: none"><li>▪ Facility Advisory Committee Update</li><li>▪ 2<sup>nd</sup> Review of Results (R) Indicators<ul style="list-style-type: none"><li>- R-1, Mission of the Lake Washington School District</li><li>- R-2, Academic Content Knowledge and Skills</li><li>- R-3, Life Skills and Citizenship</li></ul></li><li>▪ Legislative Connections</li></ul>
<b>6:30 p.m.</b>	<b>Reception for National Merit Semifinalists</b> – <i>Location: Lobby, Resource Center</i>

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<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
<b>7:00 p.m.</b>	<b>Convene, Roll Call</b>		
	<b>Approve Agenda</b>		
	<b>Recognition – National Merit Semifinalists</b>		
	<b>Public Comment</b>		
	<b>Consent Agenda</b>		
	▪ Minutes - November 4 study session & board meeting	1	1
	▪ Human Resources Report	2	6
	▪ Instructional Materials Adoption	3	7
	▪ Donations	4	9
	<b>Non-Consent Agenda</b>		
	▪ 2410P, Graduation Requirements First Reading	5	10
	▪ Operational Governance Policies (OGP) First Reading	6	11
	▪ Strategic Plan Connection: Technology Operations and Integration	7	12
	<b>Public and Community Affairs</b>		
	<b>Superintendent Report</b>		
	<b>Board Member Comments</b>		
	<b>Adjourn</b>		

**Next Board Meeting:**

**December 9, 2019**

**5:00 p.m. Study Session** – *Location: Hughes, Resource Center*

*Topics:*

- *2<sup>nd</sup> Review of Operational Expectations (OE) Indicators*
- *Discussion of Operational Governance Policies (OGP)*
- *Legislative Connections*

**7:00 p.m. Board Meeting**

*Location: Board Room*

**L.E. Scarr Resource Center**

**16250 NE 74<sup>th</sup> Street**

**Redmond, WA 98052**

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Study Session  
November 4, 2019

The November 4, 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, Cassandra Sage, Mark Stuart, and Eric Laliberte.

ROLL CALL

Present: Superintendent Jane Stavem.

The following topics were discussed:

TOPICS

- Graduation Pathways
- Review of Reasonable Interpretation and Indicators (RI) Operational Expectations (OE) Policy 13
  - OE-13, Technology

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

ADJOURNMENT

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
November 4, 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 Eric Laliberte.

APPROVAL OF AGENDA

Motion carried.

HOST SCHOOL

Mary Wilber, Project Director, Native American Program, shared information on the interdistrict cooperative program for American Indian and Alaska Native K-12 students. In 1984, a cooperative program was formed with Bellevue, Northshore, and Lake Washington school districts; Lake Washington is the sponsoring agency to receive the annual Title VI, Indian Education Funds from the U.S. Department of Education. Since the level of funding does not cover program costs, each school district contributes a prorated cost per native student. There are approximately 270 students being served in this program. She and the students shared various activities and how they have impacted their life. Mary Wilber pointed out that these activities and relationships with the elder council members and others are intended to develop and instill internal assets and cultural competency in the children.

NATIVE AMERICAN  
PROGRAM

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.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
November 4, 2019

**October 2019 Vouchers**

General Fund

366159-366479 \* \$7,191,750.60

\* - Warrant numbers 365159-366158 not used

Payroll

2972-2981 \$10,263.70

Accounts Payable Direct Deposit	\$ 14,611,029.54
Acquisition Card	1,723,570.93
Deferred Comp	154,629.00
Department of Revenue	48,085.27
Dept. of Retirement Systems	3,823,463.12
Dept. of Retirement Systems	1,064,406.50
Flex Spending	41,935.75
American Fidelity HAS	11,664.92
DSHS – Division of Child Support	4,231.69
Payroll Direct Deposit	15,784,896.52
Payroll Tax Withdrawal	5,637,754.32
TSA Envoy	387,936.79
VEBA	4,465.63
Vision/(NBN)	74,698.63
Key Bank Processing Fees	<u>\$ 27,398.59</u>
	\$43,400,167.20

Capital Projects

700487-700578 \$2,642,575.63

ASB

64310-64422 \$65,022.65

Transportation Vehicle Fund

63 \$1,156,187.30

Private Purpose Trust Fund

3160-3179 \$4,626.00

Approval of October 21, 2019 board meeting and study session minutes.

Approval of November 4, 2019 Human Resources Report.

APPROVAL OF  
VOUCHERS

APPROVAL OF MINUTES

APPROVAL OF HUMAN  
RESOURCES REPORT



LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
November 4, 2019

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

INSTRUCTIONAL  
MATERIALS ADOPTION

**Title:** Year of the Hangman  
**Author:** Gary L. Blackwood  
**Publisher:** G.P. Dutton Children's Books  
**Copyright:** 2002  
**No. of Copies:** 32  
**Price:** \$9.26 per book  
**School Requesting:** Kirkland Middle School  
**Classification:** Grade 7

**Title:** 5 Steps to a 5: AP Physics: Algebra-Based 2020  
**Author:** Christopher Bruhn  
**Publisher:** McGraw-Hill  
**Copyright:** 2019  
**No. of Copies:** 60  
**Price:** \$10.98 per book  
**School Requesting:** Eastlake High School  
**Classification:** Grade 10

**Title:** Born a Crime  
**Author:** Trevor Noah  
**Publisher:** Spiegel & Grau  
**Copyright:** 2016  
**No. of Copies:** 100  
**Price:** \$8.99 per book  
**School Requesting:** Redmond High School  
**Classification:** Grade 9

**Title:** Styer-Fitzgerald Functional Academics  
**Author:** Candice Styer, Suzanne Fitzgerald  
**Publisher:** Specially Designed Education Services  
**Copyright:** 2017  
**No. of Copies:** 17 sets  
**Price:** \$2,935.00 per set  
**School Requesting:** Special Services  
**Classification:** K-8

**Title:** Lakeshore Leveled Library  
**Author:** Varies by Book  
**Publisher:** Lakeshore Learning  
**Copyright:** 2003  
**No. of Copies:** 9 library sets  
**Price:** \$459.99 per set  
**School Requesting:** Special Services  
**Classification:** Elementary Learning Centers

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
November 4, 2019

<b>Title:</b>	<b>English 3D</b>
<b>Author:</b>	<b>Kate Kinsella</b>
<b>Publisher:</b>	<b>Houghton Mifflin</b>
<b>Copyright:</b>	<b>2014</b>
<b>No. of Copies:</b>	<b>100 District Wide</b>
<b>Price:</b>	<b>\$25.40 Student Book; \$17.25 Issues Book</b>
<b>School Requesting:</b>	<b>Special Services</b>
<b>Classification:</b>	<b>Grades 4-12</b>

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Clara Barton Elementary PTSA to Clara Barton Elementary School in the amount of \$28,668.48 to provide student scholarships (\$2,500.00) and stipends for choir, math club, games club, tech club, and outdoor education (\$12,278.48); purchase library books (\$1,730.00); and support classroom enrichment (\$12,160.00).

Acceptance from Inglewood Middle School PTSA to Inglewood Middle School in the amount of \$5,384.76 to purchase novels (\$2,105.00), musical instruments, and supplies (\$3,279.76).

Acceptance from Stella Schola PTO to Stella Schola in the amount of \$2,859.75 to provide stipends for honor society and activities coordinator.

**TOTAL \$36,912.99**

NON-CONSENT AGENDA

PRESENTATION BY  
HORIZON HOUSING  
ALLIANCE

Patrick Tippy, Director of Housing Development, Horizon Housing Alliance, presented information, as required by ARCH and other housing funding agencies, on a proposal to create a multi-family low-income apartment housing project for households exiting homelessness. This development is located at 16225 NE 87<sup>th</sup> St, Redmond, WA, the site of the current Together Center. The project is a 284-unit development and 80-units will be owned by Horizon. Of these 80-units, 60 units will be for families exiting homelessness. Horizon is partnering with the Together Center to redevelop the site to create permanent housing and an improved human services campus. Efforts will be made to help relocate current tenants. He responded to inquiries from the board.

PUBLIC AND COMMUNITY  
AFFAIRS

Barbara Posthumus, Associate Superintendent, Business and Support Services, highlighted the 2020 Legislative Platform: Special Education Programs and Services, Social Emotional Learning, School Construction Funding, Simple Majority for School Bonds, and School Employee Benefits Board (SEBB). Each of the priorities are connected to the district's Strategic Plan. She highlighted each of these areas and the impact to the Lake Washington School District and the ways that these areas can be addressed by the legislature in the upcoming legislative session. She responded to board members' questions.

2020 Legislative Priorities

The board convened into executive session at 8:30 p.m. to discuss the selection 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. The meeting was reconvened at 9:30 p.m.

EXECUTIVE SESSION

Chris Carlson moved to adjourn. Seconded by Eric Laliberte. Motion carried.

ADJOURNMENT

The meeting was adjourned at 9:30 p.m.

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report

## November 18, 2019



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Chun, Noelle	Program Manager	Resource Center	\$91,450.00	08/05/19	Budgeted
McDowell, Stacy	Special Ed Para Ed Reserve	Special Services	\$19.40	03/13/19	Budgeted

### RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Capron, Robert	Special Ed Para Ed	Kamiakin MS	09/01/15	11/08/19	Resignation
Carter, Susan	Office Manager II	Dickinson Elem	06/03/93	12/31/19	Retirement
Doyle, Chelsea	School Secretary	Redmond HS	08/24/17	11/07/19	Resignation
Hearn, Sandra	Attendance Specialist	Lake Washington HS	12/15/03	12/30/19	Resignation
Morrill, David	Bus Driver	Transportation	04/05/13	11/18/19	Resignation
Simpson, Carmen	Account Tech III	Resource Center	10/08/93	12/20/19	Retirement

### CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Chhong, Racheal	Blackwell/Alcott Elem	.5 P3 to 1.0 P3	10/01/19
Gee, Brenda	Alcott Elem	.5 C/.2 NC to .5 C/.4 NC	10/28/19
Jobe, Angela	Carson Elem	.5 P1 to .5 P1/.1 NC	10/01/19

### 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>
St. Kitts, Samuel	Head Custodian I	Head Custodian II	08/29/19	Repl. M. Foster	\$24.26

## INSTRUCTIONAL MATERIALS ADOPTION

November 18, 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:** Billy y las Rotas  
**Author:** Senor Wooly  
**Publisher:** Senor Wooly LLC  
**Copyright:** 2016  
**No. of Copies:** 32  
**Price:** \$6.50 per book  
**School Requesting:** Tesla STEM High School  
**Classification:** Grade 9

**Title:** Critical Theory Today  
**Author:** Lois Tyson  
**Publisher:** Routledge  
**Copyright:** 2014  
**No. of Copies:** 150  
**Price:** \$33.62  
**School Requesting:** Tesla STEM High School  
**Classification:** Grade 12

**Title:** Reading Milestones Levels 1-4  
**Author:** Quigley, McAnally, Rose, King  
**Publisher:** Pro-Ed  
**Copyright:** 4<sup>th</sup> Edition  
**No. of Copies:** Nine sets  
**Price:** \$1,556.00 per set  
**School Requesting:** Special Services  
**Classification:** Elementary Learning Centers

**Title:** No Glamour Books-Following Directions, Vocabulary, Listening Comprehension, Sentence Structure  
**Author:** Linda Mulstay-Muratore, Diane Hyde, Lynn Flahive, Janet Lanza, Monica Gustafson  
**Publisher:** Pro-Ed  
**Copyright:** 2009  
**No. of Copies:** 9 Sets of 4 Books  
**Price:** \$188.00 per set  
**School Requesting:** Special Services  
**Classification:** Elementary Learning Centers

## Instructional Materials Adoption

November 18, 2019

Page 2

**Title:** Multiple Skills Series – Picture, Prep, A, B Levels  
**Author:** Richard Boning  
**Publisher:** McGraw Hill  
**Copyright:** 2018  
**No. of Copies:** 9 sets  
**Price:** \$700.00 per set  
**School Requesting:** Special Services  
**Classification:** Elementary Learning Centers

**Title:** Other Words for Home  
**Author:** Jasmine Warga  
**Publisher:** Balzer & Bray  
**Copyright:** 2019  
**No. of Copies:** 60  
**Price:** \$11.72 per book  
**School Requesting:** Kamiakin Middle School  
**Classification:** Grade 6

**Title:** Maus Volumes 1 & 2  
**Author:** Art Spiegelman  
**Publisher:** Penguin  
**Copyright:** 1996  
**No. of Copies:** 30  
**Price:** \$20.00 per book  
**School Requesting:** Lake Washington High School  
**Classification:** Grade 10

### 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.

## DONATIONS

November 18, 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>
Lake Washington Schools Foundation to Lake Washington School District	\$34,322.20	To support LINKS (\$30,000.00) and parent education for social, emotional, well-being (\$2,000.00); and purchase library books (\$2,322.20).
Louisa May Alcott Elementary PTSA to Alcott Elementary School	\$8,185.00	To provide stipends for PTSA liaison, choir/act club, running club, and cup stacking club.
Peter Kirk Elementary PTSA to Kirk Elementary School	\$32,794.75	To provide stipends for intramural sports, math clubs, Green Team, reading club, student council, outdoor education and choir (\$23,374.75); and support classroom enrichment (\$1,590.00), field trips (\$5,580.00), and outdoor education (\$2,250.00)
Horace Mann Elementary PTA to Mann Elementary School	\$5,719.47	To provide stipends for choir and peer support club.
Margaret Mead Elementary PTSA to Mead Elementary School	\$12,295.92	To provide stipends for student leadership, audio visual club, and Accelerated Reader support (\$7,398.42); and purchase site license for STAR Reader and Accelerated Reader (\$4,897.50).
Finn Hill Middle School PTSA to Finn Hill Middle School	\$4,300.00	To purchase school planners (\$3,000.00) and library books (\$1,300.00).
Renaissance School PTSA to Renaissance	\$21,000.00	To provide classroom enrichment (\$10,500.00) and student scholarships (\$1,000.00); purchase classroom supplies (\$4,750.00); and support extracurricular activities (\$4,750.00).
<b>TOTAL</b>	<b>\$118,617.34</b>	

### RECOMMENDATION

The Board of Directors accepts the donations as identified at the November 18, 2019 board meeting.

2410P, GRADUATION REQUIREMENTS  
FIRST READING

November 18, 2019

SITUATION

During the last legislative session, House Bill 1599 (HB 1599), Multiple Pathways to Graduation, was approved. HB 1599 expands the ways Washington students show their readiness for their next step after high schools. This includes new and updated requirements for:

- the state assessment system,
- graduation “pathway” options,
- course credits and enrollment,
- the High School and Beyond Plan (HSBP), and
- waivers.

Mike Van Orden, Associate Superintendent, Teaching and Learning Services, will present 2410P, Graduation Requirements, for first reading. A draft of the procedures was shared at the November 4 study session.

RECOMMENDATION

The Board of Directors discusses the proposed revisions to 2410P, Graduation Requirements, and approves first reading of the proposed procedures.



## GRADUATION REQUIREMENTS

### GRADUATION REQUIREMENTS FOR STUDENTS IN THE CLASS OF 2020 AND BEYOND

Each student must meet the following requirements to graduate from high school:

- A. Demonstrate career and college readiness by completing a High School and Beyond Plan
- B. Complete the credit requirements in this procedure
- C. Meet the requirements of at least one graduation pathway option in this procedure

#### **A. High School and Beyond Plan Requirements**

Each student must have a High School and Beyond Plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school. Students must begin the planning process for the High School and Beyond Plan in seventh or eighth grade. In preparation for initiating a High School and Beyond Plan, each student must first complete a career interest and skills inventory. School staff will update students' plans to reflect high school assessment results. Each student's High School and Beyond Plan will be updated to inform junior year course taking.

The district encourages parents/guardians to be involved in the process of developing and updating students' High School and Beyond Plans. Students' plans will be provided to students' parents/guardians in their native language if that language is one of the two most frequent spoken non-English languages of students in the district.

For students with an Individualized Education Program (IEP), the High School and Beyond Plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All High School and Beyond Plans will, at a minimum, include the following:

1. Identification of career goals, aided by a skills and interest assessment
2. Identification of educational goals
3. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, Career and Technical Education Programs, running start programs, Advanced Placement courses, International Baccalaureate programs, and college in the high school programs
4. Information about the college bound scholarship program established in RCW 28B.118
5. A four-year plan for course taking that does the following:
  - a. Includes information about options for satisfying state and local graduation requirements
  - b. Satisfies state and local graduation requirements
  - c. Aligns with the student's secondary and post-secondary goals, which can include education, training, and career

- d. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals
- e. Includes information about the college bound scholarship program
- f. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a post-secondary program:
  - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to students who are, or have been, in foster care; information specific to students who are or at-risk of being homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
  - ii. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians to fill out financial aid applications.
- g. By the end of the 12<sup>th</sup> grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

"Personalized pathway" in this procedure means a locally determined body of coursework identified in a student's High School and Beyond Plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student. A personalized pathway means up to three (3) course credits chosen by a student under Section B, Credit-Based Graduation Requirements, subsection B. 6 and subsection B. 8 that prepare the student to meet specific post-secondary career or educational goals.

## **B. Credit-Based Graduation Requirements**

The Lake Washington School District minimum subject areas and credits required for high school graduation for students in the class of 2020 and beyond, shall total 24 credits in this section, except as otherwise provided in subsection 10 of this section.

1. **Four (4) English/language arts credits** (reading, writing, and communications) that at minimum align with the state standards in English Language Arts.
2. **Three (3) mathematics credits** that satisfy the requirements set forth in this subsection:
  - a. Unless otherwise provided for in subsection b. of this section, the three (3) mathematics credits required under this section must include: Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student's interests and High School and Beyond Plan and preparing the student to meet state standards for graduation under the assessment system with agreement of the student's parent/guardian or, if the parent/guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request (Appendix D) for agreement of the student's parent/guardian should be made in the predominant language of the parent/guardian who predominantly speaks a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent/guardian, if provided, in election of the third credit to meet the requirements of this section;

- b. A student who, prior to ninth grade, successfully completed Algebra 1, and/or Geometry and requests high school credit for such course(s) not be added to the high school transcript may either:
    - i. Repeat the course(s) for credit in high school, or
    - ii. Complete three (3) credits of mathematics as follows:
      - (A) A student who has successfully completed Algebra 1 shall:
        - I. Earn the first high school credit in Geometry; and,
        - II. Earn the second and third high school credits in courses aligning with the student's interests, High School and Beyond Plan and preparing the student to meet state standards for graduation under the state assessment system.
      - (B) A student who has successfully completed Algebra 1 and Geometry shall:
        - I. Earn the first, second, and third high school credits in courses aligning with the student's interests, High School and Beyond Plan, and preparing the student to meet state standards for graduation under the assessment system.
- 3. **Three (3) science credits**, at least two (2) credits of which must be in laboratory science as provided in subsection a. of this section. A student may choose the content of the third credit of science, based on the student's interests and High School and Beyond Plan, with agreement of the student's parent/guardian or, if the parent/guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent/guardian should be made in the predominant language of the parent/guardian who predominantly speaks a language other than English, to the extent feasible. The school must, in all cases, give precedence to the direction of the parent/guardian, if provided, in election of the third credit to meet the requirements of this section.
  - a. "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world or with data drawn from the material world, using the tools, data collection techniques, models, and theories of science. A laboratory science course meeting these requirements may include courses conducted in classroom facilities specially designed for laboratory science or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection.
- 4. **Three (3) social studies credits** (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement that, at minimum, aligns with the State standards in social studies. The social studies requirement shall consist of the following mandatory courses or equivalencies:
  - a. One (1) credit shall be required in United States history.
  - b. Successful completion of Washington State history and government shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington State history and government requirement may be waived by the principal for students who:
    - i. have successfully completed a state history and government course of study in another state; or,
    - ii. are in 11<sup>th</sup> or 12<sup>th</sup> grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

- c. One (1) credit shall be required in Contemporary World History, Geography, and Problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
  - d. One-half (.5) credit shall be required in civics and include, at a minimum, the content listed in RCW 28A.230.093.
    - i. Beginning with the **2020-21 school year**, each high school must provide a mandatory one-half (.5) credit stand-alone course in civics for each high school student. Except as provided by subsection c. of this section, civics content and instruction embedded in other social studies courses do not satisfy the requirements of this subsection.
    - ii. Credit awarded to students who complete the civics course must be applied to course credit requirements in social studies that are required for high school graduation.
    - iii. Civics content and instruction required by this section may be embedded in social studies courses that offer students the opportunity to earn both high school and post-secondary credit.
    - iv. The content of the civics course must include, but is not limited to:
      - (A) Federal, state, tribal, and local government organization and procedures;
      - (B) Rights and responsibilities of citizens addressed in the Constitutions of Washington State and United States;
      - (C) Current issues addressed at each level of government;
      - (D) Electoral issues, including elections, ballot measures, initiatives, and referenda; or,
      - (E) The study and completion of the civics component of the federally administered naturalization test required.
5. **Two (2) health and fitness credits** (.5 credit health; 1.5 credits fitness) that, at minimum, align with the state standards in health and fitness.
- a. One-half (.5) credit shall be met by a course covering the state health standards at the high school level.
  - b. One-and-one-half (1.5) credits of the fitness portion of the requirement shall be met by course work in physical education. In accordance with RCW 28A.230.050, individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause. Students seeking to be excused from physical education must complete and submit a Request for Excuse from Physical Education (Appendix C). In accordance with WAC 180-51-067, such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement through participation in a district-approved and administered assessment or other district-approved means of demonstrating proficiency, in accordance with written district policy.
6. **Two (2) arts credits** that, at minimum, align with the state standards in the arts. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in Section A, High School and Beyond Plan Requirements.
7. **One (1) credit in career and technical education.** A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the Office of the Superintendent of Public Instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills, under CTE student learning goal

four, and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the Office of the Superintendent of Public Instruction.

- a. Students who earn a graduation requirement credit through a CTE course determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject. The single CTE course meets two graduation requirements.
- b. Students who earn a graduation requirement credit in a non-CTE course determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject. The single non-CTE course meets two graduation requirements.
- c. Students satisfying the requirement in (a) or (b) of this subsection will need to earn five (5) elective credits instead of four (4). Total credits required for graduation will not change.

8. **Two (2) credits in world languages.** If the student has chosen a four-year degree pathway under Section A, High School and Beyond Plan Requirements, the student shall be advised to earn two (2) credits in world languages. The two (2) credits may be replaced with a personalized pathway (Appendix E) requirement as provided in Section A, High School and Beyond Plan Requirements.

- a. **World Language Competency/Proficiency Credit:** In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online, or time spent living abroad. Students may seek credit in world language through such language learning opportunities available to them. Students who wish to pursue competency/proficiency credit must sign up to participate in for "Washington World Language Assessment Days." Through this state-sponsored program, students complete an assessment and receive a certificate of recognition signed by the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE), with a cover letter indicating proficiency levels attained in the tested language and high school credit equivalencies based on the state's recommendations for competency-based credits.

The district will award one (1) or more credits based on the student demonstrating an overall proficiency level according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines as follows:

- Novice Mid – One (1) credit
- Novice High – Two (2) credits
- Intermediate Low – Three (3) credits
- Intermediate Mid – Four (4) credits

9. **Four (4) credits of electives.**

10. **Individual students may request to waive up to two (2) elective credits required for graduation, based on unusual circumstances.** Unusual circumstances include emergency reasons, medical reasons, and/or reasons which impede an individual student's ability to earn required non-elective credits. The professional judgment of the building principal or designee will determine whether the request shall be granted. Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of Section B, Credit-Based Graduation Requirements.

11. **Career and technical courses determined to be equivalent to academic core courses,** in full or in part, by the district shall be accepted as meeting core requirements, including graduation

requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. Equivalent career and technical education courses can be taken for credit in place of any of the courses set forth in subsections (1) through (6) of Section B, Credit-Based Graduation Requirements.

### **C. Graduation Pathway Option Requirements**

Students must achieve one or more of the following pathway options:

1. Meet or exceed the Smarter Balanced Assessment scores set by the State Board of Education in English Language Arts (ELA) and math;
2. Complete and qualify for at least one (1) high school credit in dual credit courses in English Language Arts and one (1) high school credit in dual credit courses in math, such as those earned through Running Start, College in the High School, or other programs where the student earns both high school and college credit at the 100 level or higher after completing the course;
3. Earn at least one (1) credit in a high school transition course in English Language Arts, and one (1) credit in a high school transition course in math when completion of the course will ensure college-level placement in a community college or state college or university;
4. Earn at least one (1) high school credit in English Language Arts and at least one (1) credit in state in math in state approved Advanced Placement courses with a C+ grade each term or score of three (3) or higher on the AP exam; a C+ each term in state approved Cambridge International courses or E on state approved Cambridge International exams; or C+ each term in International Baccalaureate (IB) courses or four (4) on IB exams;
5. Meet or exceed the scores established by the State Board of Education for the Scholastic Assessment Test (SAT) or American College Testing (ACT);
6. Meet any combination of at least one (1) English Language Arts option and at least one (1) math option as described above;
7. Meet standard in the Armed Services Vocational Aptitude Battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment; or
8. Complete a sequence of CTE courses that are relevant to a student's post-secondary pathway, including those leading to workforce entry, state, or nationally approved apprenticeships, or post-secondary education and that meet either:
  - a. The curriculum requirements of Core Plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or
  - b. Complete a sequence of career and technical education (CTE) courses as defined in RCW 28A.700.030 and that:
    - i. Include courses within the same career and technical education program area; or,
    - ii. Include courses within one (1) or more career and technical program areas that are approved by the district Career and Technical Education Advisory Committee

## **Provisions Related to Graduation Requirements**

### **A. Special Education, Section 504 Accommodations, and English Learner Programs**

#### **1. Granting High School Graduation Credit for Students with Special Educational Needs**

No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. A student's Individualized Education Program (IEP) team shall consider the graduation requirements for inclusion in the student's IEP when a student with a disability registers for grade nine or when a student qualifies for special education services after registering for ninth grade. An IEP team shall also consider the student's transition plan when determining which of the required and elective content standards will be included in the student's IEP.

For a high school student with an IEP, the student's IEP team shall:

- a. Determine whether the student will pursue graduation requirements with or without modification;
- b. Determine whether one or more of the requirements will be modified to an individual level. When a requirement is modified, the student's IEP team shall define appropriate assessment of the modified requirement;
- c. Determine whether the student is exempt from one or more of the requirements. Exemptions from graduation requirements are appropriate if the requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation. When exempt status is adopted for a requirement, the team shall determine whether or not a different standard or IEP goal specific to the learning area is appropriate and shall include that goal in the student's plan.

#### **2. Granting High School Graduation for Students with Section 504 Accommodation Plan**

No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. A student's Section 504 Accommodation Plan team shall consider the graduation requirements for inclusion in the student's Section 504 Accommodation Plan when a student with disability registers for grade nine or when a student qualifies for a Section 504 Plan after ninth grade.

For a high school student with a Section 504 Accommodation Plan, the students' Section 504 Accommodation team shall determine whether the student will pursue graduation requirements with or without accommodation(s).

#### **3. Variations for Students Served by the English Learner Program**

Students served by our English Learner Program will be provided opportunity to complete the graduation requirements. Graduation requirements for these students shall be as stated unless modified in an individual graduation plan developed and annually reviewed by a team including school staff, teachers of the student, parent/guardian of the student, and the student. Specifications for standards shall not be modified to permit completion in a language other than English.

## B. Course of Study

### 1. District Application of State Requirements

The course content and the determination of which courses satisfy particular state and subject area requirements and whether a particular course may satisfy more than one subject area requirement for different students shall be determined by the district.

### 2. Course of Studies and Related Sequences

It is the responsibility of the principal to provide courses of studies and related sequences which prepare students to accomplish the district graduation requirements and to allow any student who wishes to put forth the necessary effort to meet college admissions entrance requirements. Each high school will identify clearly to students and their parents/guardians those courses which meet the College Academic Distribution Requirements (CADRs) for College Admissions to in-state, post-secondary four-year institution.

High school principals may make exceptions to these courses of studies and related sequences for high school students who:

- Transfer into the state and have already earned five (5) or more credits but who shall not be able to make normal progress toward graduation with their class without an exception;
- Fail a course and jointly enroll in the failed course and another course in the same subject area if such other course does not require the failed course as a prerequisite and the students are not able to make normal progress toward graduation with their class without an exception;
- Have mastered the content of any given course or have successfully received credits under the state mandated Running Start Program, may be granted an exemption from the course of studies and related sequences by the high school principal.

## C. High School Credit—Definition

Students will earn credits in courses taken or as defined below from post-secondary institutions and from accredited private school. These credits will be recorded on the student's transcript for communicating coursework to post-secondary institutions. The term "high school credit," the equivalency of one-year of study, shall be defined in accordance with WAC 180-51-050:

1. At the high school level, 150 hours of planned instruction equals one (1) high school credit. Planned instruction includes educationally related activities that are conducted in and out of school or satisfactory demonstration by a student of established standards pursuant to this policy.
2. At the adult education level, 180 (50 minute) hours of planned in-school instruction or 9,000 minutes or, in lieu thereof, 90 (50-minute) hours or more of planned in school instruction and three hours of planned individual study homework substituted for each (50 minute) hour of in-school instruction less than 180 equal(s) one (1) high school credit.
3. At the college or university level, five (5) quarter hours or three (3) semester hours may equal up to one (1) high school credit depending upon course content equivalency.
4. High school credits from community and technical colleges may be earned by juniors and seniors through the Running Start Program. If accepted into this program, WAC 180-51-050 provides for the conversion of college credits to high school credits at the rate of one (1) high school credit for five (5) college quarter or three (3) college semester hour credits.



5. The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance of a credit. Decisions of the principal or designee may be appealed to the superintendent or designee within 15 school days of the initial decision.

#### **D. High School Credit for Courses Completed Before Attending High School**

Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall automatically be given high school credit, which shall be applied to fulfilling high school graduation requirements if:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district Board of Directors.

At the request of the student and the student's parent/guardian, high school credit earned before high school must be transcribed with a non-numerical grade, such as "pass" or "credit." A non-numerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a non-numerical grade will apply to fulfilling high school graduation requirements.

A student and the student's parent/guardian must inform the school before the end of the 11<sup>th</sup> grade if they do not want credit for the course(s) taken before attending high school or if they want to request that credit be transcribed with a non-numerical grade.

Students who have taken and successfully completed high school courses under the circumstances in this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

#### **E. High School Credit from Accredited Public or Private Secondary Credit-Providing Institutions for Students Concurrently Enrolled in District Schools**

For students currently enrolled in district schools, the high school principal may accept credits for high school graduation from a non-district public high school, an accredited private school, or from a post-secondary institution providing non-college credit. Acceptance of such credit is limited to three (3) credits for courses offered by the district high school. In addition, classes may also be accepted if the student is not able to take the class in his/her high school because of scheduling conflicts or because the class is not available in his/her high school. To be accepted for credit the student and or his/her parent/guardian must:

1. Be already enrolled with a full load in district schools;

2. Complete a written proposal (Appendix B) for approval of credit for the class, which is submitted to the principal for preapproval; and,
3. The proposal must be preapproved to be eligible for district acceptance of credit prior to the taking of the class and contain the following:
  - a. name of class,
  - b. objectives,
  - c. length of time,
  - d. description of how credits shall be determined,
  - e. content outline of program and/or major learning,
  - f. description of how student performance shall be assessed,
  - g. qualifications of instructional personnel, and
  - h. reason the class cannot be taken in a district high school.

The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance. Decisions of the principal or designee may be appealed to the superintendent or designee within 15 school days of the initial decision.

**F. Equivalency Credit for Alternative Learning Experiences, Non-High School Courses, Work Experience, Community Service, and Challenges.**

It is the principal's responsibility to provide for the awarding of equivalency credit for alternative learning experiences, non-high school courses, work experience, community service, and challenges. High school credits may be given and recorded on the transcript. The principal may grant high school graduation credit for planned learning experiences conducted away from the school. Examples of planned learning experiences are travel study, work-study, community service, private lessons, distance learning, etc. One (1) credit is awarded on the basis of 150 (60 minutes) hours of instruction. Students may not seek equivalency credit in physical education; instead, students who request to be excused from PE under RCW 28A 230.050 must demonstrate proficiency/competency in the knowledge portion of the fitness requirement through participation in a district-approved and administered assessment. Persons requesting the granting of credit for out-of-school learning activities are to complete a written proposal (Appendix A) for approval of credit submitted to the principal. This proposal is to be submitted prior to the experience and contain the following:

- a. name of course/program,
- b. objectives,
- c. length of time,
- d. description of how credits shall be determined,
- e. content outline of program and/or major learning,
- f. description of how student performance shall be assessed,
- g. qualifications of instructional personnel, and
- h. plans for evaluation of program.

The professional judgment of the building principal or designee will determine whether or not an experience or a challenge meets the district's standard for recognition and acceptance.

## **G. Physical Education Excuse and Proficiency/Competency Demonstration**

Individual students requesting to be excused from coursework in Physical Education (PE) must complete the appropriate “Request for Excuse from Physical Education” for their graduating class (Appendix C). The form is to be submitted to the principal or designee for approval.

## **H. Procedural Process - Graduation Requirements**

### **1. Requirements for Graduation**

Changes in graduation requirements shall be made in accordance with state requirements (WAC 180-51-035).

### **2. Copies of Graduation Requirements for Each Year**

Each high school shall keep on file, for student and public inspection, a copy of the state board and district rules and regulations regarding high school graduation requirements and procedures for equivalencies applicable for the school year, including the preceding ten years.

## **I. Yearly Graduation Information and Progress Report**

Commencing with the beginning of the ninth grade and each year thereafter, each high school shall provide each student and his/her parent/guardian with a copy of the high school graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each individual student's progress toward meeting those requirements. If a student is not making normal progress toward such requirements, the high school shall notify the student and parent/guardian of alternative education experiences, including summer school opportunities.

### **Approved:**

XX/XX/XXXX

### **Revised:**

### **Forms:**

Appendix A, Request for Credit for Equivalency Course of Study

Appendix B, Request for Acceptance – Out of District Credit

Appendix C, Request for Excuse from Physical Education

Appendix D, Request for Third Credit of High School Level Mathematics other than Algebra 2 (Advanced Algebra)

Appendix E, Request for Alternatives to World Language Courses

### **LEGAL REFS.:**

RCW 28A.230, generally

RCW 28A.655, generally

RCW 28A.320.195

RCW 28A.700.030

WAC 180-51, generally

## OPERATIONAL GOVERNANCE POLICIES (OGP) FIRST READING

November 18, 2019

### SITUATION

Operational Governance Policies (OGP) are now being submitted for first reading. These policies focus on board functions and tasks and were formerly exhibits contained in the Governance Process (GP) policies.

These Operational Governance Policies (OGP) are being presented for first reading and will be further discussed at the December 9 study session and presented for second reading/adoption at the December 9 Board Meeting:

- OGP-1, School Board Legal Status (Director District Boundaries)
- OGP-2, School Board Elections/Board Member Qualifications
- OGP-3, Regular Board Meetings/Special Board Meetings/Executive Sessions/Study Sessions
- OGP-4, Quorum
- OGP-5, Board Organizational Meeting

### RECOMMENDATION

The Board of Directors discusses the proposed OGP policies and approves first reading of OGP-1, School Board Legal Status, OGP-2, School Board Elections/Board Member Qualifications, OGP-3, Regular Board Meetings/Special Board Meetings/Executive Sessions/Study Sessions, OGP-4, Quorum, and OGP-5, Board Organizational Meeting.

## ***Policy Type: Operational Governance Policies***

### **School Board Legal Status**

The Board of Directors of the Lake Washington School District No. 414, King County, Washington is a body corporate created under the laws of the state of Washington to direct the schools of the district. The board consists of five members, elected at large by the qualified electors of the district. All directors represent the district as a whole but must be a resident of the director district he/she represents to be eligible for election.

#### **Director-District Boundaries**

##### Director-District 1:

Starting at the intersection of I-405 and BNSF RR.  
 Southwesterly on BNSF RR to the extension of 14<sup>th</sup> Pl.  
 West on 14<sup>th</sup> Pl to 6<sup>th</sup> St.  
 North on 6<sup>th</sup> St and extension to the extension of 17<sup>th</sup> Ave.  
 North on 17<sup>th</sup> Ave to 18<sup>th</sup> Ave.  
 West on 18<sup>th</sup> Ave to Market St.  
 North on Market St to 18<sup>th</sup> Ave W.  
 Northwest on 18<sup>th</sup> Ave W to 10<sup>th</sup> St W.  
 Northerly on 10<sup>th</sup> St W to Ross Point Ln.  
 West and Northerly on Ross Point Ln and extension to Juanita Bay.  
 Southwesterly through Juanita Bay to School District boundary.  
 Clockwise following School District boundary to the northern crossing of I-405.  
 Southerly on I-405 to the point of the beginning.

##### Director-District 2:

Starting at the intersection of I-405 and BNSF RR.  
 Southwesterly on BNSF RR to the extension of 14<sup>th</sup> Pl.  
 West on 14<sup>th</sup> Pl to 6<sup>th</sup> St.  
 North on 6<sup>th</sup> St and extension to the extension of 17<sup>th</sup> Ave.  
 North on 17<sup>th</sup> Ave to 18<sup>th</sup> Ave.  
 West on 18<sup>th</sup> Ave to Market St.  
 North on Market St to 18<sup>th</sup> Ave W.  
 Northwest on 18<sup>th</sup> Ave W to 10<sup>th</sup> St W.  
 Northerly on 10<sup>th</sup> St W to Ross Point Ln.  
 West and Northerly on Ross Point Ln and extension to Juanita Bay.  
 Southwesterly through Juanita Bay to School District boundary.  
 Counterclockwise following School District boundary to Lake Sammamish.  
 Northerly through Lake Sammamish to Eastern Marymoor Park boundary.  
 Northerly on the Eastern park boundary to bike path.  
 Northwest on bike path to SR 520.  
 Southwesterly on SR 520 to NE 60<sup>th</sup> St.  
 West on NE 60<sup>th</sup> St and extension to 148<sup>th</sup> Ave NE.  
 North on 148<sup>th</sup> Ave NE to Old Redmond Rd.  
 West on Old Redmond Rd to NE 70<sup>th</sup> St.  
 West on NE 70<sup>th</sup> St to 120<sup>th</sup> Ave NE.  
 North on 120<sup>th</sup> Ave NE to NE 75<sup>th</sup> St.  
 West on NE 75<sup>th</sup> St and extension to I-405.  
 North on I-405 to the point of the beginning.

Director-District 3

Starting at the intersection of the abandon rail line/bike path and SR 520.  
 Southwesterly on SR 520 to NE 60<sup>th</sup> St.  
 West on NE 60<sup>th</sup> St and extension to 148<sup>th</sup> Ave NE.  
 North on 148<sup>th</sup> Ave NE to Old Redmond Rd.  
 West on Old Redmond Rd to NE 70<sup>th</sup> St.  
 West on NE 70<sup>th</sup> St to 120<sup>th</sup> Ave NE.  
 North on 120<sup>th</sup> Ave NE to NE 75<sup>th</sup> St.  
 West on NE 75<sup>th</sup> St and extension to I-405.  
 North on I-405 to School District boundary.  
 Clockwise following School District boundary to Sammamish River Trail.  
 Southerly following Sammamish River Trail to NE 90<sup>th</sup> St.  
 East on NE 90<sup>th</sup> St to 161<sup>st</sup> Ave NE.  
 South on 161<sup>st</sup> Ave NE to NE 83<sup>rd</sup> St.  
 East on NE 83<sup>rd</sup> St to 164<sup>th</sup> Ave NE.  
 South on 164<sup>th</sup> Ave NE to Gilman St.  
 Southerly on Gilman St to bike path.  
 Southeast on bike path to the point of the beginning.

Director-District 4:

Starting at the intersection of abandon rail line/bike path and Gilman St.  
 North on Gilman St to 164<sup>th</sup> Ave NE.  
 North on 164<sup>th</sup> Ave NE to NE 80<sup>th</sup> St.  
 East on NE 80<sup>th</sup> St and extension to Avondale Rd.  
 South on Avondale Rd to NE Union Hill Rd.  
 Meandering Easterly on NE Union Hill Rd to the western boundary line of Township 25,  
 Range 06 E, and Section 09.  
 North to the NW corner of said section.  
 East on section line to NE 80<sup>th</sup> St.  
 Easterly on NE 80<sup>th</sup> St to School District boundary.  
 Clockwise on School District boundary to Lake Sammamish.  
 Northerly through Lake Sammamish to Eastern Marymoor Park boundary.  
 Northerly on the Eastern park boundary to bike path.  
 Northwest on bike path to the point of the beginning.

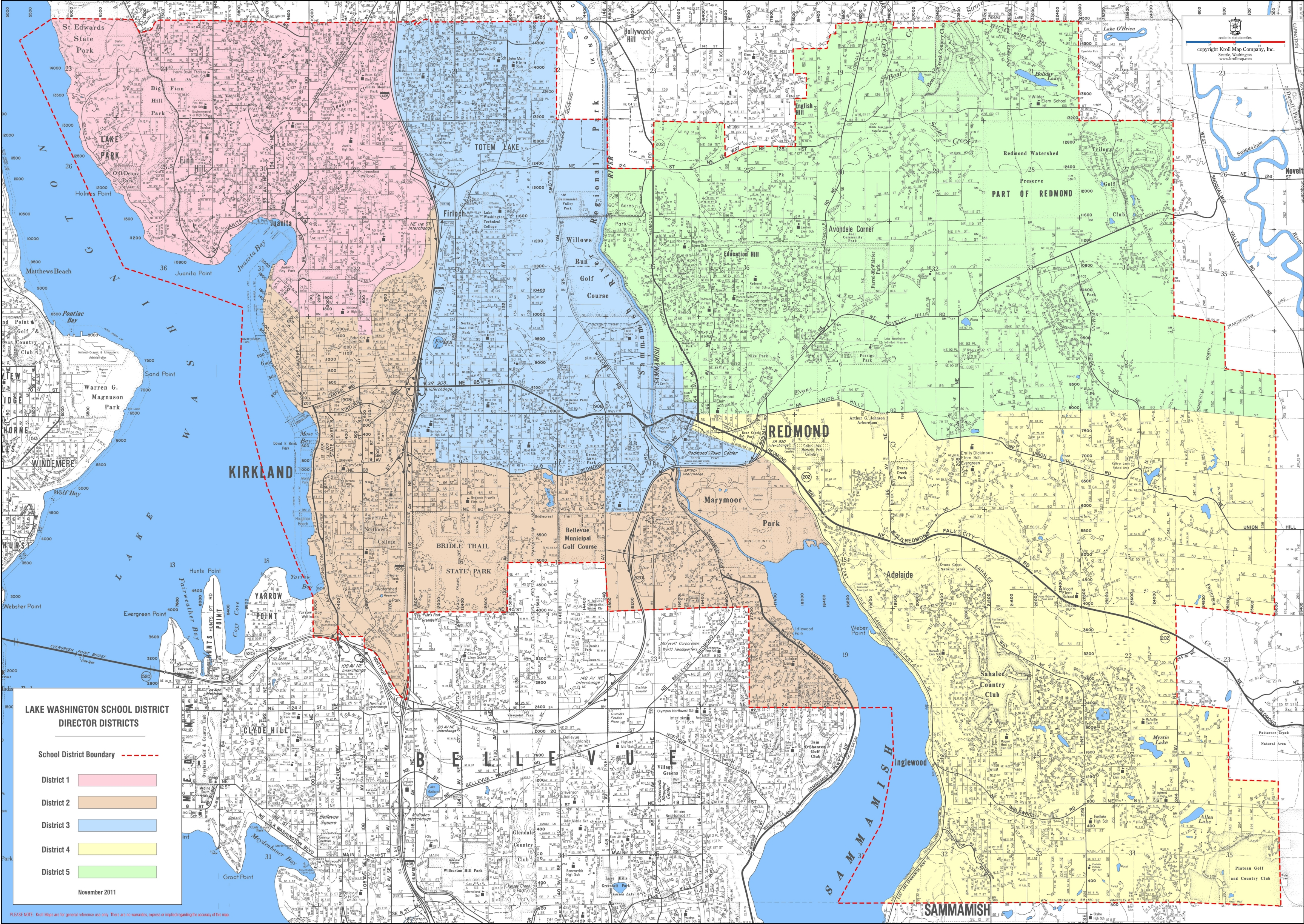
Director-District 5

Starting at the intersection of 164<sup>th</sup> Ave NE and NE 80<sup>th</sup> St.  
 East on NE 80<sup>th</sup> St and extension to Avondale Rd.  
 South on Avondale Rd to NE Union Hill Rd.  
 Meandering Easterly on NE Union Hill Rd to the western boundary line of Township 25,  
 Range 06 E, and Section 09.  
 North to the NW corner of said section.  
 East on section line to NE 80<sup>th</sup> St.  
 Easterly on NE 80<sup>th</sup> St to School District boundary.  
 Counterclockwise on the School District boundary to Sammamish River Trail.  
 Southerly following Sammamish River Trail to NE 90<sup>th</sup> St.  
 East on NE 90<sup>th</sup> St to 161<sup>st</sup> Ave NE.  
 South on 161<sup>st</sup> Ave NE to NE 83<sup>rd</sup> St.  
 East on NE 83<sup>rd</sup> St to 164<sup>th</sup> Ave NE.  
 South on 164<sup>th</sup> Ave NE to the point of the beginning.

Adopted: XX.XX.XX

Legal References: RCW.28A.343.030 Directors' Districts in certain school districts –  
 Election to authorize division in school districts not  
 already divided into director districts  
 RCW 28A.343.040 Division or redivision of district into director  
 districts  
 RCW 28A.343.050 Dissolution of directors' districts  
 RCW 28A.315.195 Transfer of territory by petition – Requirements-  
 Rules-Costs  
 RCW 29A.76.010 Redistricting by counties, municipal corporations,  
 and special purpose districts





**LAKE WASHINGTON SCHOOL DISTRICT  
DIRECTOR DISTRICTS**

School District Boundary - - - - -

District 1

District 2

District 3

District 4

District 5

November 2011



**Policy Type: Operational Governance Policies****School Board Elections/Board Member Qualifications**

1. Qualifications
  - a. Citizen of the United States and State of Washington
  - b. Registered voter of director district
  - c. Reside in the appropriate director district
2. Term
  - a. Four years and/or until successor is elected and qualified.
  - b. Terms staggered and insofar as possible, not more than a majority of one shall be elected to full terms at any regular election.
3. Number

The board shall consist of five members, elected by ballot by the registered voters of the district. Except as otherwise provided by law, board members shall hold office for terms of four years and until their successors are elected and qualified. Terms of board members shall be staggered as provided by law.

Newly-elected directors shall take office as soon as the election results have been certified by the county auditor and the newly-elected director has taken and subscribed to an oath of office.

The person elected to the position shall begin his/her term of office at the first official meeting following certification of the election results.
4. Vacancies
  - a. If a majority of directors remains, they shall fill vacancy.
  - b. If there is not a majority of directors or if a majority fails to act within 90 days, the Educational Service District board members make appointments.
5. Dates
  - a. Filing for primary shall be as specified by law in the year such regular district elections are held.
  - b. The superintendent shall notify local newspapers regarding the filing dates for director positions.
  - c. If more than two candidates file for any director position, all positions shall be on the primary ballot.
  - d. General election is first Tuesday following first Monday in November in odd numbered years.
6. Information
  - a. Filing and election information for director may be obtained from the King County elections department.

***Policy Type: Operational Governance Policies*****7. Unexpired Term Fulfillment**

In case of a board vacancy, the remaining board members shall fill such vacancy by appointment. The board will receive applications from any qualified persons seeking to fill the position after suitable public notice. The board will appoint one of the candidates to serve until the next regularly scheduled election.

The appointments shall be approved by not less than three members of the board. If there exists fewer than three members, the Educational Service District board members shall appoint a sufficient number to constitute a legal majority of the board. Should the board fail to fill a vacancy within 90 days from the creation of such vacancy, the Educational Service District Board members shall fill such vacancy. Appointees shall meet the requirements provided by law and shall serve until the next regularly scheduled board election, at which time a director shall be elected for the unexpired term.

Adopted: XX.XX.XX

Legal References: RCW 28A.320 Provisions applicable to all districts  
 RCW.28A.342.300 Directors – Terms – Numbers  
 RCW 28A.343.320 Directors – Declarations of candidacy –  
 Positions as separate offices  
 RCW 28A.343.340 Directors – When elected – Eligibility  
 RCW 29A.04.151 Resident  
 RCW 42.12.010 Causes of vacancy

***Policy Type: Operational Governance Policies*****Regular Board Meetings/Special Board Meetings/Executive Sessions/Study Sessions****1. Regular**

The Board of Directors shall meet in the Board Room of the district's administration center as determined by the Board-approved annual calendar. Any schedule changes will be announced on the district web site and through notification of local media.

**Exceptions:**

- (a) an emergency exists and it is unsafe to meet in the place designated;
- (b) it is to be held at another location: notice of such change of location shall be made according to law and policy pertaining to special meetings. Regular meetings are open to the public; or
- (c) board quorum cannot be met.

**2. Special**

A majority of the Board of Directors or its presiding officer may call a special meeting for any time and at any place by following legal requirements for notice. Final disposition shall be limited to the business stated in the notice. Notices of a special meeting may be dispensed with if it has been called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage. Special meetings are open to the public.

**3. Adjourned**

The Board of Directors may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment or at the time and place of regular meetings, with notice given as required by law. An adjourned meeting shall become a regular or special meeting depending upon its original purpose. Adjourned regular and adjourned special meetings are open to the public.

***Policy Type: Operational Governance Policies***

4. Executive Sessions

The Board of Directors may hold executive sessions during a regular or special meeting for any of the following reasons:

- (a) National security;
- (b) Selection of a site or the acquisition of real estate by lease or purchase or minimum price at which real estate would be offered for sale or lease, when the board determines publicity regarding such consideration would cause a likelihood of increased/decreased price;
- (c) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;
- (d) Hearing complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing;
- (e) Conferring with legal counsel to discuss pending or contemplated litigation, settlement offers, or matters of a similarly sensitive nature;
- (f) Planning or adopting the strategy or position to be taken during the course of collective bargaining negotiations, grievance or mediation proceedings, or reviewing the proposals made in such negotiations or proceedings while in progress.
- (g) Other reasons as allowed by law.

These meetings are closed to the public. Any minutes or notes taken at these sessions may be withheld from the public.

5. Study Sessions

The board will meet in study sessions as determined by the Board approved annual calendar. No board vote will be taken at these meetings. Any schedule changes will be announced on the district web site and through notification of local media.

Study sessions provide the board an opportunity to study topics in-depth.

Study sessions may also be used as an opportunity to meet with selected groups and persons whose insights and opinions will be helpful to the Board. These meetings will be called linkage sessions.

6. Hearings

Quasi-judicial hearings required by statute or Washington Administrative Code to be held by the board to consider such matters as the discharge or non-renewal of an employee or expulsion or suspension of a student are not special or regular meetings within the meaning of this policy. All such hearings shall be conducted in the manner and upon such notice as provided by statute or rule and may be closed to the public if requested by the affected employee or student.

***Policy Type: Operational Governance Policies***

Adopted: XX.XX.XX

Legal References: RCW 28A.320 Provisions applicable to all districts  
RCW.28A.330.100 Additional powers of the Board  
RCW 28A.343.380 Directors – Meetings  
RCW 28A 42.30 Open Public Meetings Act  
RCW 42.30.110 Executive sessions  
RCW 42.30.140 Chapter controlling - Application

***Policy Type: Operational Governance Policies*****Quorum**

A majority of the members of the board present at a meeting shall constitute a quorum for the transaction of the business of a regular meeting. "Present" or "in attendance" is defined as either physically present or present via a telecommunication platform as described below. When a quorum of three are present at any meeting, it shall be the practice to defer to another meeting any action which lacks unanimous concurrence. Should there be less than three members of the board present at a regular meeting, a time for the adjourned meeting shall be set by the members present, and such adjourned meetings shall be deemed a regular meeting. Adequate notice of the adjourned meeting shall be given to the absentee members.

Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform—including videoconference or teleconference-- that provides, at a minimum, simultaneous aural communication between those present.

Adopted: XX.XX.XX

Legal References:	RCW 28A.320	Provisions applicable to all districts
	RCW.28A.330.100	Additional powers of the Board
	RCW 28A.343.390	Directors – Quorum
	RCW 28A 42.30	Open Public Meetings Act

**Policy Type: Operational Governance Policies****Board Organizational Meeting**

At the second regular meeting in January, the board shall elect from among its members a president and a vice president to serve one-year terms. Officers shall not be elected following the appointment of a director to fill a vacancy on the board unless a majority of the board is appointed. If a board member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the president and the vice president, the board shall elect a president pro tempore who shall perform the functions of the chair during the latter's absence. The superintendent shall act as board secretary. In order to provide a record of the proceedings of each meeting of the board, the superintendent shall appoint a recording secretary of the board.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the minutes of the previous meeting:

1. Welcome and introduction of newly-elected board members by the president.
2. Call for nominations for president to serve during the ensuing year.
3. Election of a president.
4. Assumption of office by the new president.
5. Call for nominations for vice president to serve during the ensuing year.
6. Election of a vice president.
7. Call for nominations for legislative representative.

Policies shall continue from year to year and board to board until and unless the board changes them.

Adopted: XX.XX.XX

Legal Reference: RCW 28A.330.010 Board President, Vice President, or President Pro Tempore – Secretary  
RCW 28A.330.020 Certain board elections, manner, and vote required – Selection of personnel, manner

## STRATEGIC PLAN CONNECTIONS TECHNOLOGY OPERATIONS AND INTEGRATION

November 18, 2019

### SITUATION

The Board will periodically receive updates on District programs and initiatives that support the overall goals of the LWSD Strategic Plan. Updates are designed to note specific areas of progress, provide more detailed information about current developments and items of interest, and allow the community to hear about work that supports the mission and vision of Lake Washington School District.

This agenda item also allows the Board to hear from District leaders and interact with them regarding the critical work of a specific department and/or area of responsibility. The topic to be presented at Monday's board meeting is: Technology.

### RECOMMENDATION

The Board of Directors receives periodic reports on connections to the Lake Washington School District 2019-22 Strategic Plan.