LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

Due to current social distancing precautions, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the district website. If you are unable to live stream the meeting, you may call (425) 936-2805 or (425) 936-2809/Conference ID: 471683 to listen to the meeting in alignment with the Governor's proclamation.

There will be no in-person public comment to ensure social distancing. All public comments should be submitted in writing to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting.

May 18, 2020

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

May 13, 2020

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 May 18, 2020 beginning at 5:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Due to current social distancing precautions, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the district website. If community members are unable to live stream the meeting, they may call (425) 936-2805 or (425) 936-2809/Conference ID: 471683 to listen to the meeting in alignment with the Governor's proclamation.
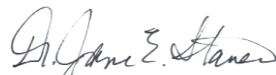
There will be no in-person public comment to ensure social distancing. All public comments should be submitted in writing to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting.

In addition, the board meeting schedule has been revised. Study sessions will be limited during this time and updates on the district closure will be provided during the regular board meetings. Board meetings in May will be held at 5:00 p.m. and held remotely

<u>Order of Business</u>

1. Convene, Roll Call

2. Approve Agenda

3. Public Comment

4. Program Update

5. Consent Agenda

6. Non-Consent Agenda

7. Superintendent Report

8. Board Member Comments

9. Adjourn

Sincerely,

Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center

May 18, 2020
The board meeting will be livestreamed and viewable on the district website. If you are unable to live stream the meeting, you may call (425) 936-2805 or (425) 936-2809/Conference ID: 471683

Action	Tab	Page

5:00 p.m.   **Convene, Roll Call**

Approve Agenda

Public Comment – *[only to be submitted in writing or phone message. There will be no in-person public comment to ensure social distancing due to the Coronavirus}*

Consent Agenda

	Tab	Page
▪ Minutes *{May 4 board meeting}*	1	1
▪ Human Resources Report	2	9
▪ Approval of Monitoring Report – Operational Expectations OE-12, Facilities	3	12
▪ Approval of Monitoring Report – Operational Expectations OE-13, Technology	4	13
▪ Instructional Materials Adoption	5	14
▪ Right of Way Dedication of Property – City of Kirkland Juanita High School Rebuild and Engage Project (Site 82) Resolution No. 2292	6	15

Non-Consent Agenda

	Tab	Page
▪ 2020-21 Debt Service Fund Budget Extension - Public Hearing and Adoption Resolution No. 2291	7	16

Public Hearing: You may provide oral comments for the public hearing by either calling (425) 936-2805 or (425) 936-2809/Conference ID: 471683 during the board meeting when the public hearing is opened and/or submitting your comments in writing to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting.

▪ Overview of Budget Process – Questions & Clarifications

▪ 2020-2025 Six Year Capital Facilities Plan – Questions & Clarifications

▪ Update on Juanita High School Fieldhouse Plan

Action	**Tab**	**Page**

- Overview of District Continuous Learning Plan as a requirement of Chapter 392-901 WAC and affirmed through Resolution No. 2290   8   17

  Emergency Waiver of School Days and Instructional Hours
  Office of Superintendent of Public Instruction
  Resolution No. 2290

- Update on District Textbook Adoption
  English Language Arts

- Preschool and Transition - Update on Remote Learning Plan

- Approval of Monitoring Report – Results   9   18
  Results 2, Academic Content, Knowledge, and Skills

Superintendent Report
- Remote Learning Update
  - Planning for 2020-21 School Year

Board Member Comments

Adjourn

Next Board Meetings: **June 1**
    5:00 p.m.   **Board Meeting** – *Location: Meeting held remotely*

    June 8
    5:00 p.m.   **Study Session** – *Location: Meeting held remotely*

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

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 4, 2020

The board meeting was called to order on May 4, 2020 by President Siri Bliesner at 5:00 p.m.

Due to current social distancing precautions because of the Coronavirus, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the district website. Viewers could call (425) 936-2805 or (425) 936-2809, Conference ID: 471683, to listen to the meeting in alignment with the Governor's proclamation.

There will be no in-person public comment to ensure social distancing. All public comments should be submitted in writing to djenkins@lwsd.org by 1:00 p.m. on the day of the board meeting.

Members present remotely: 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.

School board members read the following proclamations:

RECOGNITIONS

- *Teacher Appreciation Week – May 4-8, 2020; National Teacher Day – May 5, 2020*
- *School Nurse Day – May 6, 2020*
- *Arts in Education Month – May 2020*
- *School Nutrition Employee Week – May 4-8, 2020*

Mark Stuart moved to approve the consent agenda. Seconded by Chris Carlson.

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
May 4, 2020

Approves minutes of the April 20 board meeting.	<u>APPROVAL OF MINUTES</u>
Approves May 4, 2020 Human Resources Report.	APPROVAL OF HUMAN <u>RESOURCES REPORT</u>
Approves the monitoring report for OE-7, Asset Protection, as presented.	APPROVAL OF MONITORING REPORT <u>OE-7, ASSET PROTECTION</u>
Adopts Resolution No. 2286 delegating the authority to control, supervise, and regulate interschool activities to the Washington Interscholastic Activities Association for the 2020-2021 school year.	WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION ENROLLMENT, 2020 - 2021 <u>RESOLUTION NO. 2286</u>
Approves Resolution No. 2287 delegating responsibility for post season conference level play to the KingCo Conference.	DELEGATING AUTHORITY TO KINGCO CONFERENCE, 2020-2021 <u>RESOLUTION NO. 2287</u>
Approves Resolution No. 2288 authorizing the disposal of Portables No. 169A, 169B, 197A, 197B, 198, 199A, 199B, 327 at Juanita High School.	SURPLUS OF PROPERTY – PORTABLES <u>RESOLUTION NO. 2288</u>
Accepts the donations/grants as identified -	<u>DONATIONS</u>

Acceptance from Clara Barton Elementary PTSA to Clara Barton Elementary School in the amount of $19,735.00 to support classroom enrichment ($15,000.00) and professional development ($2,800.00); and purchase music equipment ($400.00), library books ($535.00) and recess equipment ($1,000.00).

Acceptance from Redmond Elementary PTSA to Redmond Elementary School in the amount of $1,000.20 to support outdoor education.

Acceptance from Environmental and Adventure School PTO to EAS in the amount of $17,150.00 to purchase student planners ($900.00) and composting equipment ($150.00); and support outdoor education ($15,100.00), community stewardship projects, and Wednesday electives ($1,000.00).

Acceptance from Rose Hill Middle School PTSA to Rose Hill Middle School in the amount of $2,200.00 to purchase ball pit.
TOTAL $40,085.20

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 4, 2020

APPLICATION FOR
EMERGENCY WAIVER OF
CREDIT-BASED
GRADUATION
REQUIREMENTS
CLASS OF 2020

and

COMPETENCY-BASED
CREDIT FOR CLASS OF
2020

Mike Van Orden, Associate Superintendent of Teaching and Learning Services, reviewed the application for emergency waiver of credit-based graduation requirements for the Class of 2020. The Washington State Board of Education (SBE) approved emergency rules on Wednesday, April 8 giving districts the authority to waive certain credit requirements for individual students in the class of 2020 who were on-track to graduate this school year (2019-20), and who were unable to complete required credits despite a good faith effort on the part of the district to help the student earn the credit. After a district has tried all other appropriate options to help a student receive credit, then an individual student may be allowed to waive subject area graduation requirements. The limit on number of credits waived is based on what a student was enrolled in or planning to reasonably complete by the end of the 2019-20 school year. Districts must first demonstrate a good faith effort to help individual students meet credit-based graduation requirements through other options and consult with students and guardians. Any waivers must be granted prior to the expiration of the program on July 31, 2020.

In order to be granted the waiver authority, districts must certify compliance with each of the following requirements. The district:

- has considered equity in applying for the waiver and will consider equity in administering the waiver. This may include, but is not limited to, an equity analysis, community outreach, or other means to assess and mitigate potential disparate impacts of this waiver.
- will grant waivers on an individual student basis to eligible students in accordance with WAC 180-111-040.
- will demonstrate a good faith effort, as defined in WAC 180-111-020, to help the individual student address credit deficiencies and meet core course requirements prior to granting a waiver.

Lake Washington's application for an emergency waiver was approved by the SBE on April 23. Though nothing in the emergency rules requires a board resolution, nor do boards have to pass a resolution to implement the emergency waiver

process, given the extraordinary step of waiving core course credits, the Washington State School Directors' Association (WSSDA) recommends that school boards approve a resolution authorizing the Superintendent to implement the emergency waiver in response to the COVID-19 school closures.

Mr. Van Orden continued and reviewed for competency-based credit for the Class of 2020. Providing competency-based crediting can play a role in supporting seniors who are at-risk of not graduating as a result of school closures in response to Coronavirus (COVID-19). There are multiple possible approaches to awarding credit. Competency-based credit can occur when a student has not passed or taken a course, but demonstrates competency by passing the corresponding state assessment or by taking a higher-level course in a clear sequence (for example passing Algebra II without taking Algebra). The use of competency -based crediting can also play a role in implementing the state emergency waiver program because it shows the good faith effort on the part of the district.

There are several seniors in our district who would benefit from competency-based credit during school closures. Two examples are included below.

Example 1: A student who is enrolled in Running Start. The student failed Geometry, second semester in 10th grade. The student is still working on a .5 credit recovery option for Geometry and the counselor is concerned that the student will not finish in time for graduation. The student took the Smarter Balanced Assessment (SBA) in math and passed with a Level 3. Providing competency credit will also allow the student to focus on spring quarter Running Start coursework.

Example 2: A student who moved to the United Stated from another country in the middle of 9th grade. Because of the difference in the school year calendar, the student did not complete the first semester of English 9 and is now working on recovering that credit. The student did pass the SBA for ELA and passed English 10. With the award of competency credit, the student could focus on his remaining courses.

The Washington State School Directors' Association (WSSDA) has developed model policies for competency credit and

recommends that school boards waive a first reading and move to second reading and adoption so that districts can award competency-based credit to this year's seniors. He responded to board members questions.

Chris Carlson moved to approve Resolution No. 2289 and grant the superintendent or designee authority to implement an emergency waiver program consistent with WAC 180-111 as the Superintendent or designee determines appropriate. Motion seconded by Mark Stuart.

Motion carried.

Eric Laliberte moved to waive a first reading and move to second reading and adoption of a competency-based credit amendment to Policy 2410P for the Class of 2020. Motion seconded by Chris Carlson.

Motion carried.

STRATEGIC PLAN
CONNECTIONS

Brian Buck, Director of Support Services, provided a facility update on Juanita High School which focused on the fieldhouse/pool upgrade. He reviewed the existing site plan and showed pictures of the new entry. He shared how they can make modifications to the fieldhouse to blend with the new exterior features. The first phase would be an exterior refurbishment to paint and partially clad the fieldhouse, replace the wood cornice, and add new signage. This work could begin in June. The estimated cost is $650,000; this would extend the life cycle of the exterior of the building. He showed renderings and addressed board members questions.

FACILITY UPDATE -
JUANITA HIGH SCHOOL

Dr. Stavem indicated that there would be further discussions regarding pool upgrades and interior renovations.

The board members requested additional information so this item will be discussed at the May 18 board meeting.

Barbara Posthumus, Associate Superintendent of Business and Support Services, provided an update on the Facility Advisory Committee (FAC). The purpose of the FAC committee is to make recommendations for future facility planning, informed by enrollment trends, community expectations and district programs. The superintendent and school board will consider these recommendations as it plans for future ballot measures. FAC is comprised of 33 members; 22 parents and community members, three city representatives, three teachers, four building administrators, and one central office administrators. Monthly meetings have been held from November through May. They have reviewed enrollment and capacity, growth, building conditions, and funding. FAC will develop preliminary and final recommendations; community feedback will be solicited following preliminary recommendations. FloAnalytics provided enrollment and building utilization forecasts.

FACILITY ADVISORY COMMITTEE

SUPERINTENDENT REPORT

Dr. Stavem provided an update on remote learning. The Office of Superintendent of Public Instruction (OSPI) has provided guidance surrounding grading. Feedback was solicited from families and students. Part of the guidance from OSPI is to do "no harm."

REMOTE LEARNING UPDATE

Mike Van Orden presented information on high school grading. He conveyed that a Secondary Grading Task Force was formed which included teachers, building and central office administrators, and the president of the Lake Washington Education Association.   In late April, OSPI released guidance on grading and noted that further clarifications would be coming. The Task Force was able to review OSPI guidelines, evaluation criteria, grading data survey results, and information from neighboring school districts. High school principals and superintendent cabinet reviewed this information. He reiterated the direction from OSPI: do "no harm," every student will have opportunity to raise their grade, no student will receive a "pass/fail" or "no credit," every class taken during the closure will have a COVID designation on the transcript; all students will be given an opportunity to engage in learning to maintain or improve essential standards; and teachers will assign grades

or assign an "incomplete" for students who cannot engage in an equitable way. He reviewed the survey results of staff, parents, and students. He reviewed the demographics of students with no connection which puts them at a disadvantage - 27% of students receiving free and reduce lunch; 26% of Black/African American students; 19% of Hispanic/Latino, and 19% of special education students.   At the end of each week, teachers are tracking students who are not participating in remote learning. This information will be used to help reach out to students and families who may need additional support. He reviewed grade distribution for second semester wherein 55% of students were receiving an A. He highlighted the grading systems to be used by neighboring school districts. Bellevue, Mercer Island, Riverview, and Seattle will be using an "A/I" grading system. He shared comments made by students about the impact this closure on has on them.

Mr. Van Orden continued and related that one letter grade drop could impact students getting into college, obtaining scholarships etc. Our students could be at a disadvantage if other school districts are using a different grading system. No student would be harmed if students received either an A or I for the events outside their control. This will allow students to maintain their grades.

Chris Carlson appreciated the thoughtfulness of the discussion and felt it was the right decision to make. Mark Stuart felt that students should not be penalized for these circumstances.

Eric Laliberte noted that the equity lens is a priority of the board and appreciated the depth of the discussion surrounding grades and the impact on students. Cassandra Sage noted that this is what is best for students and appreciated the data provided.

Dale Cote, Director of Secondary Education provided an update on graduation activities. He is working with principals, CLT members, and vendors to create a virtual graduation. Schools will develop programs and processes to distribute caps and gowns. Principals will be working with student leadership, clubs, and other groups to get input.

Tim Krieger, Director of Data, Research, and Accountability,
provided an overview of data available for remote learning.

Mark Stuart requested an update on the relocation of the
Transition Academy.

BOARD MEMBER
COMMENTS

The board convened into executive session for 30 minutes at
7:30 p.m. to discuss potential litigation and reconvened at
6:50 p.m.

EXECUTIVE SESSION

Chris Carlson moved to adjourn. Seconded by Mark Stuart.

ADJOURNMENT

Motion carried.

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

_____
Siri Bliesner, President

_____
Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report
May 18, 2020

NEW PERSONNEL

Name	Position	Location	Salary/Rate	Start Date	Reason
Aliamus, Riley	Instructional Assist	Lakeview Elem	$19.42	11/26/19	Repl. P. Liaw
Bater, Vincent	Custodian	Audubon Elem	$24.68	12/23/19	Repl. N. Buric
Belknap, Christina P3	Teacher	SpEd Pool	C-0	08/24/20	Budgeted
Bhattacharjee, Jumi	Instructional Assist/School Office Prof	Rush Elem	$19.42/$25.88	12/02/19	Budgeted
Bolding, Olivia NC	Teacher	SpEd Pool	A-0	08/24/20	Budgeted
Brewer, Stephanie NC	Teacher	Evergreen MS	A-0	08/24/20	Budgeted
Broman, Jason P3	Teacher	Northstar	C-0	08/24/20	Repl. R. Herold
Chesterfield, Sara P3	Teacher	SpEd Pool	A-0	08/24/20	Budgeted
Dunbar, Kayla NC	Teacher	Mann Elem	A-2	08/24/20	Leave Replacement
Eason, Kaitlyn	Sp Ed Para Ed/Instructional Assist	Lakeview Elem	$22.50/$19.42	12/09/19	Budgeted
Elston, Lindsay NC	Teacher	Rose Hill MS	C-0	08/24/20	Repl. L. Savio
Fernandes, Clara	Instructional Assist	Juanita Elem	$19.42	09/27/19	Repl. E. Drink
Getzinger, Sarah NC	Teacher	Rose Hill Elem	C-2	08/24/20	Repl. S. Getzinger
Gorski, Emma P3	Teacher	SpEd Pool	C-0	08/24/20	Budgeted
Hartman, Julia	Special Ed Para Ed	Keller Elem	$22.50	12/20/19	Budgeted
Hecker, Nicholas NC	.6 Teacher	Evergreen MS	A-0	08/24/20	Budgeted
Hill, Kevin NC	Teacher	SpEd Pool	B-3	08/24/20	Budgeted
Huffman, Carla NC	Teacher	Lake Washington HS	C-0	08/24/20	Budgeted
Javadzadeh, Maryam	Special Ed Para Ed	Keller Elem	$22.50	10/21/19	Budgeted
Kaushal, Sadhna	Special Ed Para Ed	Rose Hill MS	$22.50	12/10/19	Repl. S. Cook
Keo, Savy	Custodian	Redmond Elem	$24.68	12/23/19	Repl. J. Medellin Flores
Larson, Taylor P3	Teacher	SpEd Pool	A-0	08/24/20	Budgeted
Lee, Jade P3	Teacher	Redmond HS	C-0	08/24/20	Repl. Y. Rivers
Lindberg, Faith	Sp Ed Para Ed/Instructional Assist	Baker Elem	22.50/19.42	11/06/19	Budgeted
Lux, Gregory	Head Custodian I	Redmond Elem	$26.07	12/16/19	Repl. A. Marin
Martinez Rodriguez, Maria	Custodian	Int'l Community	$24.68	12/23/19	Repl. J. Padilla
Mayo, Gretchen	Special Ed Para Ed	Baker Elem	$22.50	11/27/19	Budgeted
Neiderhausern, Natalie	Instructional Assist	Mann Elem	$19.42	11/25/19	Budgeted

Human Resources Board Report
May 18, 2020

Lake Washington School District

NEW PERSONNEL - Con't

Name	Position	Location	Salary/Rate	Start Date	Reason
Ngo, Vincent	Instructional Assist	Redmond HS	$19.42	12/16/19	Repl. C. Braden
Patel, Poonam	Special Ed Para Ed	Parks Elem	$22.50	10/14/19	Repl. M. Bagby
Perez Cota, Jessica NC	Teacher	Lake Washington HS	A-0	08/24/20	Repl. S. Callen
Radcliffe, Derik	Instructional Assist/Sp Ed Para Ed	Lake Washington HS	$19.42/$22.50	12/02/19	Repl. A. Bateman
Riley, Megan	Special Ed Para Ed	Keller Elem	$22.50	10/14/19	Budgeted
Rosco, Russell NC	.8 Teacher	Juanita Elem	D-16	08/24/20	Repl R. Rosco
Rousseau, Micheal	Custodian	Dickinson Elem	$24.68	12/13/19	Repl. V. Correa Colorado
Wacker, Kimberly NC	Teacher	Lake Washington HS	C-4	08/24/20	Repl. K. Wacker

RETIREMENTS/RESIGNATIONS/TERMINATIONS

Name	Position	Location	Start	Effective Date	Reason
Bowler, Clinton	Head Custodian I	Kirk Elem	11/19/01	06/30/20	Retirement
Brodskaia, Liubov	Instructional Assist	Keller Elem	08/28/19	06/30/20	Resignation
Brown, Jessica	Teacher	Inglewood MS	08/27/18	06/30/20	Resignation
Chapel, Emily	Teacher	Redmond HS	08/28/17	06/30/20	Resignation
Cranson, Cheryl	Librarian	Kirk Elem	09/02/82	06/30/20	Retirement
Eichelkraut, Minnie	Teacher	Barton Elem	08/25/15	06/30/20	Resignation
Ferguson, Melissa	Special Ed Para Ed	LOA	09/02/14	06/30/20	Resignation
Gatbunton, Janette	Secretary	Kirkland MS	03/30/92	08/31/20	Retirement
Getzinger, Sarah	Teacher	Rose Hill Elem	11/19/15	06/30/20	Resignation
Gornall, Kerry	Teacher	Twain Elem	08/26/19	06/30/20	Resignation
Hart, Janet	Teacher	Juanita HS	09/03/91	06/30/20	.2 Resignation
Hinrichs, Carol	Counselor	Kirkland MS	08/31/89	06/30/20	Resignation
Holder, April	Teacher	Bell Elem	03/14/03	06/30/20	Resignation
Karczeski, Rosanna	Special Ed Para Ed	LOA	11/30/15	06/30/20	Resignation
Korenovsky, Nicole	Special Ed Para Ed	Rush Elem	10/01/18	06/30/20	Resignation
Lassinger, Patricia	Teacher	Barton Elem	08/27/18	06/30/20	Resignation
Loux, Christopher	Teacher	Bell Elem	08/26/19	06/30/20	Resignation
Morua, Amy	Teacher	Baker Elem	08/24/15	06/30/20	Resignation

Human Resources Board Report
May 18, 2020

Lake Washington
School District

RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

Name	Position	Location	Start	Effective Date	Reason
Parrott, Kristin	Teacher	Dickinson Elem	04/25/17	06/30/20	Resignation
Pfaff, Nancy	Teacher	Wilder Elem	09/03/87	06/30/20	Retirement
Rosco, Russell	Teacher	Juanita Elem	08/28/19	06/30/20	Resignation
Snow, Tessa	Teacher	Redmond HS	08/26/19	06/30/20	Resignation
Strom, Daniel	Teacher	Eastlake HS	08/29/85	06/30/20	Retirement
Swanson, Eric	Teacher	Timberline MS	08/29/16	06/30/20	Resignation
Ubben, Athena	Sign Language Para Ed	Transition Academy	09/04/17	06/30/20	Resignation
Wacker, Kimberly	Teacher	Lake Washington HS	08/30/17	06/30/20	Resignation
Woodgate, Mary	Teacher	Inglewood MS	04/13/17	06/30/20	Resignation
Yem, Nancy	Instructional Assist	Stella Schola	11/19/15	06/30/20	Resignation
Yuasa, Kerry	Instructional Assist	Community School	08/27/08	06/30/20	Retirement
Zins, Janet	Instructional Assist	Discovery	09/05/95	08/31/20	Retirement

CHANGE OF CONTRACTUAL STATUS

Name	Location	Change	Effective Date
Ahmadi, Julia	Inglewood MS	0.6 NC to 0.6 P3	08/24/20
Covington, Chase	Tesla STEM HS	0.5 NC to 1.0 P3	08/24/20
Holzer, Allison	Bell Elem	0.5 C to 1.0 C	04/29/20
Kosanke, Kevin	Inglewood MS	1.0 NC to 0.8 NC	08/24/20
Mathews, Joanne	Special Services	0.8 C to 1.0 C	08/24/20

CHANGE OF POSITION

Name	Old Position	New Position	Effective Date	Reason	New Salary
Hannah, Linda	Admin Prof III	Acct Tech III	01/06/20	Repl. C. Simpson	$27.05
Livingston, Gayle	Associate Principal	.9 Principal	05/01/20	Repl. J. Joss	$151,545
Spier, Elizabeth	Teacher	Associate Principal	05/01/20	Repl. G. Livingston	$138,270

APPROVAL OF MONITORING REPORT
OE-12, FACILITIES

May 18, 2020

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GC-6, Annual Work Plan. OE-12, Facilities, is now being presented for approval.

It should be noted that this is being submitted is accordance with the newly revised board policy governance process. Operational Expectations (OE) were formerly known as Executive Limitations (EL).

RECOMMENDATION

The Board of Directors approves the monitoring report for OE-12, Facilities, as presented.

OE-12 Monitoring Report
Facilities
Lake Washington School District
May 18, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY

OE-12 Facilities

	Reasonable Interpretation and Indicators (RI)	May 18, 2020	Date
X	Monitoring Report		Date for re-monitoring

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy, OE 12, Facilities, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

_____   Has reasonably interpreted the Board's values
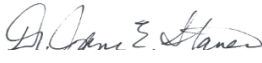
__X__   Is compliant

_____   Is compliant with the exceptions noted

_____   Is non-compliant

Executive Summary:

This report evaluates nine sections of the OE-12 Facilities policy for compliance. All of the nine sections of the policy are designated as in compliance when aligning the indicators with the evidence. It should be noted that for next year, some of the policy language and indicators may benefit from revisions to continue moving toward a narrow focus for evidence of compliance and reducing the amount of "process" language that has historically been part of the monitoring reports for LWSD.

Signed: _____ *[signature]* _____   Date: __May 18, 2020__
                              Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy, OE-12, Facilities, 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-12: FACILITIES

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

Superintendent Interpretation:
I interpret this to mean that District-owned or leased spaces properly accommodate the educational programs and administrative support necessary to accomplish the Board's Results and Operational Expectations policies.

The Superintendent will:

12.1 Develop and execute a facility plan that establishes priorities for construction, renovation and maintenance projects that:
   a. **Assigns highest priority to the correction of unsafe conditions;**
   b. **Includes maintenance costs as necessary to enable facilities to reach their intended life cycles;**
   c. **Plans for and schedules preventive maintenance;**
   d. **Plans for and schedules system replacement when new schools open, schools are renovated, or systems replaced;**
   e. **Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization.**
   f. **Ensure that facility planning and design decisions appropriately consider environmental impacts, include eco-efficiency and sustainability.**

Superintendent Interpretation:
I interpret this to mean that the District will maintain a five-year or longer plan for District facilities construction, renovation, and maintenance and for facility addition or reduction that incorporates items A-F above. This plan will also incorporate assumptions regarding capital needs required to accomplish Board Results policies along with projected costs and recommended funding sources. The district will have an Asset Preservation Program and life-cycle system replacement planning.

Indicators of Compliance:	In Compliance	Not In Compliance
– The annual Six-Year Capital Facilities Plan incorporates current projected capital needs for the next six years. – A State Study and Survey is completed by a certified third party every six years and is required as part of OSPI's School Construction Assistance Program. – Annual building condition assessments are conducted by a certified third-party evaluator. The assessment is a systematic rating of common building components. Building Condition Assessment (BCA) scores are to be in alignment with OSPI's published Building Condition Standard. – A 30-year deferred maintenance schedule will be updated annually to reflect annual building condition assessments and recently performed capital work. – Schools are designed and constructed in accordance to the Washington Sustainable School Design Protocol or a LEED Silver Standard.	X	

Evidence of Compliance:

- The 2018-2019 Six-Year Capital Facilities Plan was presented to and approved by the Board on June 10, 2019. This Board Approved CFP was presented to the King County School Technical Review Committee (STRC) on June 13, 2019.
- State Study and Survey which is required was received by OSPI on November 19, 2014; the next Study and Survey is scheduled for completion in November 2020.
- The BCA report and scores for all buildings that are part of the Asset Preservation Program (APP) was presented to the Board on March 30, 2020. Annual evaluations of all buildings provide regular feedback on the condition of the district's buildings and help ensure buildings do not drop below OSPI's published Building Condition Standard.
- The 30-year deferred maintained schedule is updated annually and is available in Support Services.
- The following schools have been designed and have been or will be constructed in accordance with Washington Sustainable Schools Protocol (WSSP):
    - Kirk Elementary School (opened Fall 2019)
    - Mead Elementary School (opened Fall 2019)
    - Juanita High School (Phase I opened Fall 2019; Phase II to open Fall 2020)
    - Lake Washington High School Addition (classroom addition to open fall 2020; gym addition to open fall 2021)
- The following schools were not required to complete all aspects of WSSP, but were designed in alignment with the intent of the WSSP:
    - Baker Elementary School (opened in 2018)
    - Barton Elementary School (opened in 2018)
    - Timberline Middle School (opened in 2019)

Board Findings:	In Compliance	Not In Compliance

The Superintendent will:		
12.2 Project life-cycle costs as capital decisions are made.		
Superintendent Interpretation: I interpret this to mean that the District will incorporate the need for maintenance and replacement of existing facilities and equipment when making annual capital funding decisions.		

Indicators of Compliance:	In Compliance	Not In Compliance
— The 30-year deferred maintenance schedule referenced above helps to identify near-term and long-term capital projects and follows a priority system of scheduling of and funding for work: o Promote safe and healthy schools for students, staff, and community. o Create environments that are conducive to student learning. o Institute life-cycle maintenance for buildings and equipment to maximize useful life. o Save energy, resources, and money. o Site needs which positively impact community engagement and enable schools to be centers of the community. o Identify other needs as designated by the site administrator and/or Facilities/Maintenance Department personnel. — The Facilities/Maintenance Department will maintain and follow a procedure which establishes priorities for the day-to-day and long-term maintenance of buildings and related equipment. These items are included in the operating budget of the operations department and will not be included in the Deferred Maintenance Plan.	**X**	

Evidence of Compliance:
- Near-term and long-term capital projects are developed, designed, and constructed throughout each school year. The 2018-19 capital work consisted of 109 projects performed in accordance with the noted prioritized system and categorized as follows:
    - Building Systems & Improvements: 39 projects
        - Envelope/Roofing – 12
        - Electrical/Lighting – 7
        - Flooring – 5
        - HVAC/Mechanical – 7
        - Systems & Assessments – 2
        - Other - 6
    - Code Compliance, Health & Safety: 23 projects
        - ADA Upgrades – 3
        - Safety & Security – 12
        - Systems & Controls - 8
    - School & Program Improvements: 23 Projects
        - Capacity/Classroom Conversions – 10
        - Modular Classrooms (Portables) – 6
        - Program Improvements – 3
        - Play Area Upgrades – 2
        - Other – 2
    - Athletic Fields & Site Improvements: 24 Projects
        - Hardscapes & Paving – 5
        - Stadiums, Fields & Tracks – 7
        - Traffic Improvements – 8
        - Other – 4
- All reported or discovered unsafe conditions have been corrected.
- Preventive maintenance plans are updated on an annual basis and carried out by custodial services and maintenance staff.

Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

12.3 Assure that facilities are safe, clean and properly maintained.

Superintendent Interpretation:

I interpret this to mean that District facilities will be maintained in a manner that is considered "clean" by staff assessment and "sanitary and safe" by regulatory agencies including Washington Office of Superintendent of Public Instruction (OSPI), King County Department of Health, and the local fire departments.

Indicators of Compliance:	In Compliance	Not In Compliance
– Annual facilities inspections/evaluations will be conducted. Report of Annual APP evaluation and Building Condition Assessment. – Number of preventive maintenance (PM) work requests and number of work orders completed each year. – Documented schedules for cleaning, maintenance and assessment are maintained.	**X**	

Evidence of Compliance:

- The BCA report and scores for all buildings that are part of the Asset Preservation Program (APP) was presented to the Board on March 30, 2020.
- In 2018-2019:
    - 5,082 preventive maintenance (PM) work requests were completed.
    - 17,225 new work orders were received.
    - 16,998 work orders were resolved.
- The Remote Operations Center (ROC) monitors critical mechanical equipment throughout the district via the building automation systems and 69% of thermal comfort issues and mechanical equipment alarms were resolved remotely without the need to involve a LWSD technician.
- Facilities and operational standards and levels of service have been established that support consistent healthy learning and working environments. Documented schedules for cleaning and maintenance are housed at maintenance and operations. Supervisors verify that work is completed through periodic reviews and inspections. Standards and levels of service are periodically reviewed and updated as needed.

Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

12.4 Consistently administer facilities use delineating:

   a.   permitted uses;

   b.   the applicable fee structure that is fair and reasonable;

   c.   clear user expectations, including behavior, clean-up, security, insurance, and damage repair;

   d.   consequences and enforcement procedures for public users who fail to follow the established rules.

   e.   the ability of the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

Superintendent Interpretation:

I interpret this to mean that the District will encourage the use of District-owned facilities by outside groups and will administer their use according to items A-E above.

Indicators of Compliance:	In Compliance	Not In Compliance
– The website and associated forms clearly delineate the permitted uses, fee structure, and user expectations. – District and site staff have established protocols for appropriate custodial support for facility use after-hours and weekends.	X	

Evidence of Compliance:

- The district's Building Use website https://www.lwsd.org/util-community/building-use provides information on community use of district facilities including policies, guidelines on permissible use, user group classifications and related fee structures, and expectations of community members using district buildings.
- The website also provides guidance on how to apply for use of a building, contains an extensive FAQ section for visitors with specific questions, links to the district's printable guide, Guidelines and Procedures for Use of School District Facilities, and user expectations.
- Building administrators make the determination for appropriate custodial support for after-hours/weekend use. Procedures are in place in the custodial office to assign requested work to custodial staff. Community users provide reimbursement for necessary custodial support.

Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

12.5 Encourage and promote use of school property to community organizations and partners.

Superintendent Interpretation:

I interpret this to mean that the public can utilize district facilities as specified in policy when they are not being used for education purposes whenever possible.

Indicator of Compliance:	In Compliance	Not In Compliance
– Information regarding public use of school property is easily available and clearly understandable.	X	

Evidence of Compliance:

- The district's website https://www.lwsd.org/util-community/building-use provides information on community use of district facilities including policies, guidelines on permissible use, user group classifications and related fee structures, and expectations of community members using district buildings.
- There have been no formal complaints that result from lack of accessibility to or information about the use of district facilities.

Board Findings:	In Compliance	Not In Compliance

The Superintendent may not – without Board approval:

12.6 Build or undertake major renovations of buildings.

Superintendent Interpretation:

I interpret this to mean that the District will require Board approval prior to constructing a building, adding square footage to a building or remodeling a building to the extent that it changes its use as follows:

- Grades served in the building
- Changing the primary use of a cafeteria, multi-purpose room, commons areas, gymnasium, and auditoriums

Indicator of Compliance:	In Compliance	Not In Compliance
— No construction projects or major renovations have occurred outside of the approved work of the Board.	**X**	

Evidence of Compliance:

- In the 2018-2019 school year, the following actions were brought before the board for approval:

Date	Site	Resolution No.	Action
9/17/2018	31	N/A	GC/CM Construction Change Order No. 2 Ella Baker Elementary School (Site 31)
9/17/2018	58	N/A	GC/CM Contract Amendment No. 4 Guaranteed Maximum Price (GMP) Margaret Mead Elementary School Rebuild and Enlarge Project (Site 58)
9/17/2018	9	N/A	GC/CM Contract Amendment No. 4 Guaranteed Maximum Price (GMP) Peter Kirk Elementary School Rebuild and Enlarge Project (Site 09)
10/15/2018	31	N/A	GC/CM Construction Change Order No. 3 Ella Baker Elementary School (Site 31)
1/14/2019	99	2261	Sale of District Property - Real Estate Fall City Road (Site 99), Resolution No. 2261
2/19/2019	27	2262	Sale of District Property - Real Estate Rose Hill Property (Site 27) Resolution No. 2262
3/4/2019	31	N/A	GC/CM Construction Change Order No. 4 Ella Baker Elementary School (Site 31)
5/6/2019	09 58	2267	Surplus of Property - Portables Resolution No. 2267
5/6/2019	72	N/A	GC/CM Construction Change Order No. 2 Timberline Middle School (Site 72)
5/6/2019	84 16 15 14 52	2269	Authorizing Use of Alternative Public Works General Contractor/Construction Manager (GC/CM) Resolution No. 2269
5/20/2019	84	2271	Authorization to Proceed with Initial Construction Lake Washington High School Addition (Site 84)

6/24/2019	84	N/A	GC/CM Contract Amendment No. 2 Lake Washington High School Addition Project (Site 84)
8/12/2019	84	N/A	GC/CM Contract Amendment No. 3 Lake Washington High School Addition Project (Site 84)
8/12/2019	72	N/A	GC/CM Construction Change Order No. 3 Timberline Middle School (Site 72)
8/12/2019	9	2275	Right of Way Dedication of Property - City of Kirkland Peter Kirk Elementary School Rebuild & Enlarge Project (Site 09) Resolution No. 2275
8/12/2019	27	2276	Sale of District Property - Real Estate Rose Hill Property (Site 27) Resolution No. 2276
8/26/2019	84	2277	Intent to Complete Lake Washington High School Addition Project (Site 84) Resolution No. 2277
8/26/2019	84	2278	OSPI D-5 Racial Balance Compliance Lake Washington High School Addition Project (Site 84) Resolution No. 2278
8/26/2019	84	2279	Educational Specification Approval Lake Washington High School Addition Project (Site 84) Resolution No. 2279

Board Findings:	In Compliance	Not In Compliance

The Superintendent may not – without Board approval:		
12.7 Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.		

Superintendent Interpretation:

I interpret this to mean that when recommending a land acquisition to the Board of Directors, the District will fully research and understand the need, cost, risks, and District impact. Land may not be acquired without Board approval.

Indicator of Compliance:	In Compliance	Not In Compliance
— The Superintendent will not acquire land without Board approval.	X	

Evidence of Compliance:

- There were no land acquisitions in the 2018-19 school year.
- There were no proposals brought to the Board that were required to have analysis and research conducted.

Board Findings:	In Compliance	Not In Compliance

The Superintendent may not – without Board approval:		
12.8 Authorize construction schedules and change orders that deviate significantly from previously approved plans and budget parameters, including increased cost or reduced quality.		

Superintendent Interpretation:

I interpret this to mean that the District will complete capital projects according to the contract specifications and bring to the Board for approval contract changes that increase the length of a project or has a fiscal impact.

Indicators of Compliance:	In Compliance	Not In Compliance
— Construction schedules will be communicated, and the board will be informed of substantial changes to project schedules.		
— Construction projects will be completed within the funds allocated. In addition, construction projects will be completed within District bid specifications, including time frame and budget.	**x**	
— Change orders will be presented to the Board for approval.		

Evidence of Compliance:

The School Board received construction updates at the following board meetings:
- May 20, 2019
- June 10, 2019
- Sep. 23, 2019
- Feb. 10, 2020
- May 4, 2020

The School Board received construction updates at the following study sessions:
- June 24, 2019
- Sep. 9, 2019
- Jan. 25, 2020 study sessions
- Construction will be completed within the bid specifications and funds allocated. Change orders will be presented to the Board.
- The Board was apprised of the required delay in the Old Redmond Schoolhouse project in May 2019. Recommended project changes and costs were shared at the June 24, 2019 study session.
- The following chart shows as of August 2019, the opening status of all major construction projects in comparison to the original schedule. The timeline for Juanita High School was accelerated one full year due to efficiencies recognized by the district and design/contacting team in the phasing and sequence of construction:

Major Construction Projects	Original Scheduled Opening	Revised Scheduled Opening
Lake Washington High School Addition		
Classroom Addition	2020	2020
Commons Expansion	2021	2020
Gym Addition	2021	2021
Elementary School Classroom Additions		
Carson Elementary School	2022	2022
Franklin Elementary School	2021	2021
Rose Hill Elementary School	2021	2021
Twain Elementary School	2021	2021
Elementary School Core Space Expansions (pending feasibility)		
Carson Elementary School	2023	2023
Franklin Elementary School	2022	2022
Rose Hill Elementary School	2022	2022
Twain Elementary School	2022	2022
Juanita High School	2021	2020
Timberline Middle School	2019	2019
Baker Elementary School	2018	2018
Barton Elementary School	2018	2018
Kirk Elementary School	2019	2019
Mead Elementary School	2019	2019
Old Redmond School House	2019	2020
Explorer Modular Replacement	2017	2017

- Budget parameters are initially determined prior to the capital bond or levy that funds identified projects. Each measure establishes a program budget, in which there are multiple projects. Project budgets are closely monitored with reports submitted to senior management to help ensure adherence to the set project budget. If additional budget beyond that which was initially established is needed,

senior management approval is required to adjust the budget and/or allocate from project contingencies. Deviation from initial budget parameters can occur. Some reasons for such deviation include: unforeseen circumstances; changes in codes and regulations; and changes in scope, programming, and/or project timing.

- Major Construction Projects are funded from 2016 Bond proceeds, impact fees and expected state construction assistance funds. Project expenditures are within allocated funds.
- Construction change orders are modifications to the original project scope of work that are agreed upon by owner, architect, contractor. Reasons for change orders include: design coordination issues; regulatory agency requirements; unforeseen conditions; owner requested changes; allowance adjustments; and bid results. A change order rate greater than fifteen (15) percent would be considered a significant deviation from the intended project.
    - As detailed above in section 12.6, the following change orders were presented to the Board for approval in 2018-19:
        - GC/CM Construction Change Order No. 2 for Ella Baker Elementary School (Site 31) on September 17, 2018.
        - GC/CM Construction Change Order No. 3 for Ella Baker Elementary School (Site 31) on October 15, 2018.
        - GC/CM Construction Change Order No. 4 for Ella Baker Elementary School (Site 31) on March 4, 2019.
        - GC/CM Construction Change Order No. 2 for Timberline Middle School (Site 72) on May 6, 2019.
        - GC/CM Construction Change Order No. 3 for Timberline Middle School (Site 72) on August 12, 2019.

Board Findings:	In Compliance	Not In Compliance

The Superintendent may not – without Board approval:

12.9 Acquire, encumber, or dispose of real property.

Superintendent Interpretation:

I interpret this to mean that the District will bring to the Board for approval before buying, selling, granting non-utility easements or legally changing ownership of existing District property.

Indicator of Compliance:	In Compliance	Not In Compliance
– The Superintendent will not acquire, encumber, or dispose of real property without Board approval.	X	

Evidence of Compliance:

- The Board was notified of potential property acquisitions and all appropriate information was brought for consideration.
- No real property was acquired in the 2018-19 school year.
- No non-utility easements (encumbrances) were granted in the 2018-19 school year.
- Purchase and Sale Agreements were executed for two real properties in the 2018-19 school year:
    - "Sale of District Property - Real Estate Fall City Road (Site 99), Resolution No. 2261"
    - "Sale of District Property - Real Estate Rose Hill Property (Site 27)
        - Resolution No. 2262
        - Resolution No. 2276

Board Findings:	In Compliance	Not In Compliance

Appendix A: <u>Asset Preservation Program (APP)</u>

Support Services annually assesses permanent buildings identified by the State for Asset Preservation Program (APP) tracking. Districts are required to assess any building that received State Construction Funding Assistance after 1993. The annual evaluation can be done by trained in-house staff with every sixth year requiring verification by a third-party evaluator. The APP is an additional and unfunded state-required planning tool (replacing the former "2% Rule"). Building scores will determine whether a proposed project will receive the intended eligible State Construction Funding Assistance or a percentage of the intended amount based on the condition rating of the existing building.

The state implementation of the system began in 2009-2010 school year. In response to APP, Lake Washington's Board of Directors adopted an APP policy in March 2009. Subsequently, a district procedure and program have been developed along with the alignment of the plan with the State Study and Survey. The district began to implement APP building condition assessments in 2010-2011. Though not required, the district assessed and continues to assess and track all permanent buildings, including non-APP buildings. This more universal approach helps ensure appropriate care for all buildings and integrates planning strategies across all district facilities.

The State introduced the Joint Legislative Audit & Review Committee's automated building inventory system (known as the Inventory and Condition of Schools, or ICOS) in 2010-2011 as the database system to capture facilities information from all school districts across the State. In 2010-2011, district staff worked with OSPI Facilities staff to plan the implementation of this database tool in 2011-2012 in our district and then to separately augment it into a database that will be the basis for ongoing life-cycle planning for the district and the in-take for the APP program.

Since its implementation in 2011-2012, the district has utilized a third-party vendor to conduct the Building Condition Assessment (BCA) for all permanent school facilities and uploaded the data into ICOS. Beginning in 2014, the district expanded the program to annually assess the entire portable classroom inventory as well.

To be eligible for future SCAP funding, building in the APP program must have a Building Condition Assessment score of at least 62% (rated Fair; see below) 30 years after the building is approved by the district's Board of Directors.

Description	Score Range	Maintenance
Excellent	95% to 100%	Preventative
Good	85% to 94%	Routine
Fair	62% to 84%	Minor
Poor	30% to 61%	Major
Unsatisfactory	0% to 29%	Replacement

The OSPI rating system is designed so that a school condition assessment score will reduce over time, even if the school is properly maintained.

OSPI uses the Uniformat system for the Building Condition Assessments. The assessment looks at 19 major systems such as foundations, interior finishes, roofing, mechanical, electrical, and furnishings. Within the 19 major systems there are approximately 58 subcategories that are individually scored during the assessments. The aggregate score for a building is made up from the individual sub-categories, but certain systems are given more weight in the scoring process.

In general, a school's score should go from 100% at new construction to approximately 62% or "Fair" at the 30-year mark. The expectation of a rating of 62% or "Fair" is the expectation even for well-maintained buildings.

Appendix B: <u>Inspection of Vital Systems</u>

Periodic inspections are completed in order to ensure the safe, continued operation of vital systems (those that impact human safety or are essential for a building) and compliance. The district utilizes both in-house staff and outside vendors in conducting inspections. Site and building systems inspected include:

Inspectors	Systems Inspected
Facilities Supervisors or Consultants	Asset Preservation Program building condition evaluations for five of the six-year cycle. The sixth-year evaluation must be conducted by a certified third party (i.e. another school district or consultants)
Custodians	Playgrounds, sites/walkways, fire extinguishers, moveable walls/curtains, asbestos, toilet fixtures, faucets/bubblers, generators, HVAC air filters, portable ramps, interior/exterior lighting, indoor environmental concerns.
Trades	Water flushing systems, HVAC controls and equipment, intercom systems, bleachers, generators, roofs and gutters, irrigation systems, playground surfacing and equipment, pavement/concrete walks, and tree health/risk.
Vendors	Fire alarm systems, fire sprinkler systems, intrusion alarm systems, drinking water backflow devices, elevators, fire extinguishers, boiler/pressure vessels, kitchen fire suppression/hoods/grease traps, operable walls, bleachers/grandstands, asbestos, oil separators, sewer lift stations, science lab acid neutralization tanks, surface water management, water quality. Specialty (expert) assessments and surveys (e.g. roofing or playfield surveys).

APPROVAL OF MONITORING REPORT
OE-13, TECHNOLOGY

May 18, 2020

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GC-6, Annual Work Plan. OE-13, Technology, is now being presented for approval.

It should be noted that this is being submitted is accordance with the newly revised board policy governance process. Operational Expectations (OE) were formerly known as Executive Limitations (EL).

RECOMMENDATION

The Board of Directors approves the monitoring report for OE-13, Technology, as presented.

OE-13 Monitoring Report
Technology
May 18, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY
OE-13 Technology

_____	Reasonable Interpretation and Indicators (RI)	_May 18, 2020_	Date
__X__	Monitoring Report	_____	Date for Remonitoring

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy, OE-13, Technology, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

_____   Has reasonably interpreted the Board's values
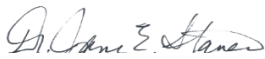
__x__   Is compliant

_____   Is compliant with the exceptions noted

_____   Is non-compliant

Executive Summary:

This report evaluates the four sections of the OE-13 Technology policy for compliance. Of the four sections of the policy, the evidence provided aligns with the indicators and all areas are designated as in compliance. Evidence is provided regarding the district's comprehensive technology plan, the maintenance of a safe and secure network and infrastructure, appropriate use and transmission of data, and compliance with policies for acceptable use of District network and hardware. For next year, some of the policy language and indicators may benefit from additional revisions to narrow the focus for evidence of compliance.

Signed: _____   Date: _May 18, 2020_____
                    Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy, OE-13, Technology, 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-13: TECHNOLOGY

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

Superintendent Interpretation:

I interpret technology systems to be all the components required for the successful implementation of the student, staff, and business technology programs.

I interpret applications to be the software and web applications needed to accomplish the district's goals and requirements.

The Superintendent shall:

13.1 Develop and execute a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources.

Superintendent Interpretation:

I interpret a comprehensive technology plan to be the plan that is in alignment with the capital projects technology levy which defines the goals and expenditures related to technology operations.

I interpret the expenditure of technology resources to be all funds, capital or general, related to the implementation of the district's complete technology enterprise.

Indicator of Compliance: We will know we are in compliance when:	In Compliance	Not In Compliance
— There is clear evidence between the Five-Year Technology Plan and 2018 capital technology levy expenditures — The Technology Levy budget resources support the Technology plan and aligns with strategic efforts — The Technology plan demonstrates evidence of long-range planning related to student, staff, and system needs	**X**	

Evidence of Compliance:

- The Director of Technology Operations apprised the Deputy Superintendent monthly of the expenditures to affirm 2018 capital technology levy expenditures were aligned with the Five-Year Technology Plan.
- The District received the Meritorious Budget award which requires alignment between budget expenditures and stated District Strategic goals and efforts.
- The Director of Technology Operations received approval for purchases and implementation steps for long-range plans for operational, staffing, and technology system improvements from the Deputy Superintendent.

Board Findings:	In Compliance	Not In Compliance

The Superintendent shall:

13.2 Provide a comprehensive and functional technology infrastructure that addresses need of all staff, students, and community.

Superintendent Interpretation:

I interpret comprehensive technology infrastructure to be the implementation of a system that provides efficient and effective access to the internet, Microsoft Office 365, cloud storage, and all software and web applications required for teaching, learning, and the district's business systems.

I interpret functional technology infrastructure to be the implementation of a system that allows students, staff and parents to access all required software, web applications, and data required for teaching, learning, and the district's business systems.

Indicator of Compliance:
 We will know we are in compliance when:
     — The physical and wireless network provides continuous connectivity for students and staff
     — Staff, student, and family network access maintained a secure environment by blocking 100% of unauthorized access, nefarious activity, and inappropriate content
	In Compliance
	
	 X
		Not In Compliance

Evidence of Compliance:
- There was no significant disruption to services or connectivity for district users. The physical wired network had zero instances of significant down time that resulted in lost work or disruption to instruction during the last calendar year.
- All network account passwords were changed as part of an automated process for network security.
- The District's layer security allowed zero instances of intrusions into network or data systems. All internet traffic was filtered through network devices in compliance with federal regulations.

Board Findings:	In Compliance	Not In Compliance

The Superintendent shall:

13.3 Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.

Superintendent Interpretation:

I interpret accessible, relevant and current data to mean data that is available when needed, data that is meaningful to the end user, and current data to mean data that is recent enough to make educational and business decisions, including individual student indicators that allow staff to intervene before a student is at risk for failure.

I interpret direct school and instructional improvement planning to mean reports and data views that are accessible to staff for instructional planning, strategic goal evaluation, and program improvement.

Indicator of Compliance:
 We will know we are in compliance when:
     — Staff use data that informs instructional improvement
     — Administrators and staff use data analysis tools to develop School Improvement Plans
     — Staff use data for department/program improvement
	In Compliance
	
	 X
		Not In Compliance

Evidence of Compliance:		
• 100% of priorities within School Improvement Plans were linked to Data and Rationale. • 100% of all school-level teaching, counseling, and administrative staff had access to data within Power BI and Skyward. • 100% of school principals (principal and associate principals) accessed school dashboard reports in PowerBI during the 2019-20 school year for data analysis (average of 80 views/principal). • 91% of CLT members accessed data reports within Power BI during the 2019-20 school year. • 100% of CLT members and Department Administrators accessed district tools to monitor department work (i.e. Power BI dashboards, EDS reports, other vendor/tool dashboards)		
Board Findings:	In Compliance	Not In Compliance

The Superintendent shall:

13.4 Provide for a safe and secure computing environment for students and staff that:

    a. Prohibits the use of technology resources for commercial, political, illegal, or indecent purposes or that disrupts the learning environment of students;

    b. Prohibits access to personal information about students or staff that does not have an educational purpose or that is not appropriately authorized;

    c. Prohibits collection of electronic information for which there is no legitimate need;

    d. Uses methods of collecting, reviewing, transmitting, or storing information that protect against improper access to the information being elicited.

Superintendent Interpretation:

I interpret a safe and secure computing environment to be an enterprise (network and security systems) that is in alignment with all required laws and regulations such as Children's Online Privacy Protection Act (COPPA), Children's Internet Protection Act (CIPA), Family Educational Rights and Privacy Act (FERPA), and Health Insurance Portability and Accountability Act (HIPAA).

I interpret a safe and secure computing environment to ensure all software, web applications, and digital applications are approved through a standard process that addresses network, provisioning, and student/staff data privacy.

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.

Indicator of Compliance:
We know we are in compliance when we:
  – Maintain a technology system with appropriate safeguards against intrusion, nefarious activity, and necessary filtering
  – Implements policies and procedures that ensure all staff and students are knowledgeable and aware of the responsibility to maintain appropriate digital citizenship
  – Apply a consistent method for ensuring all software and web applications used for student, staff, or business systems are appropriately evaluated to ensure compliance with all state and federal requirements
  – Require a standard procedure for developing data sharing agreements with hired vendors that provide service to the district which requires the use of student or staff data
	In Compliance
	
	X
		Not In Compliance

Evidence of Compliance:

- Zero hacking attempts successfully gained access to student or staff data, accounts, or information.
- Zero phishing attempts were successful in gaining district or network credentials. 100% of internet activity was passed through appropriate filtering systems.
- 100% of staff are annually trained on Technology Acceptable use Procedures. 100% of students sign compliance with Technology Acceptable use Procedures.
- 100% of software and web applications approved for use during the last calendar year were reviewed through a consistent method for analysis and approval.
- All providers of software and web applications that collect Personally Identifiable Information signed a Data Sharing agreement developed in accordance with the Washington Student Privacy Alliance standards.

Board Findings:	In Compliance	Not In Compliance

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:	**Rebecca**
Author:	**Daphne Du Maurier**
Publisher:	**Harper**
Copyright:	**1938**
No. of Copies:	**30-60**
Price:	**$10.87 per copy**
School Requesting:	**Juanita High School – Cambridge Program**
Classification:	**Grades 11-12**

Title:	**Lexia Core 5**
Author:	**Numerous**
Publisher:	**Rosetta Stone**
Copyright:	
No. of Copies:	**3300**
Price:	**$13-$18 per student**
School Requesting:	**Intervention Services & K-12 Literacy**
Classification:	**Grades K-5**

Title:	**Spelling City**
Author:	**Numerous**
Publisher:	**Learning City**
Copyright:	
No. of Copies:	**4**
Price:	**$69.95 each copy**
School Requesting:	**Rosa Parks Elementary School**
Classification:	**Grades 2-3**

Title:	**What is the Constitution?**
Author:	**Patricia Brennan Demuth**
Publisher:	**Penguin Workshop**
Copyright:	**2018**
No. of Copies:	**85**
Price:	**$5.99 per copy**
School Requesting:	**Elizabeth Blackwell Elementary School**
Classification:	**Grade 5**

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.

RIGHT-OF-WAY DEDICATION OF PROPERTY - CITY OF KIRKLAND
JUANITA HIGH SCHOOL REBUILD AND ENLARGE PROJECT (SITE 82)
RESOLUTION NO. 2292

May 18, 2020

SITUATION

The Juanita High School Rebuild and Enlarge project includes the demolition of the existing academic building and the construction of a new 3-story building of approximately 217,000 square feet in its place.   As part of the permitting for the project, the District agreed, at the request of the City of Kirkland, to condition the Modified Determination of Non-Significance for the project on funding of an improvement of a right turn lane on NE 132nd Street into the school site as well as the District's dedication toward that improvement of a portion of the school frontage on NE 132nd Street to accommodate a half-lane eastbound left-turn lane, a 5-foot bike lane, and an 11-foot dedicated right-turn lane, together with curb, gutter, and an 8-foot sidewalk. Additionally, as part of the permit process, the City required the dedication of a portion of the District property that crosses through the public right-of-way of property to the south which crosses NE 125th Place. These two dedications are necessary to fulfill the conditions of the building permit and for close out of the permit issues with respect to the City of Kirkland.

Resolution No. 2292 conveys, quit claims, and dedicates to the City of Kirkland and to the public the sections of property described in the attached property description.

District legal counsel has reviewed the dedication deed and exhibits and finds them to be acceptable.

RECOMMENDATION

The Board of Directors adopt Resolution No. 2292 authorizing the Superintendent or her designee to convey the sufficient right-of-way abutting NE 132nd Street for the City of Kirkland to install a new right-turn lane, curb/gutter, sidewalk, and sidewalk ramp by Deed of Dedication to the City of Kirkland, and also to convey a small portion of property that crosses through the public right-of-way at NE 125th Place. The Deed of Dedication to the City of Kirkland is required and benefits the new Juanita High School (Site 82).

RIGHT-OF-WAY DEDICATION OF PROPERTY - CITY OF KIRKLAND
JUANITA HIGH SCHOOL REBUILD AND ENLARGE PROJECT (SITE 85)
RESOLUTION NO. 2292

WHEREAS, the Lake Washington School District submitted for a Commercial Site Development Permit and Conditional Use Permit for the construction of the Juanita High School Rebuild and Enlarge project; and

WHEREAS, a new three-story building of approximately 217,000 square feet also included off-site improvements to NE 132nd Street adjacent to the school site as well as improvements on NE 125th Place to the south of the site; and

WHEREAS, the permits as well as the Modified Determination of Non-Significance provide for the reduction/control of transportation impacts by requiring a funding contribution and dedication of school frontage to the City of Kirkland for the City's construction of a right-turn lane improvement at 132nd Street into the school site, including a 5-foot bike lane, a dedicated right-turn lane, curb, gutter and an 8-foot sidewalk, as well as a dedication to the City of Kirkland of a portion of property that crosses through a public right-of-way on NE 125th Place.

NOW, THEREFORE, BE IT RESOLVED the Board of Directors of Lake Washington School District No. 414 hereby grant the Director of Support Services the authority to sign a Deed of Dedication attached hereto on behalf of the District and to execute any other documents necessary to convey the subject property to the City of Kirkland.

ADOPTED by Board of Directors of Lake Washington School District No. 414 in a regular board meeting held on the 18th day of May 2020.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

_____

_____

_____

Attest: _____

_____
Secretary, Board of Directors

WHEN RECORDED RETURN TO:

David A. Alskog
Peterson Russell Kelly Livengood, PLLC
10900 NE 4th Street, Suite 1850
Bellevue, WA 98004

Grantor:	Lake Washington School District No.414, a Washington municipal corporation
Grantee:	City of Kirkland, a Washington municipal corporation
Legal Description:	NE ¼ of NW ¼ of SEC 29, TSP 26N, R05 E, WM
Assessor's Tax Parcel ID#:	292605-9049

DEED OF DEDICATION

The Grantor, Lake Washington School District No. 414, a Washington municipal corporation, for valuable consideration, conveys, quit claims and dedicates to the City of Kirkland, a municipal corporation of the State of Washington, and to the public, for road right-of-way purposes, the following described real estate situated in the County of King, State of Washington, including any after-acquired title interest:

> **See attached <u>Exhibit A</u> for legal description of the right-of-way and <u>Exhibit B</u> for illustration of real property described herein. See <u>Exhibit C</u> for additional legal description of a right-of-way dedication and <u>Exhibit D</u> for the real property described therein.**

DATED this _____ day of _____, 2020

GRANTOR:

Lake Washington School District No. 414

By:	Brian Buck
Its:	Director of Support Services

-1-

STATE OF WASHINGTON   )
                                               : ss.
County of King   )

I certify that I know or have satisfactory evidence that **Brian Buck** is the person who appeared before me, and said person acknowledged that he signed this instrument, on oath stated that he was authorized to execute the instrument and acknowledged it as the **Director of Support Services** of Lake Washington School District No. 414 to be the free and voluntary act of such party for the uses and purposes mentioned in the instrument.

WITNESS my hand and official seal this _____ day of _____, 2020.

Print Name: _____
NOTARY PUBLIC in and for the State of
Washington, residing at _____
My Commission Expires: _____

THE NORTH 25.00 FEET OF THE FOLLOWING DESCRIBED PARCEL:

THE NORTHEAST QUARTER OF THE NORTHWEST QUARTER OF SECTION 29, TOWNSHIP 26 NORTH, RANGE 05 EAST, WILLAMETTE MERIDIAN;
LESS THAT PORTION PLATTED AS FLAIR ADDITION, RECORDED IN VOLUME 69 OF PLATS, PAGE 60;
LESS THAT PORTION PLATTED AS KING COUNTY SHORT PLAT NUMBER 482081, RECORDING NUMBER 198205100481;
LESS THE NORTH 30' OF SAID SUBDIVISION FOR COUNTY ROAD.

THE ABOVE DESCRIBED PARCEL IS MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHWEST CORNER OF THE NORTHWEST QUARTER OF SECTION 29, TOWNSHIP 26 NORTH, RANGE 05 EAST, WILLAMETTE MERIDIAN;
SAID CORNER BEING A 3" PUNCHED BRASS DISK LYING AT THE INTERSECTION OF CENTERLINES OF NORTHEAST 132ND STREET AND 100TH AVENUE NORTHEAST, KNOWN AS CITY OF KIRKLAND MONUMENT ID NO. 57;
THENCE SOUTH 89°04'24" EAST ALONG THE NORTH LINE OF SAID SUBDIVISION, COINCIDENT WITH SAID CENTERLINE OF NORTHEAST 132ND STREET, A DISTANCE OF 1945.45 FEET, MORE OR LESS, TO THE EXTENSION NORTH OF THE EAST LINE OF THE PLAT OF FLAIR ADDITION, RECORDED IN VOLUME 69 OF PLATS, PAGE 60, RECORDS OF KING COUNTY, WASHINGTON;
THENCE DEPARTING SOUTH 01°29'51" WEST ALONG SAID EXTENSION, A DISTANCE OF 30.00 FEET TO THE SOUTH MARGIN OF SAID NORTHEAST 132ND STREET, COINCIDENT WITH THE NORTHEAST CORNER OF SAID PLAT OF FLAIR ADDITION, AND THE POINT OF BEGINNING;
THENCE CONTINUING SOUTH 01°29'51" WEST 25.00 FEET TO A POINT LYING 25.00 FEET DISTANT FROM, AND AT RIGHT ANGLES TO SAID SOUTH MARGIN;
THENCE DEPARTING SOUTH 89°04'24" EAST A DISTANCE OF 225.01 FEET TO THE WEST LINE OF KING COUNTY SHORT PLAT NUMBER 482081, RECORDING NUMBER 198205100481;
THENCE NORTH 01°29'51" EAST 25.00 FEET TO SAID SOUTH MARGIN OF NORTHEAST 132ND STREET;
THENCE NORTH 89°04'24" WEST ALONG SAID SOUTH MARGIN, A DISTANCE OF 225.01 FEET TO THE POINT OF BEGINNING;
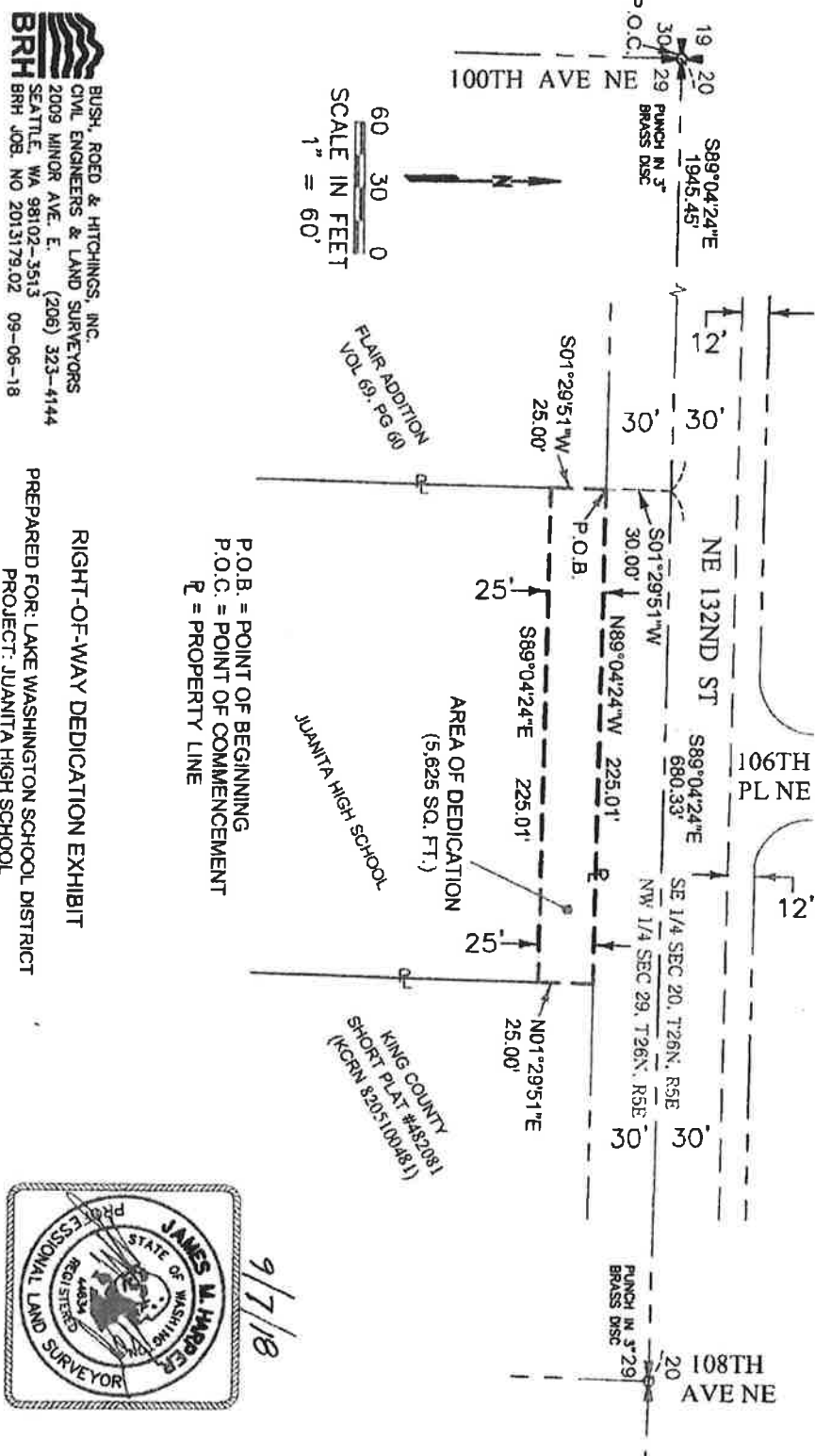SITUATE IN THE CITY OF KIRKLAND, COUNTY OF KING, STATE OF WASHINGTON.

THE ABOVE DESCRIBED PARCEL CONTAINS 5,625 SQUARE FEET (0.1291 ACRE), MORE OR LESS.

9/7/18

LAKE WASHINGTON SCHOOL DISTRICT
JUANITA HIGH SCHOOL
JAMES M. HARPER, P.L.S.
BRH JOB NO. 2013179.02
SEPTEMBER 6, 2018

BUSH, ROED & HITCHINGS, INC.
2009 MINOR AVENUE EAST
SEATTLE, WA 98102
(206) 323-4144

N.E. 1/4, N.W. 1/4, SEC. 29, TWP. 26 N., RGE 05 E., W.M.

BUSH, ROED & HITCHINGS, INC.
CIVIL ENGINEERS & LAND SURVEYORS
2009 MINOR AVE. E. (206) 323-4144
SEATTLE, WA 98102-3513
BRH JOB. NO 2013179.02 09-06-18

PREPARED FOR: LAKE WASHINGTON SCHOOL DISTRICT
PROJECT: JUANITA HIGH SCHOOL

RIGHT-OF-WAY DEDICATION EXHIBIT

P.O.B. = POINT OF BEGINNING
P.O.C. = POINT OF COMMENCEMENT
℄ = PROPERTY LINE

SCALE IN FEET
1" = 60'
60 30 0

N

100TH AVE NE

P.O.C.
19 20
30 29
PUNCH IN 3"
BRASS DISC

S89°04'24"E
1945.45'

FLAIR ADDITION
VOL. 69, PG 60

S01°29'51"W
25.00'

S01°29'51"W
30.00'

P.O.B.

12'

30' 30'

NE 132ND ST

25'

S89°04'24"E
225.01'

N89°04'24"W
225.01'

AREA OF DEDICATION
(5,625 SQ. FT.)

JUANITA HIGH SCHOOL

S89°04'24"E
680.33'

106TH
PL NE

SE 1/4 SEC 20, T26N, R5E
NW 1/4 SEC 29, T26N, R5E

12'

N01°29'51"E
25.00'

KING COUNTY
SHORT PLAT #482081
(KCRN 8205100481)

25'

30' 30'

PUNCH IN 3"
29 20
108TH
AVE NE

9/7/18

JAMES M. HARPER
REGISTERED
PROFESSIONAL LAND SURVEYOR
44834
STATE OF WASHINGTON

THAT PORTION OF THE SOUTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 29, TOWNSHIP 26 NORTH, RANGE 05 EAST, WILLAMETTE MERIDIAN, DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 29, BEING A 3" PUNCHED BRASS DISK LYING AT THE INTERSECTION OF CENTERLINES OF NORTHEAST 132ND STREET AND 100TH AVENUE NORTHEAST, KNOWN AS CITY OF KIRKLAND MONUMENT ID NO. 57;
THENCE SOUTH 89°04'24" EAST ALONG THE NORTH LINE OF SAID SECTION 29, COINCIDENT WITH SAID CENTERLINE OF NORTHEAST 132ND STREET, A DISTANCE OF 1,312.89 FEET, MORE OR LESS, TO THE NORTHEAST CORNER OF THE NORTHWEST QUARTER OF SAID NORTHWEST QUARTER, ;
THENCE DEPARTING SOUTH 01°29'51" WEST ALONG THE EAST LINE OF SAID NORTHWEST QUARTER OF THE NORTHWEST QUARTER, A DISTANCE OF 2,094.24 FEET TO THE NORTHERLY RIGHT OF WAY MARGIN OF NORTHEAST 125TH PLACE, ALSO BEING THE SOUTHWEST CORNER OF LOT 1, CEDAR VISTA, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 113 OF PLATS, PAGE 78, RECORDS OF KING COUNTY, WASHINGTON, AND A POINT OF BEGINNING;

THENCE CONTINUING SOUTH 01°29'51" WEST ALONG SAID EAST LINE, A DISTANCE OF 24.00 FEET TO THE CENTERLINE OF SAID NORTHEAST 125TH PLACE;
THENCE DEPARTING NORTH 88°55'21" WEST ALONG SAID CENTERLINE A DISTANCE OF 7.50 FEET TO THE SOUTHERLY PROLONGATION OF THE EAST LINE OF LOT 12 OF THE PLAT OF ROSE VISTA NUMBER 3, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 92 OF PLATS, PAGE 87, RECORDS OF KING COUNTY, WASHINGTON;
THENCE NORTH 01°29'51" EAST ALONG SAID SOUTHERLY PROLONGATION, A DISTANCE OF 24.00 FEET TO SAID NORTH MARGIN OF NORTHEAST 125TH PLACE, ALSO BEING THE SOUTHEAST CORNER OF SAID LOT 12;
THENCE SOUTH 88°55'21" EAST, A DISTANCE OF 7.50 FEET TO THE POINT OF BEGINNING;

ALSO, TOGETHER WITH THAT PORTION OF THE SOUTHEAST QUARTER OF THE NORTHWEST QUARTER OF SAID SECTION 29, DESCRIBED AS FOLLOWS;

BEGINNING AT THE SOUTHEAST CORNER OF SAID LOT 1, CEDAR VISTA, SAID POINT LYING SOUTH 88°55'21" EAST, A DISTANCE OF 115.73 FEET OF THE SOUTHWEST CORNER OF SAID LOT, THENCE NORTH 87°18'41" EAST, A DISTANCE OF 15.04 FEET TO THE SOUTHWEST CORNER OF LOT 16 CEDAR HILLS, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 95 OF PLATS, PAGE 32 TO 33, RECORDS OF KING COUNTY WASHINGTON;
THENCE SOUTH 01°31'18" WEST, A DISTANCE OF 50.00 FEET TO THE NORTHWEST CORNER OF LOT 17 OF SAID CEDAR HILLS SUBDIVISION, AND SOUTHERLY MARGIN OF NORTHEAST 125TH PLACE;
THENCE NORTH 85°03'59" WEST, A DISTANCE OF 15.03 FEET TO THE NORTHWEST CORNER OF LOT 2 OF SAID CEDAR VISTA SUBDIVISION;
THENCE NORTH 01°31'18" EAST, A DISTANCE OF 48.00 FEET TO THE POINT OF BEGINNING;
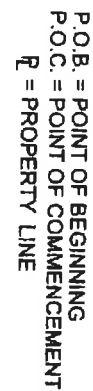
SITUATE IN THE CITY OF KIRKLAND, COUNTY OF KING, STATE OF WASHINGTON.

THE ABOVE DESCRIBED PARCELS, MORE OR LESS, CONTAIN 180 SQUARE FEET (0.0041 ACRE) AND 735 SQUARE FEET (0.0169 ACRE), RESPECTIVELY.

12/28/18

LAKE WASHINGTON SCHOOL DISTRICT
JUANITA HIGH SCHOOL
JAMES M. HARPER, P.L.S. 44634
BRH JOB NO. 2013179.03
DECEMBER 27, 2018

BUSH, ROED & HITCHINGS, INC.
2009 MINOR AVENUE EAST
SEATTLE, WA 98102
(206) 323-4144

EXHIBIT D

S.E. 1/4 AND S.W. 1/4 , N.W. 1/4, SEC. 29, TWP. 26 N., RGE 05 E., W.M.

RIGHT-OF-WAY DEDICATION EXHIBIT
PREPARED FOR: LAKE WASHINGTON SCHOOL DISTRICT
PROJECT: JUANITA HIGH SCHOOL

BUSH, ROED & HITCHINGS, INC.
CIVIL ENGINEERS & LAND SURVEYORS
2009 MINOR AVE. E.   (206) 323-4144
SEATTLE, WA 98102-3513
BRH JOB. NO 2013179.03   12-27-18

SCALE
1" = 60'

SCALE IN FEET

0   30   60

PUNCH IN 3" BRASS DISC
KIRKLAND MONUMENT
ID NO.57
P.O.C.

NE 132ND ST
S89°04'24"E
1312.89'

100TH AVE NE

NE 125TH PL

LOT 12
ROSE VISTA NO. 3
VOL. 92, PG 87

SW. 1/4, N.W. 1/4, S. 29, T.26N., R.5E.
S.E. 1/4, N.W. 1/4, S. 29, T.26N., R.5E.

2094.24'
S01°29'51"W

P.O.B.

AREA OF DEDICATION
(180 SQ. FT.)

LOT 1
CEDAR VISTA
VOL. 113, PG 78

S88°55'21"E
115.73'

LOT 2
CEDAR VISTA
VOL. 113, PG 78

24'

24'

AREA OF DEDICATION
(735 SQ. FT.)

15'

LOT 16
CEDAR HILLS
VOL. 95, PG 32-33

P.O.B.

LOT 17
CEDAR HILLS
VOL. 95, PG 32-33

25'

25'

P.O.B. = POINT OF BEGINNING
P.O.C. = POINT OF COMMENCEMENT
℄ = PROPERTY LINE

LINE #	BEARING	DISTANCE
L1	S01° 29' 51"W	24.00
L2	N88° 55' 21"W	7.50
L3	N01° 29' 51"E	24.00
L4	S88° 55' 21"E	7.50
L5	N87° 18' 41"E	15.04
L6	S01° 31' 18"E	50.00
L7	N85° 03' 59"W	15.03
L8	N01° 31' 18"E	48.00

LINE TABLE

12/28/18

JAMES M. HARPER
PROFESSIONAL LAND SURVEYOR
STATE OF WASHINGTON
REGISTERED
44434

2019-20 DEBT SERVICE FUND BUDGET EXTENSION
PUBLIC HEARING AND ADOPTION
RESOLUTION NO. 2291

May 18, 2020

SITUATION

Through the adoption of the 2019-20 Debt Service Fund Budget, the Board of Directors established an expenditure authorization of $83,230,675. On March 9, 2020 the Board authorized the district to refund bonds in order to take advantage of favorable interest rates and save the taxpayers money. Three bond issues (2009 BABs, 2010A BABs, 2010B) are being refunded for a total of $138 million. The bonds being refunded are considered a "current refunding" because they will close within 90 days of the refunded bond's next call date (the 2009 BABs are now callable anytime, while 2010A BABs and 2010B are callable beginning June 1, 2020). Accounting methodology requires school districts to treat the current refunding as revenue (other financing sources) and expenditures in the Debt Service Fund. In order to properly account for these changes in revenues and expenditures, the 2019-20 Debt Service Fund budget has been revised. While the beginning fund balance has been updated to reflect the actual beginning fund balance, the adjustment to revenues and expenditures are offsetting and do not impact to the overall projected ending fund balance.

State statutes require the board to hold a public hearing on the budget extension and adopt the revised budget by resolution. The appropriate public notices have been published in the local newspaper.

Resolution No. 2291 has been prepared in accordance with state law increasing the 2019-20 Debt Service Fund budget from $83,230,675 to $221,230,675.

Included are the detailed budget changes for the Debt Service Fund and the state format for budget extensions.

RECOMMENDATION

The Board of Directors adopt Resolution No. 2291 authorizing the Superintendent to increase the 2019-20 Debt Service Fund budget from $83,230,675 to $221,230,675.

2019-20 BUDGET EXTENSION

Resolution No. 2291

WHEREAS, WAC 392-123-071 through 392-123-074 and WAC 392-123-078 and 392-123-079 allows a district to file an increase of the amount of appropriation from any fund; and

WHEREAS, the Debt Service Fund of the Lake Washington School District No. 414 has additional revenues and expenditures in the 2019-20 school year as a result of a bond refinancing which will require an increase in appropriation of $138,000,000; and

WHEREAS, the Debt Service Fund beginning fund balance plus anticipated revenues is sufficient to provide for the additional expenditures.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lake Washington School District No. 414, King County, Washington, hereby petitions Office of Superintendent of Public Instruction to increase the 2019-20 Debt Service Fund appropriation amount from $83,230,675 to $221,230,675.

ADOPTED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 18th of May 2020.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

Lake Washington School District No.414

Summary of Certified Excess Levies for 2020 Collection

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
A. Excess levy amount approved by voters for 2020 collection	62,200,000			
B. Rollback mandated by school district Board of Directors 1/	0			
C. Excess levy amount for 2020 collection after rollback	62,200,000	59,400,000	55,900,000	0

1/ Rollbacks of levies need to be certified pursuant to RCW 84.52.020. Please do not include such resolutions as part of this document.

Lake Washington School District No.414

SUMMARY OF DEBT SERVICE FUND BUDGET

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
REVENUES AND OTHER FINANCING SOURCES			
1000 | Local Taxes	66,849,415	0	66,849,415
2000 | Local Nontax Support	572,440	0	572,440
3000 | State, General Purpose	0	0	0
5000 | Federal, General Purpose	2,059,960	0	2,059,960
9000 | Other Financing Sources	5,654,400	138,000,000	143,654,400
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	**75,136,215**	**138,000,000**	**213,136,215**
EXPENDITURES			
Matured Bond Expenditures	51,275,000	134,000,000	185,275,000
Interest on Bonds	31,855,675	4,000,000	35,855,675
Interfund Loan Interest	0	0	0
Bond Transfer Fees	100,000	0	100,000
Arbitrage Rebate	0	0	0
UnderWriter's Fees	0	0	0
B. TOTAL EXPENDITURES	**83,230,675**	**138,000,000**	**221,230,675**
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536)	**0**	**0**	**0**
D. OTHER FINANCING USES (G.L.535)	**0**	**0**	**0**
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER / (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	**-8,094,460**	**0**	**-8,094,460**
BEGINNING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.830 Restricted for Debt Service	31,131,338	958,026	32,089,364
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0
F. TOTAL BEGINNING FUND BALANCE	**31,131,338**	**958,026**	**32,089,364**
G. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS(+OR-)	**XXXXX**	**XXXXX**	**XXXXX**
ENDING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.830 Restricted for Debt Service	23,036,878	958,026	23,994,904
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0

Lake Washington School District No.414

SUMMARY OF DEBT SERVICE FUND BUDGET

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
G.L.890 Unassigned Fund Balance	0	0	0
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G)	**23,036,878**	**958,026**	**23,994,904**

Lake Washington School District No.414

DEBT SERVICE FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

		(1) Current Budget	(2) Current Year Change	(3) Revised Budget
LOCAL TAXES				
1100	Local Property Taxes	66,849,381	0	66,849,381
1300	Sale of Tax Title Property	0	0	0
1400	Local in lieu of Taxes	0	0	0
1500	Timber Excise Tax	34	0	34
1600	County-Administered Forests	0	0	0
1900	Other Local Taxes	0	0	0
1000	**TOTAL LOCAL TAXES**	**66,849,415**	**0**	**66,849,415**
LOCAL SUPPORT NONTAX				
2300	Investment Earnings	572,440	0	572,440
2700	Rentals and Leases	0	0	0
2900	Local Support Nontax, Unassigned	0	0	0
2000	**TOTAL LOCAL NONTAX SUPPORT**	**572,440**	**0**	**572,440**
STATE, GENERAL PURPOSE				
3600	State Forests	0	0	0
3900	Other State General Purpose, Unassigned	0	0	0
3000	**TOTAL STATE, GENERAL PURPOSE**	**0**	**0**	**0**
FEDERAL, GENERAL PURPOSE				
5200	General Purpose Direct Federal Grants, Unassigned	0	0	0
5300	Impact Aid, Maintenance and Operation	0	0	0
5400	Federal in lieu of Taxes	0	0	0
5500	Federal Forests	0	0	0
5600	Qualified Bond Interest Credit - Federal	2,059,960	0	2,059,960
5000	**TOTAL FEDERAL, GENERAL PURPOSE**	**2,059,960**	**0**	**2,059,960**
OTHER FINANCING SOURCES				
9100	Sale of Bonds	0	0	0
9200	Sale of Real Property	0	0	0
9600	Sale of Refunding Bonds	0	138,000,000	138,000,000
9900	Transfers	0	0	0
9901	Transfers (local resources)	5,654,400	0	5,654,400
9000	**TOTAL OTHER FINANCING SOURCES**	**5,654,400**	**138,000,000**	**143,654,400**
TOTAL REVENUES AND OTHER FINANCING SOURCES		**75,136,215**	**138,000,000**	**213,136,215**

Lake Washington School District No.414

REVENUE WORK SHEET--DEBT SERVICE FUND--LOCAL EXCESS LEVIES AND TIMBER EXCISE TAX

Local property tax collections (Account 1100) should include revenue anticipated to be received in cash during the fiscal year. Estimation for the Timber Excise Tax collection (Revenue Account 1500) is necessary to estimate the Net Excess Levy Collection. The Net Excess Levy equals the Excess Levy Amount minus the sum of the Timber Levy.

PART I: LOCAL PROPERTY TAX COLLECTIONS

	(1) Excess Levy Amount	(2) Est. Timber Levy	(3) Net Levy Amount (Col.1 - Col.2)	(4) Collection % 1/	(5) Amount Budgeted (Col.3 x Col.4)
Fall 2019	75,900,000	45	75,899,955	46.30	35,141,679
Spring 2020	59,400,000	34	59,399,966	53.38	31,707,702
1100 TOTAL LOCAL TAXES:					**66,849,381**

PART II: TIMBER EXCISE TAX

	(1) Timber Assessed Valuation	(2) $ Per Thousand /2	(3) Est Timber Levy (Col.1 x Col.2)	(4) Collection %	(5) Amount Budgeted (Col.3 x Col.4)
Fall 2019	39,468	1.150	45	0.00	XXXXX
Spring 2020	39,468	0.860	34	100.00	34
1500 TIMBER EXCISE TAXES:					**34**

1/ The fall and spring collection percentages should be based on the most recent three-year history of tax collection percentages.

2/ Dollars per thousand is same as dollars per thousand used for excess levy (use a three-decimal rate).

OVERVIEW OF DISTRICT CONTINUOUS LEARNING PLAN AS A
REQUIREMENT OF CHAPTER 392-901 WAC AND AFFIRMED THROUGH
RESOLUTION NO. 2290

EMERGENCY WAIVER OF SCHOOL DAYS AND INSTRUCTIONAL HOURS
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
RESOLUTION NO. 2290

May 18, 2020

SITUATION

The Lake Washington School District will pass a resolution in alignment with
WAC 392-901-005 through 040, Special Rules for Emergency School Closures in the
2019-20 School Year. Guidance was provided from the Office of Superintendent of
Public Instruction and the district prepared Resolution No. 2290, Emergency Waiver for
School Days and Instructional Hours, for board review and approval in accordance
with WAC 392-901-035 as stated below.

WAC 392-901-035 Emergency school closure waiver—Application to superintendent.
A local education agency applying for continuation of state apportionment under this
section must submit the following information on a form provided by the office of the
superintendent of public instruction:
    (1) The name of the local education agency;
    (2 The name of the lead administrator of the local education agency;
    (3) A statement that the governing board of the local education agency has
        reviewed the application and supports its submittal;
    (4) A statement that the local education agency has implemented a plan for
        continuous learning for all students;
    (5) A statement that the plan for continuous learning implemented by the local
        education agency meets the minimum standards for continuous learning as
        provided in this chapter; and
    (6) Any other information as prescribed in the application form.

RECOMMENDATION

The Board reviews and approves Resolution No. 2290, Emergency Waiver of School
Days and Instructional Hours, and authorizes the superintendent to submit Resolution
No. 2290 to the Office of Superintendent of Public Instruction as specified.

EMERGENCY WAIVER OF SCHOOL DAYS AND INSTRUCTIONAL HOURS
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Resolution No. 2290

WHEREAS, RCW 28A.320 authorizes local school boards to govern their respective districts and RCW 28A.330.100 authorizes local school boards with additional powers to prescribe a course of study, to establish and maintain grade year levels and departments, and to determine the length of time over and above that required by law;

WHEREAS, RCW 28A.150.200 sets forth a program of basic education and RCW 28A.150.220 sets forth the minimum instructional requirements of basic education, including that districts must offer at least one hundred eighty school days and a minimum of instructional hours for kindergarten, grades one through eight, and nine through twelve;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and RCW 43.06, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules establishing the terms and conditions for allowing a school district to receive state basic education money, when, due to an emergency school closure, a district is unable to fulfill the statutory requirements of providing one hundred eighty days of operation or the total program hour offerings or teacher contract hours imposed by law.

WHEREAS on April 29, 2020, the State Superintendent adopted WAC 392-901, which chapter consists of emergency rules regarding school district operations during facility closures related to COVID-19 and provides school districts with a process for receiving waiver of the statutorily prescribed school days / instructional hours and thereby receive their state basic education apportionment allocations for the 2019-2020 school year;

WHEREAS RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program, including establishing performance criteria and an evaluation process for all programs constituting a part of the district's curriculum, and further assigns local school boards the responsibility to establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular needs of district students, the unusual characteristics of the district, and ensuring a quality education for each student in the district;

NOW, THEREFORE, BE IT RESOLVED, that the Lake Washington Board of Directors has authorized the Superintendent or designee to develop a continuous learning plan for all enrolled students consistent with WAC 392-901. Affirming that the district's continuous learning plan meets the requirements outlined in WAC 392-901, the Lake Washington School District Board of Directors hereby has adopted the district's continuous learning plan and authorized its implementation.

BE IT FURTHER RESOLVED that the Lake Washington School District's scheduled last day of school for 2019-20 school year was June 19, 2020 and the last day will remain unchanged in alignment with the guidance from the Office of Superintendent of Public Instruction (OSPI) which states that school districts are not required to extend the school year beyond such date.

BE IT FURTHER RESOLVED that the Lake Washington School District Board of Directors has reviewed and hereby supports the District Superintendent's application to OSPI for emergency waiver of school days and instructional hours.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution acts in tandem with WAC 392-901-005 and pertains exclusively to the 2019-2020 school year.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 4th day of May 2020.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

LAKE WASHINGTON SCHOOL DISTRICT CONTINUOUS LEARNING PLAN

Spring, 2020

Contents

Introduction:

As it became increasingly likely that school districts in Washington State would close in response to COVID-19, teams of teachers, building administrators and central office administrators in Lake Washington School district were mobilized to plan and prepare to deliver continuous instruction to our over 30,000 students remotely. Initially, our teams developed resources for students who were staying home prior to closure. As the third district in the state to close due to the health crisis, our emphasis shifted to planning and preparing for longer-term solutions.

Using state and national guidance about continuous learning, elementary and secondary teams developed lessons and resources and created guidance about instruction, assessment, and grading. District staff re-tooled our digital resources and network to be able to deliver instruction remotely. Devices and hotspots were distributed throughout our community. School and district staff developed print resources and distribution strategies for families who needed alternative approaches to instruction.

The following information outlines the continuous learning plan for the Lake Washington School District. The plan was developed to provide the flexibility required for our educators and students to manage learning outside of our classrooms. We continue to monitor and adjust as we learn and plan for the re-entry of our students.

Weekly Schedule of Staff and Student Engagement Following March 17

March 17 – March 30

Due to student absences directly connected to COVID-19 and in preparation for possible closures, our district staff created learning resources by grade level that students were able to complete at home. We used digital tools that were familiar to students, families and staff in our district.

Our goal before the closure was to provide students and families with learning opportunities that can be used at home. These activities were not meant to replace daily classroom instruction and were not be graded.

Phase 1: March 30 – April 3

1. Teachers provided supplemental, enrichment and reinforcement resources for the week as they developed their skills and knowledge to deliver our district curriculum remotely.
2. Secondary teachers collected and graded work assigned or completed prior to school closure.
3. District staff continued contacting families to determine if additional supports were needed to access learning resources.
4. District staff distributed printed learning resources for grades K-5 starting March 30 at 18 school pickup sites.
5. We developed a voluntary, limited trial of the use of graded, curriculum-based continuous learning tools and resources to inform our continuous learning efforts that were planned to begin district wide on April 20. Teachers participating in this trial reached out to families with more information.
6. Teachers participating in continuous training and be provided guidance to:

   - Use existing digital platforms to deliver LWSD curriculum-based content remotely.
   - Assess and provide feedback to students on their work.
   - Provide course credit for students at the secondary level.

7. Special education teachers and related services staff contacted families on their caseload, and determined which students need additional supports.
8. Counselors continued to review progress of seniors and began reaching out to students who needed additional support to stay on track for graduation.
9. The district formed a "Continuous Learning Work Group" that included teachers, school administrators and district staff to continue to develop resources, support and professional development for continuous learning, and to monitor and provide feedback on our efforts

April 6-10

Lake Washington School District followed our planned/calendared spring break.

Phase 2: April 13 – 17

1. On Monday, April 13 teachers provided the last set of supplemental, enrichment and reinforcement resources for the week as we prepared to transition to curriculum-based continuous learning.
2. Teachers communicated with families about new learning expectations to start the week of April 20.
3. Teachers had time to work to work in their teams, participate in professional learning, and to plan and prepare content for the following week that is connected to Lake Washington School District approved curriculum and that can be delivered remotely.
4. Teachers began using video conferencing resources on a voluntary, trial basis.
5. Using guidance from our district Continuous Learning Work Group, teachers worked collaboratively with teams to plan and prepare for grading. At the secondary level teachers will also planned for assigning credit using this guidance.

Phase 3: April 20 – June 19

I. Overview

1. Preschool students will have 30 - 60 minutes of assigned learning each day.
2. Elementary students will have assigned learning each day as described below:
    a. K-1 students: approximately 1-1.5 hours/day, 5-7.5 hours/week
    b. 2-3 students: approximately 1-2 hours/day, 5-10 hours/week
3. 4-5 students: approximately 2-3 hours/day, 10-15 hours/week
4. Elementary Music and PE teachers will send one learning activity per grade level each week. This activity will be in addition to the activities assigned by elementary teachers.
5. Secondary students will have approximately 3-5 hours of assigned learning each day. This will include approximately 30-45 minutes per class per day or 15-25 hours/week.
6. Teachers will be encouraged to work with grade level, content area and school teams to coordinate work sent to students.
7. Secondary teachers will begin to enter graded assignments into Skyward. We will work with teachers and consult with state guidance to determine if/how semester letter grades can be assigned or if a pass/fail semester grade will be used. We will have more information to share with staff and families in the coming weeks.
8. Each Monday, teachers will post assignments and communicate with families about the new learning expectations for the week. This could be a schedule for the week with daily activities or a longer project to be completed over multiple days.
9. Special Education, English Learner and Safety Net teachers will send their expectations to their students and collaborate with classroom teachers.
10. Tuesday through Friday, teachers will check in and connect with students and collect assignments as they are due. Teachers may consider setting office hours as well. We encourage teachers to set up times for classes to check in and support student-to-student interaction. Additional information about tools, strategies and guidelines will be provided for teachers in this area.

School Year Calendar

Lake Washington School District | 2019-20 Calendar – REVISED

August 2019

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26*	27*	28*	29*	30*	31

September 2019

S	M	T	W	Th	F	S
1	2	3*	4*	5*	6*	7
8	9	10	11*	12*	13	14
15	16	17*	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14*	15*	16	17*	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	Th	F	S
					1	2
3	4	5*	6	7	8	9
10	11	12*	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27*	28	29	30

December 2019

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22*	23	24	25
26	27	28*	29	30*	31*	

February 2020

S	M	T	W	Th	F	S
						1
2	3	4	5*	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	Th	F	S
			1	2	3*	4
5	6	7	8	9	10	11
12	13	14	15	16	17*	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13*	14*	15*	16
17	18	19	20	21	22	23
24	25	26*	27	28	29	30
31						

June 2020

S	M	T	W	Th	F	S
	1	2	3	4	5*	6
7	8	9	10*	11	12	13
14	15	16*	17	18	19*	20
21	22	23	24	25	26	27
28	29	30				

July 2020

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Important Dates

Date	Event
Aug. 26-30	LEAP Days
Sept. 2	No school – Labor Day
Sept. 3	First Day of School (grades 1-12)
Sept. 3-5	Kindergarten Family Connections
Sept. 6	First Day of School (Kindergarten)
Sept. 11	1.5 hrs. early release schedule begins
Sept. 12	First Day of School (Preschool)
Sept. 17	First Day of School (SNAPS Preschool)
Oct. 14, 15, 17	Half-Day Elementary Conferences
	Preschool Conferences (No Preschool Programs)
Oct. 18	No school – LEAP Day
Nov. 5	Last Day 1st Quarter (Secondary)
Nov. 11	No school – Veterans Day
Nov. 12	Secondary Grades Due
Nov. 27	Half Day
Nov. 28-29	No school – Thanksgiving Vacation
Dec. 23-Jan. 3	No school – Winter Break
Jan. 20	No school – MLK Jr. Day
Jan. 22	Elementary Grades Due
Jan. 28	Last Day 1st Semester (Secondary)

Date	Event
Jan. 28, 30, 31	Half-Day Elementary Conferences
	Preschool Conferences
	(No Preschool Programs)
Feb. 5	Secondary Grades Due
Feb. 13-14	No school – Mid-Winter Break
Feb. 17	No school – Presidents Day
March 13	No school – LEAP Day
April 3	Last Day 3rd Quarter (Secondary)
April 6-10	No school – Spring Break
April 17	Secondary Grades Due
May 13, 14, 15	Preschool Conferences
	(No Preschool Programs)
May 22	No school – LEAP Day
May 25	No school – Memorial Day
May 26	Regular School Day (previously Snow Makeup Day)
June 5	Last Day of School (SNAPS Preschool)
June 10	Elementary Grades Due
June 16	Last Day of School (Preschool)
June 19	Half-Day – Last Day of School (K-12)
	Last Day 2nd Semester (Secondary)
	Secondary Grades Due

Key

Symbol	Meaning
■	No School
▨	Half Day
☐	First/Last Day

* Check Important Dates Section

Wednesday schedule:
1.5 hrs. early release for students

LEAP=Learning Enhancement Academic Planning

Calendar is subject to change. School year may be extended due to inclement weather.

Updated 2/28/2020

Process to Determine Which Learning Standards are Most Essential

For each grade-level and subject-area, LWSD developed processes to determine essential skills and concepts students need to master to be prepared to move on to the next grade or receive the credit necessary for a course. At the elementary level a task force of teachers, school administrators and district administrators identified essential standards and developed weekly schedules to address these standards by grade level. At the secondary level, teachers were provided guidance identifying essential standards by academic department. This included identifying standards that address the following criteria:

o **Endurance**: standards that will be important throughout a student's life
o **Leverage**: standards that are important in multiple disciplines
o **Readiness**: standard that are important for learning at the next level

Educators design plans for the remainder, including learning activities and resources for each week that will support students in demonstrating proficiency in relation to the standards.

District Based System of Collecting Student Engagement Information

During the mandated school facility closure, schools are not required to take daily attendance. However, at the end of each week teachers will indicate in our attendance tracking system students who are not participating in continuous learning or responding to communication. This information will be used to help us reach out to students and families who may need additional support. This information will not be included in students' official records or used for enrollment or penalties.

Definition of Connection:

Students that don't have any type of connection with the teacher or continuous learning process for a specific week would be marked as "No Connection" for that week. A connection is defined as the student engaged in at least one single type of continuous activity by end of day Friday. Continuous activity could include:

- An email exchange with the teacher
- Completed an online assignment and/or assessment
- An assignment was turned in
- Attendance during a Teams meeting
- A comment was made on a chat or some other virtual online tool
- Completed some kind of online minutes for a district program (i.e. Dreambox, ALEKS, or Lexia)

Marking "No Connection" in Skyward:

If there was no connection with the student for the week, then this is marked in Skyward. The process to mark "No Connection" is very similar to how a teacher would take attendance. Teachers should open attendance for the Friday of the week and mark any student with no connections.

Academic Grading and Report Cards

Grading by Level

The OSPI rules allow districts to retain complete decision-making on grading practices in elementary and middle school. They provide specific new rules for grading at the high school level.

Elementary Grading:

At the elementary level, teachers will use a plus (+) on report cards to indicate content that was taught during the closure, and a slash (/) to indicate content that was not taught during the closure. In addition, teachers will be able to provide feedback in the comments section of the report card about work completion.

Middle School Grading:

Grades for assignments and assessments at the middle level will be used to determine if students have met overall proficiency of essential standards for the semester and pass courses. Final grades for students will be a Pass (P) or No Pass (N). Students who receive a grade of D or higher for the semester will be assigned a "P" on the report card. The high school grading system described below will be used for high school credit courses that are taken in the middle school (Algebra, Geometry, and World Languages).

High School Grading:

OSPI has provided six principles that districts must follow to create individual solutions and guidelines for high school grading. These include:

1. Do no harm.

2. Every student will have the opportunity to improve their grade with a March 17 status as a baseline.

3. No student will receive a "Pass," "Fail," or "No Credit" grade for any course.

4. For students who cannot participate in learning for a variety of reasons, teachers will assign either a grade or an Incomplete "I".

5. Every class taken during the closure period will be given a statewide designator on the high school transcript to denote the unique environment in which the course was taken. This is the same for all districts in Washington.

6. Students assigned an "Incomplete" for a course will be given opportunities to reengage in the learning standards and earn a grade based on local school district decisions in consultation with the student/parents/guardians.

Effective grading is a process designed to provide feedback to students and families and promote learning. During our current school closures, grading has the potential to do just the opposite, as letter grades may be influenced by so many more factors outside of the student's and teacher's control.

The following high school grading guidelines were developed to meet the new rules from OSPI and to address, as well as possible, the variability and inherent inequities in grading during this crisis. The guidelines reflect input from over 7,000 students and families, and over 300 high school teachers and administrators. They are similar to the approaches taken by neighboring districts including Bellevue and Mercer Island. They are designed to acknowledge students' work under extremely difficult circumstances, while not penalizing anyone for factors outside their control.

High School Grading Guidelines for Second Semester 2020

1. High school teachers will continue to grade and provide feedback on student work and assessments that are assigned and collected remotely.

2. Grades for high school courses will be entered into Skyward gradebooks.

3. Students must engage in the learning process and show proficiency based on the new continuous learning course expectations to receive a grade.

4. At the end of second semester, students enrolled in credit-bearing high school courses who have a passing grade in the Skyward gradebook for the semester will be assigned an "**A**" with a COVID-19 designation on their **transcript** for each course completed. Students who do not have a passing grade will be assigned an "**I**" for incomplete.
    a. The grade on the transcript will be reflected in students' GPA.
    b. Incomplete, "**I**" designations will *not earn credit* and will *not be reflected in the GPA.*
    c. Information from 2019-20 **gradebooks** may be used to provide information to teachers, students and families about students' progress.

5. An Incomplete will be used to communicate that a teacher was not able to determine proficiency of the essential learning standards for the course, which could be attributed to a variety of factors.
    a. Students who do not engage in the learning process or are unable to demonstrate that they have met essential standards for courses will receive an "Incomplete."
    b. When assigning an "Incomplete" to a student, a teacher must identify the specific standards the student was unable to meet and the steps taken to demonstrate meeting the standard.
    c. Examples of options for students earning an incomplete to earn a grade may include:
        • Independent study

- Courses taken in the following term or year
- Competency-based courses
- Summer school
- Online courses
- Backfilling the incomplete designation with a letter grade once proficiency is demonstrated in the next course taken in that subject area sequence

d. A student must resolve an 'Incomplete' before they graduate from high school. By graduation, students should be given multiple opportunities to resolve the 'Incomplete.' ***Additional information about the process for working with students who have an incomplete will be provided in future updates.***

6. With access to accommodations and modifications, students with IEP's can be graded using the grading criteria above. If a student was graded Pass / Fail before closure they can receive a "pass" or "satisfactory" grading option or the grading criteria above per OSPI. Grading should be determined on an individual-student basis in partnership with the student and parent/guardian.

Information about appealing grades.

Student Grades

Teachers will be expected to maintain grades in a timely and regular manner to enable parents to view student progress throughout the school year via the district-adopted electronic grade book.

The evaluation of student work, including determination of student grades is a professional responsibility of the teacher. Should a dispute arise surrounding the grade given to a student, the following procedures will be utilized prior to any grade change taking place:

1. A request for a grade change must be in writing, citing the rationale for the request. A copy of the grade change request will be provided to the employee within two (2) days of receipt.
2. The building administrator will meet with the teacher to discuss grading criteria, rubrics, and any other factors used to determine the grade(s) in question.
3. The building administrator will make a determination as to the validity of the request. Should the building administrator determine that the request for grade change has merit; the case will be moved forward. Should the building administrator determine that the request for grade change is without merit; the complaining party may use the patron grievance process or withdraw from the process.
4. Should the teacher and building administrator disagree about the disposition of this matter, a panel, consisting of the affected employee, a building representative, the building administrator, and the building administrators' supervisor shall meet to discuss the matter fully. This panel shall attempt to make a decision about the grade change.
5. Should the parties prove unable to make a decision or make a decision that is not acceptable to both parties, either party may appeal the decision of the group to the Superintendent or designee.

6. The decision of the Superintendent or designee shall be final and binding on all parties.

   The building administrator shall make a good faith effort to contact the teacher. Should the teacher be unavailable, the appropriate building administrator, after consulting with their supervisor, will make a determination about changing a student's grade. If a grade change is made without the teacher's consent, the administrator will acknowledge, in writing, responsibility for changing the grade. This written acknowledgement will be placed in the student's file and a written copy will be given to the teacher, either personally or by e-mail. If the employee disagrees with the grade change, he/she may appeal to the Superintendent or designee

Educational Engagement Planned by Staff

Today, over two-thirds of American families are headed by two working parents or single parents, many of whom are now home balancing work and childcare. This includes our teachers. For this reason, most instructions and assignments were developed so that they can be easily accessed at different times by students (asynchronously). This allows students, families, and teachers to work flexibly while addressing the different demands on their time and availability caused by the current situation.

Teachers are also scheduling time for connections with their class(es) in real-time through weekly office hours. These connections will be through available through discussion boards, video-conferencing and email. Schools are developing schedules for coordinated office hours while providing as much flexibility as possible.

Teachers are using existing digital platforms to manage student learning, based on what they were using prior to the closure. These include PowerSchool Learning, OneNote and Teams. In addition, digital curriculum tools were provisioned and resources were developed to support students, families and teachers on how to effectively use these resources.

Schools developed plans for the distribution of print materials to support curriculum-based learning for students and families who need them. These plans include safety provisions such as scheduled pickup times to reduce person-to-person contact.

Weekly Communication with Students & Parents

To help parents and students navigate continuous learning, teachers will be using a common format for weekly learning e-mails. These e-mails include an outline of the lessons for the week and will be sent each Monday. They are designed to provide students and families and with consistent, accessible information to help with planning for the week.

Daily lessons for students will available primarily through our digital learning platforms - PowerSchool Learning and OneNote. The weekly email will point students and families to the lessons.

Expectations for Weekly E-mail from Teacher to Students and Parents:

1. Sent each Monday.
2. Post e-mail message wherever you post additional materials for students (PowerSchool, OneNote).

Required Format for Weekly E-mail from Teacher to Students and Parents:

1. Provide bulleted steps for learning for the week.
   - *Include order of assignments if applicable*
2. Clarify specific outcomes, assessments, and/or assignments.
3. Give short description of learning coming up in the following week.
4. Include bulleted list (below) of Student, Teacher, Parent Responsibilities for the first 2 weeks.

Student Responsibilities:

1. Check e-mail / PowerSchool Learning (PSL) or OneNote *(if your teacher uses it)* daily.
   - Make a schedule for your week to space out your schoolwork throughout the week.
2. Complete the lessons in order indicated.
3. Contact your teacher if you have questions or need additional support.

Teacher Responsibilities:

1. Be available *(according to building-determined schedule)* for questions, help, or to connect with students.
2. Check my e-mail daily.
3. Review your work and give you feedback and encouragement on your progress.

Parent Responsibilities:

1. Read the weekly e-mail.
2. Check in with your student, offer encouragement on their progress, and help them brainstorm how to solve the challenges they might encounter during the week.
3. Encourage your student to reach out to their teacher if they need help.

Extra Help:

- If your student receives support through a 504 plan, Special Education, Safety Net, or English Language, their monitor/case manager/teacher will be an additional support for your student.

- Include the links and information below:
    - Free Meals for Students
    - Technology Support for Students & Families
        - For student laptop, technology, and password questions, e-mail ftaccess@lwsd.org or call 425-936-1322, available 7am-4:30pm
        - For parent access to district tools, e-mail parentquestions@lwsd.org
    - Educational Resources
    - Latest Updates on COVID-19 for LWSD Families
    - Community Resources
    - Child Care Resources

Elementary Academic Engagement

At the elementary level, a team of teachers, program specialists and building administrators collaborated to develop curriculum guidance and guiding documents to support continuous learning and loaded into a shared Microsoft OneNote notebook. In this OneNote, teachers can access core resources that will help them design instruction to meet the academic, physical, and emotional needs of all students.

Teams of teachers, principals, and specialists from the Intervention, Teaching & Learning, & Student Services Departments constructed grade-level notebooks with key resources for teachers. These notebooks are living documents and will be updated and adjusted on a frequent basis. These notebooks connect teachers to the resources they need, supports collaboration between teachers, and promotes equity of access to common resources and effective practices to support high levels of student learning.

Contents of the Notebooks

- Modified Pacing Guides for the rest of the 2020 School Year
- Key lessons for Reading, Math and Writing
- Resources for teaching science, social studies, computer science, & art
- Resources for supporting the social-emotional learning for students
- Teacher resources for supporting assessment

Teachers will be using a weekly schedule that emphasizes literacy and math, and that also includes science, social studies, library, music, PE and ongoing enrichment. These schedules are included on the following pages.

Kindergarten and Grade 1 Schedule

(Approximately 1-1.5 hours/day, 5–7.5 hours/week)

Weekly		
Reading (60 reading minutes weekly) * 3 lessons assigned by the teacher which include reading and writing	**Math (60 minutes weekly)** * 3 lessons assigned by the teacher	**Library** * One activity per week provided by teacher
Writing Practice (30 minutes weekly) * Lessons/activities provided by the teacher	**DreamBox (45 minutes weekly)** * Do 2 or 3 short sessions, not one long session	**Music** * One activity per week provided by teacher
Lexia (45 minutes weekly) * Do 2 or 3 short sessions, not one long session		**PE** * One activity per week provided by teacher

Time Permitting	
Science (30 minutes weekly) * 1 lesson/activity provided by the teacher	**Social Studies: (30 minutes weekly)** * 1 lesson/activity provided by the teacher

Ongoing Enrichment:		
Practice your math facts	Read a book to your stuffed animal	Draw a picture and label with a caption
Do an art project	Research a topic you are interested in	Write a journal or story
Creative play	Do a puzzle	Play sight words games
Complete 15 additional minutes of Lexia and/or DreamBox time	Write a word that begins with each letter of the alphabet	Choose 5 words from your reading and sight words and write sentences with them
Write a thank you note to someone who has done something kind for you	Write your sight words in rainbow writing	Make a poster about what you learned this week

Grades 2-3 Schedule

(Approximately 1-2 hours/day, 5–10 hours/week)

Weekly		
Reading (90 minutes weekly) * 3 lessons assigned by teacher	**Math (90 minutes weekly)** * 3 lessons assigned by teacher	**Library** * One activity per week provided by teacher
Writing Practice (60 minutes weekly) * Lessons/activities provided by the teacher	**DreamBox (60 minutes weekly)** * Do 2 or 3 short sessions, not one long session	**Music** * One activity per week provided by teacher
Lexia (60 minutes weekly) * Do 2 or 3 short sessions, not one long session		**PE** * One activity per week provided by teacher

Time Permitting	
Science (30 minutes weekly) * 1 lesson/activity provided by the teacher	**Social Studies (30 minutes weekly)** * 1 lesson/activity provided by the teacher

Ongoing Enrichment:		
Practice your math facts	Read a book and write a recommendation	Additional Lexia and DreamBox time
Do an art project	Research a topic you are interested in	Write a journal or story
Creative play	Do a puzzle	Learn computer coding at Code.org
Draw a picture and label with a caption	Choose three new vocabulary words and draw a picture to represent each one	Choose 3 vocabulary words and write them in a sentence
Write a thank you note to someone who has done something kind for you	Write your own math word problem and solve it	Make a poster about what you learned this week

Grades 4-5 Schedule

(Approximately 2-3 hours/day, 10–15 hours/week)

Weekly		
Reading (150 minutes weekly) * 3 Lessons assigned by teacher	**Math (120 minutes weekly)** * 3 Lessons assigned by teacher	**Library** * One activity per week provided by teacher
Writing Practice (90 minutes weekly) * Lesson(s)/activit(ies) provided by the teacher	**DreamBox (60 minutes weekly)** * Do 2 or 3 short sessions, not one long session	**Music** * One activity per week provided by teacher
Lexia (60 minutes weekly) * Do 3 or 4 short sessions, not one long session	**ALEKS (60 minutes weekly)** *Safety Net and Highly Capable students do 2 or 3 short sessions, not one long session	**PE** * One activity per week provided by teacher

Time Permitting	
Science (60 minutes weekly) * 1-2 lesson(s)/activit(ies) provided by the teacher	**Social Studies (60 minutes weekly)** * 1-2 lesson(s)/activit(ies) provided by the teacher

Ongoing Enrichment:		
Practice your math facts	Read a book and write a recommendation	Complete 30 additional minutes of Lexia and/or DreamBox
Do an art project	Research a topic you are interested in	Write an opinion, narrative or informative piece
Practice typing on EduTyping	Do a puzzle	Learn computer coding at Code.org
Draw a scientific diagram and label with a caption	Choose three new vocabulary words and draw a picture to represent each one	Choose 3 vocabulary words and write them in a sentence
Write a thank you note to someone who has done something kind for you	Write your own math word problem and solve it	Make a poster about what you learned this week
Complete STEM/engineering project	Complete a science experiment	Create a Rube Goldberg machine

Secondary Academic Engagement

At the secondary level, a team of teachers, program specialists and building administrators collaborated to develop a teaching and learning guide for secondary engagement. This document is found on the following pages provides detail on how staff plan for educational engagement.

"The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking."

Remote Learning Guidance

Adapting Pedagogies to Online Learning

The transition to continuous learning has required significant shifts in mindset and pedagogy. The purpose of this document is to build on and extend the work you've been doing within your PCC. Additional documents have been provided to help guide planning for online learning.

Table of Contents *(with links)*

Overview & Explanation of Tasks

To prepare for April 20th when online learning begins, collaborate with your teaching team or course alike group (as you have done with your PCC team all year) to complete the following tasks:

❑ Review critical concepts taken from the Hanover Research document, which is part of the Professional Learning tasks that must be completed by this Friday, April 17th.

❑ Look through this document.

❑ Reflect on what you've already prepared with your team and what still needs to be considered.

❑ Create consistent learning experiences and support for students. This will inform next year's planning.

❑ Consider what professional learning might support your planning (additional support for this work, information on tech or assessment tools, etc.)

Critical Concepts from Hanover Research

The following section contains excerpts from the Hanover Research document, which was shared with teachers by the Professional Learning Department.

Practical Tips to Adapt Curricula and Instruction for Online Learning

STRATEGY	DESCRIPTION
Set Realistic Expectations	Given the rapidity with which schools have closed, teachers and students have had to adapt quickly and often without sufficient preparation. As such, teachers should honestly reflect on which learning outcomes are achievable and what reasonable expectations look like for themselves and their students.
Communicate Regularly	Ambiguity around expectations and the briskness with which teachers and students have had to adapt present unique challenges. Teachers need to articulate how students and their families should communicate with them and one another to accomplish educational tasks. At the same time, teachers need to be available and willing to accommodate difficulties students have using online learning formats.
Maintain Focus on Learning Objectives	While teachers may be comfortable delivering instruction in a certain way, they must be creative in how they develop online learning activities. Essentially, the primary concern should be providing an appropriate pathway for students to achieve curriculum objectives and state and local learning standards.
Test Content and Technology Before Deployment	This strategy comes with the caveat that, during the current crisis, teachers may be unable to conduct extensive testing prior to using technologies with students. To the extent that is possible and reasonable, teachers should explore and test the educational tools they intend to use to increase familiarity with key functions and identify potential challenges in usage.
Appreciate New Opportunities	Though an immediate transition to online learning is likely stressful, teachers should consider how it will allow them to experiment with new resources and strategies. Teachers may discover an innovative method for teaching a particular content item that they can apply in subsequent school years.

Source: Johns Hopkins University [36]

Other Planning Considerations:

- Not every standard will be covered—and that's okay.

- Identify and focus on transferable skills over content.

- Consider if new learning focuses on exploration or mastery.

- Consider how students and families can access help with the learning.

- Learning needs to be equitably accessed and assessed.

Best Practices for Teaching Online

Source: Arizona State University[52]
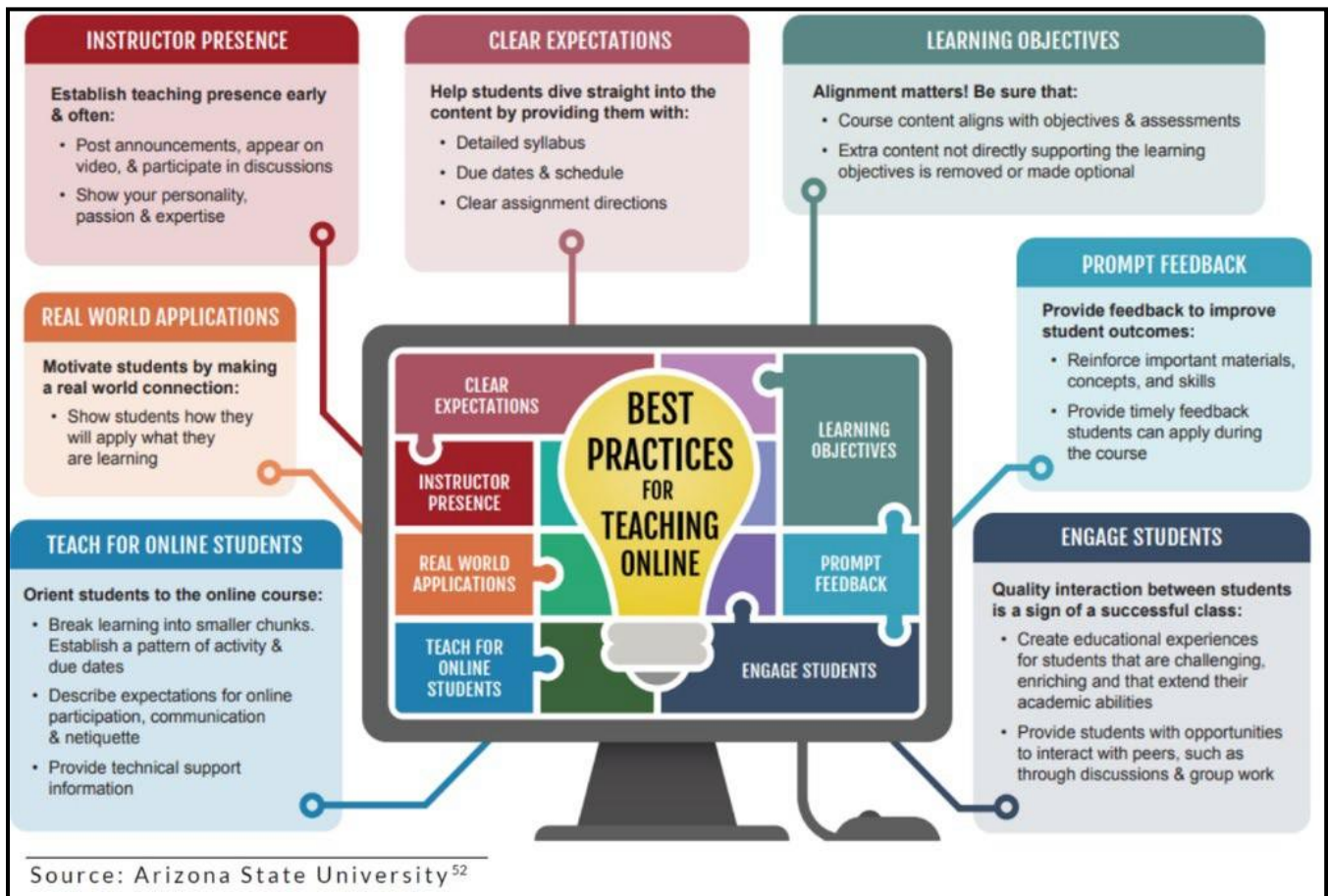
Adapting Curricula and Instruction: Set Realistic Expectations

Guiding Questions to Help Determine Core Learning Through the Rest of the School Year:

- Knowing that learning in a remote environment looks very different, what aspects of typical practice will you keep and what will you let go of?

- When you pass your students on to the next level, what core skills or knowledge will they need?

- What resources do you already have to help determine key Standards, skills, and knowledge needed?

- What new roles are students taking in their online learning? How has this changed your teaching practice?

- How can you integrate content and skills, adapt the scope and sequence, and consider new ways of demonstrating learning?

- What new factors do you need to consider in teaching and course design and what elements of classroom practice do you maintain?

- What do you currently know, or have you recently learned, about students' needs, preferences, concerns, and success rates with online learning?

- What specific strengths and limitations for online delivery are linked to the subject matter and grade level which you teach or for which you prepare resources?

Teacher Planning Guidance

The following tasks will help create consistent learning experiences and support for students. The completion of these tasks will help inform planning for next school year.

Teachers are strongly encouraged to work in course alike groups or PCCs to:

1) create consistency for students,

2) provide differentiated support for students,

3) create resources, share strategies, and provide support for each other, and

4) inform preparation for next year through vertical alignment and long-term planning.

Reminder: Teachers are not to assign additional schoolwork beyond the approximate 30-45 minutes daily per class. Teachers can provide additional resources or extension activities, but they should not be assigned or required.

Teachers may also plan with other groups in the district who are course alike. If you would like support to connect with teachers in other schools, please contact your content area specialist.

Topics for Conversation

Course

- What course is being discussed?

Standards/Alignment – *see Critical Standards/Skills/Content Table on following page*

- What critical standards, skills, and/or content must be covered by the end of the year?
- What standards, skills, and/or content that is typically included will NOT be taught?
- What considerations/impact will this have on the next level/year of this content area/strand?

Resources

- What district-adopted resources *(PowerSchool Learning, OneNote, online textbook)* are being used?
- What supplemental resources are needed for students and/or lessons?
- What resources and supports do I need to access or learn more about?

Equity

- How will accommodations be provided (IEP, 504, limited access to technology, etc.)?
- What are ways to check-in with the student/family to ensure their needs will be/are being met?
- What other specialists/teams need to be included and/or have information shared with them (Special Ed, 504, EL, etc.)?

Critical Standards/Skills/Content Table

Use the table below to narrow down standards, skills, and content to be covered. Keep in mind that you won't be able to teach everything you normally would. Current school closures require a significant, whole-system shift in curriculum. **Completing this work as a team is essential, as this tool will be used for vertical and horizontal alignment for this school year and the 2020-21 school year**.

Timeline	Standards, Skills, and/or Content	Outcome, Assessment, and/or Assignment	Resource Needs (technology, book, etc.)	Differentiation *Include Enrichment opportunities and/or Support needs*
Week 1: April 20th – 24th				
Week 2: April 27th – May 1st				
Week 3: May 4th – 8th				
Week 4: May 11th – 15th				
Week 5: May 18th – 22nd				
Week 6: May 26th – 29th *Mon. 5/25 is Memorial Day*				
Week 7: June 1st – 5th				
Week 8: June 8th – 12th				
Week 9: June 15th – 19th				

Designing Lessons for Remote Learning

The optional lesson template on the following page is intended to help guide teachers or teacher teams plan remote learning for students. Remember that remote learning is not a replacement for classroom learning.

Considerations Checklist

Big Idea/Learning Outcome

- ☐ This lesson/learning is aligned to core content standards.

- ☐ Time for lesson/learning is appropriate and does not exceed 30-45 minutes each day *(2.5-3.5 hours/week)*.

- ☐ The lesson/learning is engaging, relevant, and meaningful to students.

Resources

- ☐ All digital resources are approved and accessible on LWSD student devices.

- ☐ Non-digital resources/experiences are provided as needed to ensure equitable student access to learning.

- ☐ All required materials are accessible from home.

Learning Experience Design

- ☐ Other specialists (English Learner, High Capabilities, Special Education) are included in planning as possible to maximize accessibility of the activities and resources to all students.

Delivery/Access

- ☐ There is a delivery mode for this learning (OneNote, PowerSchool, E-mail, SmartSuite).

- ☐ Learning is made accessible via PowerSchool Learning to students and families.

- ☐ As possible, consider offering students choice in how they demonstrate their learning.

- ☐ Communicate to students/families how they will get feedback on their work.

Remote Learning Lesson Template

The goal of the optional template below is to help teachers consider multiple aspects for planning. Use of the optional template will also provide resources that are easily shared and used by teachers in a content area/grade level.

Remote Learning Lesson Template – blank

Remote Learning Lesson created by: _____

Grade Level/Subject Area:	Timeline:
Connections to Prior Learning: ⬜ ⬜	Resources: ⬜ Delivery Method to Students

Remote Learning Lesson

Standards and Big Ideas/Learning Goals
⬜ ⬜
Expected Outcomes
⬜ ⬜
Learning Design

Student Choice Practice

Choice 1	Choice 2

Collaboration/Learning Interaction

Student-Teacher	Student-Other (Student/Adult/Community)	Getting Feedback from Teacher

Remote Learning Lesson Template – scaffolded

Remote Learning Lesson created by: *Name, Group, Location*

Grade Level/Subject Area(s):	Timeline: *What is the recommended amount of time the student should spend on the learning experience?*
Connections to Prior Learning: • *How does this experience link to prior learning?*	Resources: ▢ *Link websites* ▢ *Attach documents or other necessary resources* Delivery Method to Students ▢ *Identify how this learning method will be presented to student (PowerPoint, OneNote, SmartSuite, E-mail)* ▢ *Consider the balance between video recorded and written directions*

Remote Learning Lesson

Standards and Big Ideas/Learning Goals
▢ *What standards are being addressed in this lesson or set of activities?* ▢ *What is the larger concept/skill this activity, or set of activities, is connected to?*
Expected Outcomes
• *What do you hope the students will be able to do after this lesson?* • *Are there multiple ways students can demonstrate their learning (FlipGrid, options in writing tasks, etc.)*
Learning Design
Use this space to design the remote learning lesson.

Student Choice Practice

Choice 1 *Identify a post-learning practice or activity for students. The goal of this choice is to give students some agency in how they want to practice and/or apply their new learning from the lesson.*	Choice 2

Collaboration/Learning Interaction

Student-Teacher	Student-Other (Student/Adult/Community)	Getting Feedback from Teacher
How will students be sharing products or collaborating with the teacher?	*How will students be collaborating with other students or adults regarding this experience?*	*How will the teacher or other be giving feedback on the products of the lesson to the student?*

Weekly Communication with Students & Parents

To help parents and students navigate remote learning, teachers are required to use a common format for weekly e-mails. The weekly e-mail communicates an outline of the learning for the week.

Expectations for Weekly E-mail from Teacher to Students and Parents:

1. Sent by noon every Monday.
2. Separate e-mail for each prep.
3. Post e-mail message wherever you post additional materials for students (PowerSchool, OneNote).

Required Format for Weekly E-mail from Teacher to Students and Parents:

1. Include short relationship-building or connecting type message.
2. Provide bulleted steps for learning for the week.
   - *If necessary, please make it clear what order the assignment should be completed in.*
3. Clarify specific outcomes, assessments, and/or assignments.
4. Give short description of learning coming up in the following week.
5. Include bulleted list (below) of Student, Teacher, Parent Responsibilities for the first 2 weeks.

   Student Responsibilities:
   - Check e-mail / PowerSchool Learning (PSL) or OneNote *(if your teacher uses it)* daily.
   - Make a schedule for your week to space out your schoolwork throughout the week.
   - Complete the lessons in order indicated.
   - Contact your teacher if you have questions or need additional support.

   My (Teacher) Responsibilities:
   - Be available *(according to building-determined schedule)* for questions, help, or to connect with students.
   - Check my e-mail daily.
   - Review your work and give you feedback and encouragement on your progress.

   Parent Responsibilities:
   - Read the weekly e-mail.
   - Check in with your student, offer encouragement on their progress, and help them brainstorm how to solve the challenges they might encounter during the week.
   - Encourage your student to reach out to their teacher if they need help.

   Extra Help:
   - If your student receives support through a 504 plan, Special Education, Safety Net, or English Language, their monitor/case manager/teacher will be an additional support for your student.
   - Include the box below:

Lake Washington School District Continuous Learning Plan

Resources for LWSD Families & Staff During School Closures
Free Meals for Students
Technology Support for Students & Families
Email for Students: ftaccess@lwsd.org or
Email Address for Parents: parentquestions@lwsd.org
Educational Resources
Latest Updates on COVID-19 for LWSD Families
Community Resources
Child Care Resources

Weekly E-mail Sample #1 – High School

Dear Math Analysis Students,

I hope you have been able to enjoy the nice(r) weather we have been having! I know that our daily journeys outside have been all the better if the sun is on your back ⬛. This week my daughters and I added passing/bouncing back and #large plastic ball to our walks – it was challenging on the hills!

This week (*April 27 – May 1*) we will be continuing the work in Chapter 12: Intro to Calculus, building towards finding the area under a curve using the limit process.

You can do the lessons at your own pace, but are encouraged to do max. 2 in any one sitting (to give the material time to "gel" into your head)

- 12.5   The Area Problem
  - ⬜ OneNote (Tab April 27 – May 1) + video embedded; WebAssign 12.5 day 3

- Quick Quizzes   Posted on PSL by Wednesday (Microsoft Forms)

- 12.5   Area Problem
  - ⬜ 12.5 Handout: Document and Answer Key on PSL. No need to upload document to OneNote, but you may if you have questions and want me to look at it.
- Homework Quiz 12.5

  Homework Quiz 12.5 Document on PSL. Please upload to your personal page on OneNote – under the Homework Tab; label the tab "HW Quiz 12.5"

Heads up! Next week we will be finishing the unit and an assessment will be coming in two parts (WebAssign and Microsoft Forms.) More details next week. After completing this unit we will start the last unit: Chapter 10 Analytic Geometry.

Have a good week and be sure to check in with me for extra help!

Ms. Sullivan

As a reminder:

Student Responsibilities:
- ⬜ Check e-mail / PSL daily.
- ⬜ Make a schedule for your week to space out your school work throughout the week.
- ⬜ Complete the lessons in order

indicated. Teacher Responsibilities:
- ⬜ Be available for interactive Office Hours:
  - Math Analysis: Tue/Thur 12:30-1:30pm
- ⬜ Check my e-mail daily.
- ⬜ Read over your work and give you feedback and encouragement on your

progress. Parent Responsibilities:
- ⬜ Read the weekly e-mail.
- ⬜ Check in with your student, offer encouragement on their progress, and help them brainstorm how to solve the challenges they might encounter during the week.
- ⬜ To foster your student's independence, encourage them to reach out to their teacher if they need

help. Extra Help
- ⬜ *Tech issues: Techy McTecherson (@ e-mail…)*
- ⬜ *Counselor at school: Helper Listensalot (@ e-mail…..)*

Weekly E-mail Sample #2 – High School

Dear Government students,

I miss you all. This remote learning version will not be nearly as fun as class. There will be no Balooney in the corner. I am sad about that.

For the rest of the school year, we will be learning about the court system. We will look at both constitutional law and criminal justice issues. You have a new folder in our old OneNote notebook for US Government. If you need to get access to it again, go to your OneDrive > Shared > scroll to find it. If that doesn't work, I can re-share with you. E-mail me.

Each week, you will get an e-mail from me with the work for the week and a link to a video of me teaching. There will also be links to any videos you might find helpful. I am e-mailing the links so that you can access them on your phone while having the OneNote notebook open on your computer. I dislike split screens.

What students should do:

- Check your school e-mail daily
- Do some school work daily
- Complete all of the Week One assignments for US Government
- Do the video check-ins when they become available

What I will do:

- Read your work daily
- Give you feedback and encouragement
- Do video check-ins (there will be a separate e-mail to explain how this will work)

What parents should do:

- Read this e-mail
- Try to help your student set up a plan for the week
- Encourage them to do the video check-ins

Week One will be focused on the court system overall. There are FIVE OneNote pages in this week's work:

1. Purpose of the Court System
   a. Video Lesson for 1.1
2. How the Court System Works
   a. Video Lesson for 1.2
   b. How does criminal court work?
   c. Pleading Guilty or Going to Trial: The Pros and Cons
   d. Video overview of the difference between criminal and civil trials
3. Getting a Case to the Supreme Court
   a. Video Lesson for 1.3
   b. Video overview of the process (optional)
4. Why It Matters Who Is On Our Federal Courts
   a. Video Lesson for 1.4
5. The Fourteenth Amendment
   a. Video Lesson for 1.5
   b. Khan Academy on Equal Protection

During Week Two (April 20-24) we will be looking at the First Amendment. After that, we'll move on to the Second and Fourth Amendments.

Lake Washington School District Continuous Learning Plan

If you need help with technology issues, contact me first, then_____ if I can't solve it.

E-mail Counselor if you need counseling support or other resources.

Weekly E-mail Sample #3 – Middle School *(6th Grade Foundations)*

Dear IMS Foundations students (and Parents/Guardians),

I wish I would have known that March 10th was our last in-person class we'd have for the 2019-2020 school year. Had I known that, I would have savored every moment I had with you. I would have focused a little less on petty things like whether you sat in the right seat for the whole class, whether you returned a pencil you borrowed, whether you put markers back in the right color-coded bin, or whether you pushed your chair in when you left the room. Instead, what I would have done is focus on how important you are to your classmates, how important you are to me, and how much I care for you. We'll make it through all that's going on in the world right now, and you'll be better because of how you've stepped up to the plate to take ownership of your learning.

Starting today, assignments for all your classes are required, and they'll be graded. Please don't view your teachers' assignments as what we'd traditionally think of as homework—these assignments are schoolwork *(assignments we'd do at school)*, but they'll be completed in your home environment. I understand that you have a unique situation at home. If you can't get something done or if you're worried/stressed/anxious about something I've assigned, *please* reach out to me. I'm more than happy to work with you on a solution. If you find yourself in this situation, the e-mail really should come from you—not a parent/guardian. The reason for this is because self-advocacy *(the ability to speak up for yourself)* is a great skill to have, and you need to hold yourself accountable for your learning. Plus, I'm sure your parent(s)/guardian(s) have a lot on their plate right now, so the more you do on your own, the better! :)

Every Monday at 8am, you'll get an e-mail from me detailing our learning for the week. This week, April 20th-24th, we're focused on setting you up for success at home. Please complete the following tasks by 2:20pm on Friday, April 24th:

What's the name of the assignment?	What's the purpose of the assignment?	How long should I spend on the assignment?	Where can I find the assignment?	Where should I turn in the assignment?	When's the assignment due?
Motivational Monday	To get you thinking about this week's topic	7-10 minutes	Click here!	PowerSchool dropbox titled 'Motivational Monday_4.20'	Complete this by 11:59pm on Friday, April 24th
Think Outside the Box Tuesday	To strengthen your flexible thinking skills, imagine other possibilities, and learn to see and understand different perspectives	10-15 minutes	Click here!	PowerSchool dropbox titled 'Think Outside the Box Tuesday_4.21'	Complete this by 11:59pm on Friday, April 24th
Temperature Check	To let Mrs. Martel know how you're doing	2-5 minutes *(can be done daily)*	Click here!	Submit it through Microsoft Forms	Whenever
Read article on creating space for learning at home	To familiarize yourself and reinforce good habits for successfully working on schoolwork at home	10-20 minutes	Click here!		Should be done before Friday so you have time to do the Flipgrid response
Flipgrid Response to article	To tell (or show) your classmates and Mrs. Martel how you applied information from the article	10-20 minutes	Click here!	Flipgrid	Complete this by 11:59pm on Friday, April 24th

Next week, we'll take a closer look at planning where you'll be given tools, tips, and advice on how to help structure your day. This will include a scavenger hunt and Weekly Planning Sheet—stay tuned!

[Include list of student, teacher, and parent/guardian expectations here along with this link to Parent/Guardian Check-In Survey Also include the quick links box for Extra Help].

Respectfully,

Mrs. Amanda Martel, *M.Ed. & NBCT*

Weekly E-mail Sample #4 – Middle School *(6th Grade English Language Arts)*

Dear English Language Arts students (and Parents/Guardians),

While I'm having a hard time not seeing you every day and getting caught up on what's going on in your lives, I have appreciated the sudden slower pace. I've been able to get outside and walk at least a couple times a day. In fact, I miss you all so much that any time I see a person that looks like they could be in middle school, I look a little harder to see if it's one of you! It doesn't matter if I'm at the grocery store or on a walk in my neighborhood, I'm long to see each of your beautiful faces!

Every Monday, I'll e-mail you at 8am with required learning activities for that week. I understand that you have a unique situation at home, so, if you can't get something done or if you're worried/stressed/anxious about something I've assigned, *please* reach out to me. I'm more than happy to work with you. This week, April 20th-24th, we're starting *The Odyssey* by Geraldine McCaughrean. If you love adventure, overcoming obstacles, and mythological creatures, you're sure to enjoy this book! I've got to say… this is one of my favorite units, and I'm bummed that I don't get to physically be alongside you for this one! Nonetheless, the show must go on!

What's the name of the assignment?	What's the purpose of the assignment?	How long should I spend on the assignment?	Where can I find the assignment?	Where should I turn in the assignment?	When should I have the assignment done by?
Vocabulary (Mon.)	To familiarize yourself with possible unknown words in this week's reading	20-30 minutes	Click here!	It will be done through the SMART Learning Suite Online	Complete this by 11:59pm on Monday, April 20th
Read Chapters 1 & 2 of *The Odyssey* (Tues./Wed.)	To strengthen your reading comprehension skills	36 minutes	Click here for the audio! Click here for the book.	PowerSchool dropbox titled 'Think Outside the Box Tuesday_4.21'	Complete this by 11:59pm on Wednesday, April 22nd
Optional Reading Check (Tues./Wed.)	To serve as a comprehension check on the assigned chapters. It's not graded.	10-15 minutes	PowerSchool > Activities > Assessments > Chs. 1 & 2	PowerSchool	Complete this by 11:59pm on Wednesday, April 22nd
Questions for Chapters 1 & 2 of *The Odyssey* (Thurs./Fri.)	To describe how the story unfolds and analyze the text.	30 minutes	Click here!	E-mail to Mrs. Martel w/a subject of 'Chapters 1 & 2 *Odyssey* Questions'	Complete this by 11:59pm on Friday, April 24th
Temperature Check	To let Mrs. Martel know how you're doing	2-5 minutes *(can be done daily)*	Click here!	Submit it through Microsoft Forms	When time permits

Student Responsibilities:

- Check e-mail and PowerSchool Learning (PSL) daily.
- Make a schedule for your week to space out your schoolwork throughout the week.
- Complete the lessons in order indicated.
- Contact Mrs. Martel by e-mail at amartel@lwsd.org if you have questions or need additional support.

Teacher Responsibilities:

- Be available by e-mail between 7am-3pm for questions, help, or to say "Hi!"
- Check my e-mail daily.
- Review your work and provide feedback and encouragement on your progress.

Parent Responsibilities:

- Click here to take a survey.
- Read the weekly e-mail.
- Check in with your child, offer encouragement on their progress, and help them brainstorm how to solve challenges they might encounter during the week.
- Encourage your child to reach out to me if they need help or additional support.

Extra Help:

- If your child receives support through a 504 plan, Special Education, Safety Net, or English Language, their monitor/case manager/teacher will be an additional support for your student.
- *[Insert the box w/links for additional help here]*

Respectfully, Mrs. Amanda Martel, *M.Ed. & NBCT*

Assessment

As you create your assessments, consider what you can and cannot control in the remote student learning environment. The bullet points below can help you identify key factors for designing your assessment so that you can select the best assessment tool:

Assessment Timeline

As we move through remote learning, here are some key questions to ponder when determining what kind, when, and a rationale for assessments:

How Should I Assess?

- Use tools/strategies already in place in your classroom that can be replicated remotely (online response resources for exit tickets, etc. See chart below for resources).
- Consider additional tools you have not previously used that could meet teacher/student needs.
- Focus on learning and set reasonable remote learning expectations.

When Should I Assess?

- Formative assessment is critical in a remote learning environment as student learning is more difficult to "see" than in a classroom setting.
- Consider how to assess proficiency/competency of critical content in equitable ways
- Consider what students need to know before moving on; where will they get "stuck" and how will you know?
- Plan the timing of your assessments to align with your thoughts on the bullets above.

What Should I Assess?

- Plan for assessing the essential content you want students to understand.
- Focus on one or two essential learnings or core competencies a week.
- Consider using student self-assessment to inform next steps in planning for instruction.

Outline Clear Expectations

- Trust your students to meet your expectations, given the constraints of remote learning. Students will have access to a variety of resources beyond what they would during an assessment in a classroom setting.

- Utilize guidance/previous practice from building/department to address issues/questions, with a focus on supporting students in this new environment.

- Help students understand the relevance or "why" of learning to help them take assessments with fidelity.

- Determine and communicate specifics such as:
  - Can students retake the assessment? If so, how will they retake?
  - If you had a retake policy prior to closure, how will students be able to retake the assessment?
  - Is your assessment…open/closed book? open/closed note? open/closed friend?
  - Is there a time limit or deadline?

Accommodations and Equity

- ▢ Review accommodations and/or assistive technology (AT) currently documented in the student's IEP or 504

- ▢ Plan and consider how the accommodations or assistive technology supports will be provided, whether online or through other means, including printed learning material.
  - ○ Connect with IEP/504 provider as needed
  - ○ Develop accommodated/modified assignments as needed
  - ○ Many students will have varying pulls on their time that will impact their ability to log in at specific times, i.e. helping care for younger siblings, family illness, parental job loss, job or housing insecurity
  - ○ Internet access will be an issue for some families, including those who typically have internet.
  - ○ If the assessment must be taken at an assigned time, <u>a plan must be in place for students unable to access the assessment at the given time.</u>

- ▢ Consider use of accessibility tools with whole group/small group/individuals:
  - ○ Simple accessibility tools such as closed captions, text-to-speech, voice recognition, word prediction, or the ability to change text properties are helpful to all students.
  - ○ Determine if additional accessibility tools are needed for students to be successful and work with Special Education/504/EL provider as necessary.

- • Additional Considerations for assessing in a remote learning environment:
  - ○ Determine if the assessment content is "Googleable". In other words, if someone can look up the question online, consider turning your assessment into an alternate format (eg. projects, essays, recordings, portfolio, metacognitive reflection of portfolio work, etc.).

Master List of Assessment Tools – *To work, hyperlinks may need to be copied (right click, select 'copy hyperlink', & paste in browser)*

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each **grid** is effectively a message board where teachers can pose a question and their students can post second or minute long video responses that appear in a tiled "**grid**" display.	Click here!	Students access link to assignment through however teacher chooses to post it (e-mail, OneNote). They sign in with LWSD e-mail. Click here for more info!	Accessibility Make sure to turn on the accessibility features.
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	
Class OneNote Individual Pages	A Student Notebook is a private space for each student in the class to work. Teachers can view and edit material in all of the Students' Notebooks. This makes supplying feedback and correction possible in the Class Notebook. Students can only access their own Notebook.	Set up a Class Notebook and add your students. More information and features can be found on KIT using this link.	When a student is added to a Class Notebook, they will see their own individual section with their name on it. Have them navigate there and work in that section to share with you.	With individual sections you can: • Distribute Content • Review Student Work
Class OneNote Collaboration Space	The Collaboration Space allows both students and teachers to edit content. The space works well for small group projects.	Once turned on, it is an open space that teachers or students can add to. More information and features can be found on KIT.	Once turned on, it is an open space that teachers or students can add to. Have students navigate to the "Collaboration Space" section of their Class Notebook.	
PowerSchool Learning (PSL) Discussion Board	With PSL discussion boards, teachers can create a class discussion, group discussion with customizable groups of students, or one-to-one discussions that are private between student and teacher. Teachers pose a question and students can answer the question in a post and respond to other students' posts.	Teachers find Discussions under the "Activities" tab in their PSL page. More information and features can be found on KIT.	When a discussion is created, students can access them through the "Activities" tab, their "Calendar" or on a page in the PSL site that the teacher has linked the discussion to.	Teachers have the option of having students write their first post before seeing other posts, ensuring that students are sharing their own thoughts and not their classmates.

PowerSchool Learning (PSL) Assessment	PSL has assessment and assignment functions. Multiple-choice and short-answer questions can be added (students can write whole paragraphs in this). Multiple-choice is graded by the system. The assignment function allows students to upload images and documents in PDF form.	Available on the Activities menu in each individual class	Assignments and assessments show up on the menu on the right side of the class page on PSL.	

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
PowerSchool Learning (PSL) Assignment Dropbox	Teachers can use PowerSchool to create an assignment where students can dropbox (or submit) their work.	Click here to see the instructions on KIT for creating an assignment space where students can dropbox files.	Click on the Activities tab > Assignments > select the assignment > 'Hand In' > upload document > submit	
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms.	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	
Skyward Assessment	Skyward allows teachers to add an assignment online. Students log in to student access and are notified of an online assignment. The assignments can be multiple choice, short answer or essay. Teacher can grade assignment in the gradebook.	Skyward instructions for online assignment (from CAT PowerSchool page)	Click here	
PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you are showing on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT.	On the top navigation bar, click Insert > Media > Screen Recording.	
Office365 Shared Documents	Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNote Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNotes, and Excel files.	Office365 sharing instructions Office 365 Collaboration from KIT More information can be found on KIT.	The teacher information link breaks down steps that can be shared with students and includes short tutorial videos too.	
Turnitin	Turnitin.com is a grade 6-12 instructional tool that can be used to support academic integrity and promote authentic written work. Turnitin analyzes student work, searches a database of current and archived websites, the student paper repository, and scholarly articles/journals for any potential content matches and provides an originality report. In addition to matched content, Turnitin offers various feedback opportunities for teachers. Teachers can easily and fairly grade student work by uploading and creating rubrics or accessing genre-specific rubrics provided by Turnitin.	A list of helpful video tutorials can be found on KIT to assist you in getting started using Turnitin. • Setting Up and Submitting Assignments • Evaluating Originality Reports • Providing Feedback and Grading Account Setup Page on KIT	Students self-register for an account using the process outlined in KIT.	
E-mail	Use district e-mail to have students e-mail work as attachments.	E-mail directions from KIT	Attach document and send	Hard to organize

Breakdown of Tools Available for Certain Purposes

Recording a Response to Prompt

Audio Responses

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each **grid** is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "**grid**" display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	

Written Responses

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
PowerSchool Learning (PSL) Discussion Board	With PSL discussion boards, teachers can create a class discussion, group discussion with customizable groups of students, or one-to-one discussions that are private between student and teacher. Teachers pose a question and students can answer the question in a post and respond to other students' posts.	Teachers find Discussions under the "Activities" tab in their PSL page. More information and features can be found on KIT.	When a discussion is created, students can access them through the "Activities" tab, their "Calendar" or on a page in the PSL site that the teacher has linked the discussion to.	Teachers have the option of having students write their first post before seeing other posts, ensuring that students are sharing their own thoughts and not their classmates.
Class OneNote Individual Pages	A Student Notebook is a private space for each student in the class to work. Teachers can view and edit material in all of the Students' Notebooks. This makes supplying feedback and correction possible in the Class Notebook. Students can only access their own Notebook.	Set up a Class Notebook and add your students. You can then navigate to any of their pages. More information and features can be found on KIT using this link.	When a student is added to a Class Notebook, they will see their own individual section with their name on it. Have them navigate there and work in that section to share with you.	With individual sections you can: - Distribute Content - Review Student Work
Class OneNote Collaboration Space	The Collaboration Space allows both students and teachers to edit content. The space works well for small group projects.	Once turned on, it is an open space that teachers or students can add to. More information and features can be found on KIT.	Once turned on, it is an open space that teachers or students can add to. Have students navigate to the "Collaboration Space" section of their Class Notebook.	
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms.	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	

Lake Washington School District Continuous Learning Plan

Explaining a Process/Their Understanding

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each **grid** is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "**grid**" display.	Click here!	Click here for more info!	Accessibility
PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you are showing on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT.	On the top navigation bar, click Insert > Media > Screen Recording.	

Reflections

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each **grid** is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "**grid**" display.	Click here!	Click here for more info!	Accessibility
Class OneNote Individual Pages	A Student Notebook is a private space for each student in the class to work. Teachers can view and edit material in all of the Students' Notebooks. This makes supplying feedback and correction possible in the Class Notebook. Students can only access their own Notebook.	Set up a Class Notebook and add your students. You can then navigate to any of their pages. More information and features can be found on KIT.	When a student is added to a Class Notebook, they will see their own individual section with their name on it. Have them navigate there and work in that section to share with you.	With individual sections you can: ● Distribute Content ● Review Student Work
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms.	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	

PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you are showing on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT.	On the top navigation bar, click Insert > Media > Screen Recording.

Showing How to Solve a Problem

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each **grid** is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "**grid**" display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	
PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you show on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT.	On the top navigation bar, click Insert > Media > Screen Recording.	

Performance Assessment

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each **grid** is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "**grid**" display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	

Lake Washington School District Continuous Learning Plan

Practice with a Peer

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each **grid** is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "**grid**" display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	

Discussion Boards

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Class OneNote Collaboration Space	The Collaboration Space allows both students and teachers to edit content. The space works well for small group projects.	Once turned on, it is an open space that teachers or students can add to. More information and features can be found on KIT.	Once turned on, it is an open space that teachers or students can add to. Have students navigate to the "Collaboration Space" section of their Class Notebook.	
PowerSchool Learning (PSL) Discussion Board	With PSL discussion boards, teachers can create a class discussion, group discussion with customizable groups of students, or one-to-one discussions that are only between student & teacher. Teachers pose a question and students can answer the question in a post and respond to other students' posts.	Teachers find Discussions under the "Activities" tab in their PSL page. More information and features can be found on KIT.	When a discussion is created, students can access them through the "Activities" tab, their "Calendar" or on a page in the PSL site that the teacher has linked the discussion to.	Teachers have the option of having students write their first post before seeing other posts, ensuring that students are sharing their own thoughts and not their classmates.

Essays/Long Responses

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Turnitin	Turnitin.com is a grade 6-12 instructional tool that can be used to support academic integrity and promote authentic written work. Turnitin analyzes student work, searches a database of current and archived websites, the student paper repository, and scholarly articles/journals for any potential content matches and provides an originality report. In addition to matched content, Turnitin offers various feedback opportunities for teachers. Teachers can easily and fairly grade student work by uploading and creating rubrics or accessing genre-specific rubrics provided by Turnitin.	A list of helpful video tutorials can be found on KIT to assist you in getting started using Turnitin. • Setting Up and Submitting Assignments • Evaluating Originality Reports • Providing Feedback and Grading Account Setup Page on KIT.	Students self-register for an account using the process outlined in KIT.	
E-mail	Teachers can use district e-mail to have students e-mail work as attachments. This works well for documents or pictures of work	E-mail directions from KIT	Attach document and send	It may be cumbersome to organize student work.
PowerSchool Learning (PSL) Assignment Dropbox	Teachers can use PowerSchool to create an assignment where students can dropbox (or submit) their work.	Click here to see the instructions on KIT for creating an assignment space where students can dropbox files.	Click on the Activities tab > Assignments > select the assignment > 'Hand In' > upload document > submit	

Multiple Choice

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms.	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	
PowerSchool Learning (PSL) Assessment	PSL has assessment and assignment functions. Multiple-choice and short-answer questions can be added (students can write whole paragraphs in this). Multiple-choice is graded by the system. The assignment function allows students to upload images and documents in PDF form.	Available on the Activities menu in each individual class	Assignments and assessments show up on the menu on the right side of the class page on PSL.	
Skyward Assessment	Skyward allows teachers to add an assignment online. Students log in to student access and are notified of an online assignment. The assignments can be multiple choice, short answer or essay. Teacher can grade assignment in the gradebook.	Skyward instructions for online assignment (from CAT PowerSchool page)	Click here	

Projects

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Office365 Shared Documents	Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNote Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNotes, and Excel files.	Office365 sharing instructions Office 365 Collaboration from KIT More information can be found on KIT.	The teacher information link breaks down steps that can be shared with students and includes short tutorial videos too.	

> **Keep in mind that these tools are just some of what's available for use.**
>
> **For more information about these tools or to see a more comprehensive list, please visit the KIT PowerSchool page.**

> **If you have questions about where to find technology resources or if you need help with any of these tools, please reach out to your school's Librarian or your building's Technology Integration Facilitator(s).**

APPROVAL OF MONITORING REPORT
RESULT-2, ACADEMIC CONTENT, KNOWLEDGE, AND SKILLS

May 18, 2020

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GC-6, Annual Work Plan. Results-2, Academic Content, Knowledge, and Skills, is now being presented for approval.

It should be noted that this is being submitted is accordance with the newly revised board policy governance process. Results (R) were formerly known as End Results (End).

RECOMMENDATION

The Board of Directors approves the monitoring report for Results-2, Academic Content, Knowledge, and Skills, as presented.

2020

Board Results Report – R-2

MAY 18, 2020

ACADEMIC CONTENT, KNOWLEDGE, AND SKILLS – MONITORING REPORT

RESULTS (R) POLICY

R-2 Academic Content Knowledge and Skills

	Reasonable Interpretation and Indicators (RI)	May 18, 2020	Date
X	Monitoring Report		Date for Re-monitoring

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy, R-2, Academic Content Knowledge and Skills, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization demonstrates:

_____ Approval of Interpretation and Indicators as Reasonable Evidence sufficient to show:

_____ Reasonable Progress

_____ Failure to Make Reasonable Progress
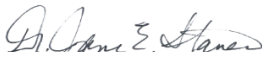
___X___ Reasonable Progress with Noted Exceptions Below

Executive Summary:
This is the first monitoring report for R-2 under the revised policy/indicators, which is a very extensive report given the number of areas monitored. The recommendation for next year would be to break this into separate reports staged over the course of the year. Aspirational goals were set in many of the areas, so while overall, academic achievement is high, there are areas that are still noted as not making reasonable progress.

Please note the data summaries within each section of the monitoring report. Appendix A contains the data graphs. Appendix B adds further information for the Board about current work and ongoing initiatives designed to support academic progress.

The pandemic school closure also adds another element of complexity for academic achievement data that would have been generated this past spring. The Superintendent and Board will need to determine what the most essential indicators will be for next year to effectively monitor the benchmark data that notes potential loss of learning and achievement growth from that point forward through the 2020-21 school year. My recommendation is that the Board considers a narrow focus for monitoring. The current scope of the existing indicators is quite extensive, and for the purposes of monitoring, should be reviewed to potentially provide a more targeted approach.

Signed: _____ _~~Dr. Diane E. Stanz~~_ _____   Date: __May 18, 2020__
Superintendent

BOARD ACTION:

With respect to Results Policy, R-2, Academic Content Knowledge and Skills, the Board:

_____   Accepts the report as making reasonable progress

_____   Accepts the report as making reasonable progress, with exceptions

_____   Finds the district failing to make reasonable progress

Summary statement/motion of the Board:

Signed: _____   Date: _____
                          Board President

Table of Contents

R-2: ACADEMIC CONTENT KNOWLEDGE AND SKILLS

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

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

Superintendent Interpretation:

Every student will demonstrate academic achievement to their fullest potential and be equipped with the ability to successfully apply their learning in multiple settings.

- **Mastery:** Students demonstrate a pre-determined level of achievement before moving on.
- **Content Knowledge**: Facts, concepts, principles, and theories that students must "know" or understand as part of a course or subject. Required content knowledge is typically defined by "standards" or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to "do" as part of the course or subject. Required skills are typically defined by "standards" or statements of what students should know and be able to do at each grade level.
- **Competency:** The ability to express a concept or perform a skill successfully.
- **Create:** To make or produce something original or new; to turn ideas into action.
- **Collaborate:** The ability to use team-related skills including effective management of team dynamics and challenges, making group decisions, and learning from and contributing to the learning of others.
- **Think Critically:** Evaluating information and arguments while observing patterns and connections, constructing meaningful knowledge, and applying information and experiences to the real world.
- **Solve Problems:** Finding solutions to an issue or challenge by defining, developing, selecting, and implementing a solution.
- **Reasonable Progress:** Measurable, incremental improvement over time towards defined goals and established indicators.
- **Multiple Measures:** A variety of assessments or evaluations of student performance that may include classroom, district, and state assessments.

2.1 Literacy and Language

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

Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in Literacy and Language Skills and apply those skills to develop competencies that lead to academic, professional, and personal success.

Further, I define these terms to mean the following:
- **Interest:** Wanting to know or learn something based on individual preference, need, or enjoyment.
- **Facility:** The ability to do or learn something well that involves literacy and language skills.
- **Literacy:** The basic skills of reading and writing.
- **Language Skills:** Listening, speaking, reading, and writing.

- **Comprehend:** The ability to understand the spoken word and written text to gain meaning from what one hears or reads.
- **Create:** The ability to make or produce something original or new.
- **Respond:** Sharing an informed reaction to text through verbal and written responses.
- **Engage:** Students are active participants and can respond to text by summarizing, analyzing, or evaluating what they read or hear.
- **Diverse Texts:** Students experience a variety of types of literature and informational content from multiple authors for a variety of purposes.
- **Reason with Evidence:** The ability to use relevant examples, citations, facts and/or information to support a line of thinking, conclusion, point of view, or argument.

Indicators and Targets: 2.1 Literacy and Language

Indicators	Targets	
	All	**Student Groups[1]**
Percentage of grade 2 students meeting end of year benchmark on DIBELS Next (reading assessment)	>90%	4-year rate of change for focus student groups[3] is positive and greater than the rate of change for comparative groups
Percentage of grade 3, 5, 8, and 10 students meeting state standards on Smarter Balanced ELA assessment	>90%	Top 2 of 10 benchmarking districts[2] 4-year rate of change for focus student groups[3] is positive and greater than the rate of change for comparative groups
Percentage of grade 9 students earning full ELA credit with a grade of C or higher	>95%	4-year rate of change for focus student groups[3] is positive and greater than the rate of change for comparative groups
Percentage of EL students making sufficient progress as measured on the ELPA21	>90%	n/a

[1]Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

[2]Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island)

[3]Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

2.1 Literacy and Language Overall Results

Indicator	Target	Results	4-Year Trend
DIBELS Next Literacy			
%Meeting End of Year (EOY) Benchmark			
• *2nd Grade*	>90%	88.4%	-0.1%
Smarter Balanced ELA			
% Met or Exceeded Standard			
• *3rd grade*	>90%	81.4%	+0.1%
• *5th grade*	>90%	85.2%	+0.1%
• *8th grade*	>90%	80.9%	-0.1%
• *10th grade*	>90%	88.7%	-0.4%
ELA Credit			
% Earning Credit With Grade of C or Higher			
• *9th grade*	>95%	84.3%	-0.5%
ELPA21			
% of Students Making Sufficient Progress	>90%	74.2%	-5.1%
• *All grades*			

Given the results for literacy and language, the high aspirational goals of 90% and 95% of students demonstrating achievement targets for each indicator, new efforts in the areas of literacy and language being implemented, performance in relation to other academic areas and to benchmark districts, and high graduation rates that are connected to success in ELA, overall district performance is strong, and we are partially achieving R-2 for Literacy and Language.

The performance of student subgroups *(data included in the following additional evidence section)* indicates that full achievement of R-2 Literacy & Language has not been accomplished.

Board Findings

Additional Evidence:

Table 1. Percent of grade 2 students meeting end of year benchmark on DIBELS Next (reading assessment)

Student Group	2018-19 Proficiency (%)	4-year Rate of Change	Benchmark Districts Ranking	n
All	88.4	-0.1	n/a	2611
Asian	95.6	+0.3	n/a	975
Black/African American	77.3	-1.0	n/a	44
Hispanic/Latino of any race(s)	70.6	-1.4	n/a	238
Two or more races	86.7	-0.2	n/a	218
White	86.7	-0.5	n/a	1128
English Language Learners	67.1	-1.2	n/a	398
Non-EL	92.2	+0.1	n/a	2213
Students from low income households	59.5	-1.8	n/a	252
Non-Low Income	91.4	-0.2	n/a	2359
Students receiving Special Education services	50.7	+0.8	n/a	221
Non-Special Education	91.8	-0.5	n/a	2390
Female	90.5	-0.1	n/a	1302
Male	86.2	-0.2	n/a	1309

Colored cells represent progress towards targets.

Table 2. Percent of grade 3 students meeting state standards on Smarter Balanced ELA assessment

Student Group	2018-19 Proficiency (%)	4-year Rate of Change	Benchmark Districts Ranking	n
All	81.4	+0.1	2	2547
Asian	89.0	-0.2	2	911
Black/African American	57.8	+2.8	3 *	45
Hispanic/Latino of any race(s)	57.8	+1.6	5	230
Two or more races	83.1	-0.3	3	195
White	80.9	-0.4	2	1161
English Language Learners	35.2	-4.4	3	213
Non-EL	85.6	+0.3	1	2334
Students from low income households	45.8	-0.6	6	262
Non-Low Income	85.5	+0.1	1	2285
Students receiving Special Education services	48.3	0.0	2	269
Non-SpEd	85.3	+0.1	3	2278
Female	83.7	-0.3	2	1243
Male	79.3	+0.5	1	1304

Colored cells represent progress towards targets.
* 4 out of 6 benchmarking districts were suppressed due to low n

Table 3. Percent of grade 5 students meeting state standards on Smarter Balanced ELA assessment

Student Group	2018-19 Proficiency (%)	4-year Rate of Change	Benchmark Districts Ranking	n
All	85.2	+0.1	2	2429
Asian	91.5	-0.1	2	804
Black/African American	59.2	-0.7	3*	49
Hispanic/Latino of any race(s)	67.9	+0.7	3	240
Two or more races	86.7	0.0	3	188
White	85.5	-0.1	2	1142
English Language Learners	28.8	-1.3	2**	111
Non-EL	87.9	-0.1	2	2318
Students from low income households	53.8	-1.7	6	266
Non-Low Income	89.1	+0.1	2	2163
Students receiving Special Education services	45.0	+0.4	2	269
Non-SpEd	90.2	+0.1	2	2160
Female	87.8	-0.3	2	1177
Male	82.8	+0.5	2	1252

Colored cells represent progress towards targets.
* 4 out of 10 benchmarking districts were suppressed due to low n.
** 2 out of 10 benchmarking districts were suppressed due to low n.

Table 4. Percent of grade 8 students meeting state standards on Smarter Balanced ELA assessment

Student Group	2018-19 Proficiency (%)	4-year Rate of Change	Benchmark Districts Ranking	n
All	80.9	-0.1	1	2270
Asian	91.5	+0.7	1	611
Black/African American	50.9	-2.9	2*	57
Hispanic/Latino of any race(s)	55.5	-1.8	4**	236
Two or more races	81.8	+0.9	2	181
White	81.9	-0.3	1	1181
English Language Learners	23.6	+2.7	6***	110
Non-EL	83.8	+0.3	1	2160
Students from low income households	46.6	-2.4	4	322
Non-Low Income	86.6	+0.4	1	1948
Students receiving Special Education services	34.7	+0.6	2	225
Non-SpEd	86.0	-0.3	1	2045
Female	85.3	+0.2	2	1074
Male	76.9	-0.4	1	1196

Colored cells represent progress towards targets.
* 4 out of 10 benchmarking districts were suppressed due to low n.
** 1 out of 10 benchmarking districts were suppressed due to low n.
*** 2 out of 10 benchmarking districts were suppressed due to low n.

Table 5. Percent of grade 10 students meeting state standards on Smarter Balanced ELA assessment

Student Group	2018-19 Proficiency (%)	4-year Rate of Change	Benchmark Districts Ranking	n
All	88.7	-0.4	3	2012
Asian	92.6	0.0	3	488
Black/African American	58.8	-0.2	6*	34
Hispanic/Latino of any race(s)	72.5	-1.1	6**	229
Two or more races	92.0	+1.1	1	137
White	90.8	-0.7	2	1117
English Language Learners	27.6	-0.1	4***	76
Non-EL	91.1	-0.1	2	1936
Students from low income households	63.2	-2.5	7**	242
Non-Low Income	92.1	-0.1	1	1770
Students receiving Special Education services	48.0	-2.2	4	204
Non-SpEd	93.3	-0.4	1	1808
Female	90.5	-0.7	3	1011
Male	86.8	-0.2	3	1001

Colored cells represent progress towards targets.
*   4 out of 10 benchmarking districts were suppressed due to low n.
**   1 out of 10 benchmarking districts were suppressed due to low n.
***   3 out of 10 benchmarking districts were suppressed due to low n

Table 6. Percent of grade 9 students earning full ELA credit with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	84.3	-0.5	n/a	2035
Asian	92.1	-0.7	n/a	504
Black/African American	66.7	-5.3	n/a	30
Hispanic/Latino of any race(s)	65.3	-1.4	n/a	219
Two or more races	77.5	-1.9	n/a	160
White	85.9	-0.2	n/a	1116
English Language Learners	58.9	+1.3	n/a	73
Non-EL	85.2	0.3	n/a	1962
Students from low income households	50.7	-4.3	n/a	213
Non-Low Income	88.2	-0.3	n/a	1822
Students receiving Special Education services	57.1	+1.1	n/a	163
Non-SpEd	86.6	-0.6	n/a	1872
Female	88.2	-0.3	n/a	967
Male	80.7	-0.7	n/a	1068

Colored cells represent progress towards targets.

Table 7. Percent of EL students making sufficient progress as measured on the ELPA21

Student Group	2018-19 % making progress	3 year Rate of Change*	Benchmark Districts Ranking	n
English Language Learners	74.2	-5.1	2	3,130

ELPA21 data only available for last three years.
Colored cells represent progress towards targets.

Data Summary and What the Data Tells Us: 2.1 Literacy and Language

Overall, students are achieving at high levels in the area of 2.1 Literacy and Language. For most indicators, the "all students" group is at or near target and Lake Washington is consistently in the top two benchmark districts. In addition, of the three state assessments, our students typically scored highest in the area of English Language Arts (ELA) followed by science and then math.

Achievement of students who identify as Black and Hispanic, students from low income households, and students in the English Learner and Special Education Programs is consistently well below target for most of the indicators. However, in relation to other academic areas, performance in grades 3-8 ELA is generally higher.

Our focus on literacy, particularly at the elementary level, may contribute to the relatively strong results. Efforts include an expansion of Safety Net and Title 1 support for schools, professional learning for teachers and digital literacy intervention tools. We are also implementing ELA credit recovery courses for students who do not pass initially. All schools are required to set academic goals as part of the school improvement planning process and to implement strategies for groups of students in the school who are not performing at grade level.

In addition, to address persistent opportunity gaps that we see in the data and as part of our district strategic plan, we have started to implement equity-based professional learning for our staff. This includes Culturally Responsive Teaching: Sheltered Instruction Observation Protocol training for all teachers and equity training for building teams. Training is also being provided to Title 1, Safety Net, EL, and Special Education teachers in the area of literacy instruction. As part of our Multi-Tiered Systems of Supports strategic plan efforts, we will be implementing universal screening and progress monitoring assessments for literacy that will help us to better identify students who need additional support and to intervene sooner. We are also in the process of adopting new curriculum for grade 6-12 English Language Arts (lower performance in these grade levels may be partly the result of aging materials that are not aligned as well with standards and culturally responsive instruction). Additional strategies and details are provided in Appendix B.

2.2 Mathematical Reasoning and Practices

2.2.1 Students will become increasingly proficient in mathematics, learning math concepts and develop math skills fluency and reasoning, enabling them to understand mathematical information and challenges that are part of personal and professional competencies.

Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in Math on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Further, I define these terms to mean the following:
- **Proficient:** Having a defined degree of competence or skill as indicated by formative and summative assessments.
- **Concepts:** Abstract mathematical ideas, principles, operations and relations.
- **Skills fluency:** Carrying out mathematical operations using appropriate applications with accuracy.
- **Reasoning:** Using logical thoughts, explanations and justifications when engaging in mathematical challenges.

Mathematical challenges of daily life, society and the workplace: Students experience mathematical ideas and problems in the contexts in which they naturally arise and have the skills to define and solve them accurately.

Indicators and Targets: 2.2 Mathematical Reasoning and Practices

Indicators	Targets	
	All	**Student Groups[1]**
Percentage of grade 3, 5, 8 and 10 students meeting state standards on Smarter Balanced mathematics assessment	>85%	Top 2 of 10 benchmarking districts[2] 4-year rate of change for focus student groups[3] is positive and greater than the rate of change for comparative groups
Percentage of grade 9 students earning full math credit with a grade of C or higher	>95%	4-year rate of change for focus student groups[3] is positive and greater than the rate of change for comparative groups

[1] Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

[2] Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island)

[3] Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

2.2 Mathematical Reasoning and Practices Overall Results

INDICATOR	TARGET	RESULTS	TREND
Smarter Balanced Math % Met or Exceeded Standard			
• *3rd grade*	>85%	81.6%	-0.6%
• *5th grade*	>85%	75.3%	+0.7%
• *8th grade*	>85%	75.5%	+0.6%
• *10th grade*	>85%	71.3%	-0.6%
Math Credit % Earning Credit With Grade of C or Higher			
• *9th grade*	>95%	83.3%	-1.1%

Overall, we are demonstrating partial achievement of R-2 in Mathematical Reasoning and Practices given the high aspirational goals of 85% and 95% of students demonstrating achievement targets for each indicator, new efforts in math being implemented, and high graduation rates that are connected to success in math.

Student subgroups not meeting established targets *(data included in the following additional evidence section)* and the lower relative performance in math in relation to other areas of R-2 indicates that full achievement of R-2 Mathematical Reasoning and Practices has not been accomplished.

Board Findings

Additional Evidence:

Table 8. Percent of grade 3 students meeting state standards on Smarter Balanced Mathematics assessment

Student Group	2018-19 Proficiency	4-year Rate of Change	Benchmark Districts Ranking	n
All	81.6	-0.6	3	2560
Asian	91.8	-1.1	1	919
Black/African American	47.7	-2.5	4*	44
Hispanic/Latino of any race(s)	49.4	-0.8	7	231
Two or more races	83.1	+0.4	2	195
White	81.0	-1.0	3	1166
English Language Learners	46.5	-4.8	4	226
Non-EL	85.0	-0.4	2	2334
Students from low income households	38.7	-3.7	8	261
Non-Low Income	86.4	-0.4	2	2299
Students receiving Special Education services	43.3	-0.2	7	270
Non-SpEd	86.1	-0.7	3	2290
Female	80.2	-0.9	3	1251
Male	82.9	-0.4	3	1309

Colored cells represent progress towards targets.
* 4 out of 10 benchmarking districts were suppressed due to low n.

Table 9. Percent of grade 5 students meeting state standards on Smarter Balanced Mathematics assessment

Student Group	2018-19 Proficiency	4-year Rate of Change	Benchmark Districts Ranking	n
All	75.3	+0.7	3	2431
Asian	90.1	+0.9	2	807
Black/African American	39.6	-1.5	5*	48
Hispanic/Latino of any race(s)	46.0	+0.4	5	239
Two or more races	78.7	+1.6	2	188
White	72.1	-0.2	3	1143
English Language Learners	35.1	+2.6	1**	114
Non-EL	77.3	+0.4	3	2317
Students from low income households	35.6	-0.4	6	264
Non-Low Income	80.1	+0.5	3	2167
Students receiving Special Education services	26.8	-1.3	5	269
Non-SpEd	81.3	+0.9	3	2162
Female	73.9	+0.4	2	1178
Male	76.5	+1.0	3	1253

Colored cells represent progress towards targets.
*   4 out of 10 benchmarking districts were suppressed due to low n.
**   3 out of 10 benchmarking districts were suppressed due to low n.

Table 10. Percent of grade 8 students meeting state standards on Smarter Balanced Mathematics assessment

Student Group	2018-19 Proficiency	4-year Rate of Change	Benchmark Districts Ranking	n
All	75.5	+0.6	3	2272
Asian	91.0	+1.7	2	613
Black/African American	45.6	+1.1	1*	57
Hispanic/Latino of any race(s)	46.6	+0.4	4**	236
Two or more races	78.5	+1.0	3	181
White	74.3	-0.1	2	1181
English Language Learners	29.5	-0.7	5***	112
Non-EL	77.9	+1.0	2	2160
Students from low income households	34.5	-1.4	6	322
Non-Low Income	82.3	+1.1	1	1950
Students receiving Special Education services	28.9	+1.8	1	225
Non-SpEd	80.6	+0.3	2	2047
Female	76.8	+0.9	3	1075
Male	74.3	+0.3	3	1197

Colored cells represent progress towards targets.

*   4 out of 10 benchmarking districts were suppressed due to low n.
**   1 out of 10 benchmarking districts were suppressed due to low n.
**   3 out of 10 benchmarking districts were suppressed due to low n.

Table 11. Percent of grade 10 students meeting state standards on Smarter Balanced Mathematics assessment

Student Group	2018-19 Proficiency	4-year Rate of Change	Benchmark Districts Ranking	n
All	71.3	-0.6	2	2014
Asian	85.1	-0.2	6	489
Black/African American	17.6	-8.2	6*	34
Hispanic/Latino of any race(s)	45.0	+1.8	4**	231
Two or more races	74.5	-0.1	3	137
White	72.0	-0.5	2	1116
English Language Learners	24.1	-2.3	4*	79
Non-EL	73.2	-0.3	2	1935
Students from low income households	32.8	-1.5	7**	244
Non-Low Income	76.6	+0.2	3	1770
Students receiving Special Education services	21.6	-1.4	2	204
Non-SpEd	76.9	0.2	2	1810
Female	68.7	-1.0	4	1008
Male	73.9	-0.2	2	1006

Colored cells represent progress towards targets.

*   4 out of 10 benchmarking districts were suppressed due to low n.
*   1 out of 10 benchmarking districts were suppressed due to low n.

Table 12. Percent of grade 9 students earning full math credit with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	83.3	-1.1	n/a	1971
Asian	91.6	-1.3	n/a	502
Black/African American	60.0	-3.8	n/a	25
Hispanic/Latino of any race(s)	66.5	-1.5	n/a	197
Two or more races	80.3	-2.5	n/a	152
White	83.4	-1.2	n/a	1087
English Language Learners	55.9	-6.0	n/a	59
Non-EL	84.1	-0.9	n/a	1912
Students from low income households	53.0	-4.8	n/a	185
Non-Low Income	86.4	-1.0	n/a	1786
Students receiving Special Education services	60.2	+2.7	n/a	118
Non-SpEd	84.7	-1.5	n/a	1853
Female	87.2	-1.1	n/a	933
Male	79.7	-1.2	n/a	1038

Colored cells represent progress towards targets.

Data Summary and What the Data Tells Us: 2.2 Mathematical Reasoning and Practices

For most indicators, the "all students" group is at or near target and Lake Washington is consistently in the top three benchmark districts for math. However, of the three state assessments, our students scored lowest in the area of math in terms of overall proficiency, meeting targets, and benchmark district rankings. As with ELA, achievement of students who identify as Black and Hispanic, students from low income households, and students in the English Learner and Special Education Programs are consistently well below target for most of the indicators.

Because of relatively low performance in this area and as the result of a 2019-20 curriculum review process, we are planning for an early adoption of K-5 math curriculum with the potential for new K-5 curriculum to be implemented in the Fall of 2021 (instead of the current 2024 timeline). This will include core curriculum together with resources for students who need additional support and multiple years of focused professional learning for grades K-5 teachers (including Special Education, EL, and Safety Net teachers). We will also use this as an opportunity to fully implement and provide training for the use of the universal screening and progress monitoring assessments for math as part of our strategic plan's MTSS efforts. These assessments will help us to identify students needing additional support sooner and monitor the progress of students to determine if additional supports are needed. We will also use the adoption process period to evaluate and potentially adjust our digital learning tools for math that are currently being used at the elementary level.

In addition, all schools are required to set academic goals as part of the school improvement planning process and to implement strategies for groups of students in the school who are not performing at grade level. To address persistent opportunity gaps that we see in the data and as part of our district strategic plan, we have started to implement equity-based professional learning for our staff. This includes Culturally Responsive Teaching: Sheltered Instruction Observation Protocol training for all teachers and equity training for building teams. We are also implementing credit recovery courses in math for students who do not pass initially. We continue to provide support for the expansion of co-teaching in the area of math for Safety Net and Special Education and for summer programming to support students. Additional strategies and details are provided in Appendix B.

2.3 Science

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

Superintendent Interpretation:
Students must have the ability to perform at or above grade level proficiency in Science on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Further, I define these terms to mean the following:
- **Scientific Knowledge:** Ideas, concepts, principles acquired through methods of science.
- **Scientific Habits of Mind:** Patterns of intellectual behaviors that lead to productive actions.
- **Scientific Inquiry:** Using a continuous, incremental process that involves generating and testing hypotheses, and collecting evidence to reach evidence-based conclusions.
- **Ability to Reason**: Scientific inquiry requires critical thinking, analysis, application and evaluation of information from a variety of sources, establishing causal relationships and distinguishing them from associations.
- **Scientific Context:** Science deals with the observable, natural phenomena. The body of scientific knowledge evolves as new evidence comes in and prior knowledge is reexamined, analyzed and argued.
- **Curiosity**: The desire to seek out and consume scientific information.
- **Motivate**: To stimulate interest or enthusiasm for doing something.
- **Problem-Solving:** Finding solutions to an issue or challenge by defining the problem and developing, selecting and implementing a solution.

Challenges in our Society: Students experience science skills and knowledge in the contexts in which they naturally arise. These can range from simple observation and investigation to applications and problems from science, engineering, the environment, business, etc.

Indicators and Targets: 2.3 Science

Indicators	Targets	
	All	**Student Groups[1]**
Percentage of grade 5, 8 and 11 students meeting state standards on the Washington Comprehensive Assessment of Science	>85%	Top 2 of 10 benchmarking districts[2] 4-year rate of change for focus student groups[3] is positive and greater than the rate of change for comparative groups
Percentage of grade 9 students earning full science credit with a grade of C or higher	>95%	4-year rate of change for focus student groups[3] is positive and greater than the rate of change for comparative groups

[1] Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

[2] Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island)

[3] Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

2.3 Science Overall Results

INDICATOR	TARGET	RESULTS	TREND
Washington Comprehensive Assessment of Science % Met or Exceeded Standard			
• *5th grade*	>85%	81.7%	-0.2%
• *8th grade*	>85%	77.6%	-0.9%
• *11th grade*	>85%	21.0%	-10.4%
Science Credit % Earning Credit With Grade of C or Higher			
• *9th grade*	>95%	85.0%	-0.7%

Overall, partial achievement of R-2 in Science has been made given the high aspirational goals of 85% and 95% of students demonstrating achievement targets for each indicator, new efforts in science being implemented, and high graduation rates that are connected to success in science.

Student subgroups not meeting established targets *(data included in the following additional evidence section)* indicates that full achievement of R-2 in Science has not been accomplished.

Board Findings

Additional Evidence:

Table 13. Percent of grade 5 students meeting state standards on the Washington Comprehensive Assessment of Science

Student Group	2018-19 Proficiency	4-year Rate of Change	Benchmark Districts Ranking	n
All	81.7	-0.2	2	2431
Asian	89.2	-1.6	1	804
Black/African American	47.9	-7.6	4*	48
Hispanic/Latino of any race(s)	60.8	5.4	4	240
Two or more races	81.9	-3.9	5	188
White	82.4	-0.4	2	1145
English Language Learners	29.2	-15.4	2**	113
Non-EL	84.3	-0.1	2	2318
Students from low income households	47.5	+1.8	6	265
Non-Low Income	85.9	-1.1	2	2166
Students receiving Special Education services	40.9	-6.1	4	269
Non-SpEd	86.8	-0.1	2	2162
Female	82.2	+0.4	3	1175
Male	81.3	-0.8	2	1256

Colored cells represent progress towards targets.
*   4 out of 10 benchmarking districts were suppressed due to low n.
**   3 out of 10 benchmarking districts were suppressed due to low n.

Table 14. Percent of grade 8 students meeting state standards on the Washington Comprehensive Assessment of Science

Student Group	2018-19 Proficiency	4-year Rate of Change	Benchmark Districts Ranking	n
All	77.6	-0.9	3	2272
Asian	88.6	+0.7	1	613
Black/African American	50.9	-1.8	2*	57
Hispanic/Latino of any race(s)	48.3	-8.5	4**	236
Two or more races	76.2	-4.3	5	181
White	79.3	-0.1	1	1181
English Language Learners	18.6	-0.3	7***	113
Non-EL	80.6	-0.4	1	2159
Students from low income households	39.3	-1.2	6	321
Non-Low Income	83.9	+0.1	1	1951
Students receiving Special Education services	34.7	-1.4	3	225
Non-SpEd	82.3	-1.0	2	2047
Female	78.6	-0.5	2	1075
Male	76.6	-1.3	4	1197

Colored cells represent progress towards targets
*   4 out of 10 benchmarking districts were suppressed due to low n.
**   1 out of 10 benchmarking districts were suppressed due to low n
***   3 out of 10 benchmarking districts were suppressed due to low n.

Table 15. Percent of grade 11 students meeting state standards on the Washington Comprehensive Assessment of Science

Student Group	2018-19 Proficiency	4-year Rate of Change	Benchmark Districts Ranking	n
All	21.0	-10.4	9	1988
Asian	28.8	-7.1	8	424
Black/African American	11.4	-22.0	5*	44
Hispanic/Latino of any race(s)	12.1	-8.9	9	207
Two or more races	20.7	-8.6	9	164
White	20.2	-12	9	1145
English Language Learners	3.8	-11.8	**	79
Non-EL	21.7	-10.0	9	1909
Students from low income households	9.6	-11.4	10	261
Non-Low Income	22.7	-10.1	9	1727
Students receiving Special Education services	6.2	-3.1	10	224
Non-SpEd	22.8	-11.5	9	1764
Female	18.3	-13.2	9	921
Male	23.2	-7.9	9	1067

Colored cells represent progress towards targets.
*   4 out of 10 benchmarking districts were suppressed due to low n.*
**   9 out of 10 benchmarking districts were suppressed due to low n.*

Table 16. Percent of grade 9 students earning full science credit with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	85.0	-0.7	n/a	2023
Asian	93.3	-0.2	n/a	504
Black/African American	63.3	-5.9	n/a	30
Hispanic/Latino of any race(s)	67.6	-1.4	n/a	216
Two or more races	82.2	-1.6	n/a	157
White	85.7	-0.8	n/a	1109
English Language Learners	52.1	-1.8	n/a	71
Non-EL	86.2	-0.5	n/a	1952
Students from low income households	50.7	-5.3	n/a	211
Non-Low Income	89.0	-0.5	n/a	1812
Students receiving Special Education services	56.7	-0.6	n/a	164
Non-SpEd	87.5	-0.9	n/a	1859
Female	88.2	-0.4	n/a	954
Male	82.2	-0.9	n/a	1069

Colored cells represent progress towards targets.

Data Summary and What the Data Tells Us: 2.3 Science

For most indicators, the "all students" group is at or near target and Lake Washington is consistently in the top three benchmark districts in science, with the exception of grade 11. We believe grade 11 results are a result of lower test-taking rates.

As with ELA and math, achievement of students who identify as Black and Hispanic, students from low income households, and students in the English Learner and Special Education Programs is consistently below target for most of the indicators. Performance in relation to benchmark districts is generally higher in science than it is in math.

To address persistent opportunity gaps that we see in the data and as part of our district strategic plan, we have started to implement equity-based professional learning for our staff. This includes Culturally Responsive Teaching: Sheltered Instruction Observation Protocol training for all teachers and equity training for building teams. In addition, we are in the first year implementing new K-5 science curriculum that is aligned with state standards. This includes professional learning for teachers in grades K-5.

With the addition of new content area Teaching and Learning Specialists, we have been able to expand professional learning opportunities for secondary science teachers and plan to continue this in the coming years. We continue to implement credit recovery courses in science for students who do not pass initially. Additional strategies and details are provided in Appendix B.

2.4   Social Studies

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

Superintendent Interpretation:

Students must have the ability to use the tools, thinking, and practices of social studies to solve problems, make decisions, analyze issues from multiple perspectives as demonstrated by achievement that is at or above expected levels of proficiency on local and state assessments.

Further, I define these terms to mean the following:

- **Knowledge:** Facts, concepts, principles and theories that students must know or understand as part of a social studies course. Required content knowledge is defined by "standards" or statements of what students should know and be able to do at each grade level.
- **Intellectual Process:** The cognitive strategies involved in analysis and evaluation of information and ideas; decision-making; problem-solving; and inquiry.
- **Historical Perspectives:** The social, cultural, intellectual, and emotional settings that shaped the lives and actions of people in the past.
- **Active and engaged participants in public life:** Discussing, educating oneself, and participating in the aspects of social life which occur in public.
- **Demonstrating Respect:** Showing, in word or action, regard for the feelings, wishes, rights or traditions of others.
- **Values:** Principles or standards of behavior that align with generally agreed upon judgments and ideas.
- **Diverse Society:** One that has a representation of multiple identity groups and cultures.

Democratic Society: A system of government where citizens exercise power by voting.

Indicators and Targets: 2.4 Social Studies

Indicators	Targets	
	All	**Student Groups[1]**
Percentage of high school students earning 1.0 social studies credit grade by grade 10 with a grade of C or higher	>85%	4-year rate of change for focus student groups[2] is positive and greater than the rate of change for comparative groups
Percentage of high school students completing the state required high school civics course with a grade of C or higher (beginning in the 2020-21 school year)	>95%	4-year rate of change for focus student groups[2] is positive and greater than the rate of change for comparative groups

[1] Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

[2] Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

2.4 Social Studies Overall Results

INDICATOR	TARGET	RESULTS	TREND
Social Studies Credit % Earning Credit With Grade of C or Higher			
• *By End of 10th grade*	>85%	89.7%	+0.4%
Civics Credit % Earning Credit With Grade of C or Higher			
• *By End of 12th grade*	>95%		

Overall, there is partial achievement of R-2 in Social Studies given that the "all-students" group exceeded the 85% achievement target.

Student subgroups not meeting this target *(data included in the following additional evidence section)* indicates that full achievement of R-2 Social Studies has not been accomplished.

Board Findings

Additional Evidence:

Table 17. Percent of high school students earning 1.0 social studies credit by grade 10 with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	89.7	+0.4	n/a	1823
Asian	95.7	0.0	n/a	395
Black/African American	66.7	-2.0	n/a	27
Hispanic/Latino of any race(s)	72.2	+0.1	n/a	212
Two or more races	86.0	+0.2	n/a	129
White	92.1	+0.5	n/a	1053
English Language Learners	50.0	-5.2	n/a	58
Non-EL	91.0	+0.8	n/a	1765
Students from low income households	67.3	-1.4	n/a	220
Non-Low Income	92.8	+0.6	n/a	1603
Students receiving Special Education services	66.1	+0.7	n/a	168
Non-SpEd	92.1	+0.3	n/a	1655
Female	92.5	+0.2	n/a	932
Male	86.8	+0.7	n/a	891

Colored cells represent progress towards targets.

Data Summary and What the Data Tells Us: 2.4 Social Studies

Performance for the "all students" group in social studies is approaching target with a positive four-year rate of growth. Achievement of students who identify as Black and Hispanic, students from low income households, and students in the English Learner and Special Education Programs is below target in terms of students passing social studies courses and rate of growth is negative for all but two subgroups.

To address persistent opportunity gaps that we see in the data, we have started to implement equity-based professional learning for our staff. This includes Culturally Responsive Teaching: Sheltered Instruction Observation Protocol training for all teachers and equity training for building teams. We have also started a curriculum review and adoption process for social studies. Our Equity and Teaching and Learning Departments have collaborated on professional learning and the development of curriculum evaluation tools for adoption committee members to help us identify curriculum that is culturally responsive. In addition, we will be reviewing and incorporating curriculum related to indigenous people in the US and Washington as part of the adoption process to make curriculum more relevant for all students.

With the addition of new content area Teaching and Learning Specialists, we have been able to expand professional learning opportunities for secondary social studies teachers and plan to continue this in the coming years. We continue to implement credit recovery courses in social studies for students who do not pass initially. Additional strategies and details are provided in Appendix B.

2.5   Computer Science and Information & Communication Technology

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

Superintendent Interpretation:
Students must have opportunities that allow for every student to use digital tools to collaborate with technologies, contribute constructively, and explore local and global issues. The Board also expects students to achieve mastery on designated competencies and apply those competencies to other disciplines.

Further, I define these terms to mean the following:
- **Empowered:** Equipped with the skills and abilities to act with assurance.
- **Digital World**: One in which social, economic and political activities are dependent on information and communication technologies.
- **Knowledge:** Facts, concepts, principles and theories that students must know or understand as part of a course or subject. Required content is typically defined by "standards" or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to "do" as part of the course or subject.
- **Digital Citizenship:** The norms of safe, appropriate, responsible and empowered technology use to participate in society, communicate with others and create and consume electronically available content.
- **Innovate:** To create a new method, idea, product with the mindset of improving upon existing standards.
- **Compute:** To process and reason information through a variety of mechanisms including technology-based solutions and tools.
- **Effectively Collaborate**: The ability to successfully work together on a common problem with a shared purpose.

Indicators and Targets: 2.5 Computer Science and Information & Communication Technology

Indicator	Targets	
	All	**Student Groups[1]**
% of grades 3 and 5 students with a grade of 3 or higher on the "Information and Communication Technology" strand of the elementary report card	>95%	4-year rate of change for focus student groups[2] is positive and greater than the rate of change for comparative groups

[1] Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

[2] Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

2.5 Computer Science and Information & Communication Technology Overall Results

INDICATOR	TARGET	RESULTS	TREND
Report Card Grades % Earning 3 or Higher on Report Card			
• *Grade 3*	>95%	91.0%	-1.7%
• *Grade 5*	>95%	95.4%	+0.4%

Overall, partical achievement for R-2 in Computer Science and Information & Communication Technology has been accomplished given the high aspirational goal and that students in grade 5 met the established target.

Student subgroups not meeting established targets *(data included in the following additional evidence section)* indicates that full achievement of R-2 Computer Science and Information & Communication Technology has not been accomplished.

Board Findings

Additional Evidence:

Table 18. Percent of grade 3 students with a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	91.0	-1.7	n/a	2586
Asian	93.7	-1.3	n/a	930
Black/African American	93.5	-0.5	n/a	46
Hispanic/Latino of any race(s)	86.5	-3.1	n/a	244
Two or more races	91.8	-1.0	n/a	196
White	89.6	-2.0	n/a	1165
English Language Learners	82.0	-3.6	n/a	244
Non-EL	92.0	-1.5	n/a	2342
Students from low income households	86.0	-2.7	n/a	279
Non-Low Income	91.6	-1.6	n/a	2307
Students receiving Special Education services	86.0	-0.8	n/a	279
Non-SpEd	91.6	-1.8	n/a	2307
Female	91.4	-1.6	n/a	1263
Male	90.6	-1.8	n/a	1322

Colored cells represent progress towards targets.

Table 19. Percent of grade 5 students with a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	95.4	+0.4	n/a	2434
Asian	97.8	+0.5	n/a	821
Black/African American	93.9	+4.8	n/a	49
Hispanic/Latino of any race(s)	93.5	+1.8	n/a	248
Two or more races	89.9	-1.8	n/a	188
White	95.3	+0.2	n/a	1122
English Language Learners	86.7	+3.6	n/a	135
Non-EL	96.0	+0.2	n/a	2299
Students from low income households	90.3	+1.6	n/a	268
Non-Low Income	96.1	+0.1	n/a	2166
Students receiving Special Education services	90.3	+2.6	n/a	268
Non-SpEd	96.1	+0.1	n/a	2166
Female	97.0	+0.5	n/a	1178
Male	93.9	+0.2	n/a	1255

Colored cells represent progress towards targets.

Data Summary and What the Data Tells Us: 2.5 Computer Science and Information & Communication Technology

Overall performance for the "all students" group and subgroups is high for Computer Science and Information & Communication Technology with all but one subgroup at or approaching indicator targets. In addition, performance improves by 5th grade. This may be likely to the intentional focus on the use of instructional technology in the classroom and the use of 1:1 devices.

Our Technology Integration Facilitator (TIF) Program prepares teachers in each school to provide instructional technology training and support for all teachers. With the addition of new content area Teaching and Learning specialists, we have also been able to expand professional learning opportunities, resources, and classroom support for K-8 computer science and coding. We are also in the process of developing K-5 computer science curriculum. Staff receive ongoing training and support on augmentative alternative communication (AAC) within Special Education. Assistive Technology provides consultation to IEP teams and speech-language pathologists train students, staff and parents on the use of AAC. Additional strategies and details are provided in Appendix B.

2.6 The Arts

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

Superintendent Interpretation:

Every student must have the opportunity to experience the visual and performing arts for exploration, communication, and self- expression. Students will develop appropriate mastery in art-related skills, and the ability to analyze, interpret, and make informed critical evaluations of works of art and artistic expression Further, I define these terms to mean the following:

- **Express themselves:** Using imagination and personal interpretation in the production of works intended to reflect personal ideas and interests.
- **Meaningful:** Worthwhile or purposeful and personally fulfilling.
- **Connections:** The ability to engage in relationships that allow for the exchange of ideas and information.
- **Experiencing:** The opportunity to directly observe and participate as a way to learn new things and apply knowledge and skills.
- **Appreciating:** Using knowledge to understand, enjoy, analyze, evaluate, interpret and make meaning.
- **The Arts:** Any branch or product of creative work.

Indicators and Targets: 2.6 The Arts

Indicator	Targets	
	All	**Student Groups[1]**
Percentage of high school students earning 1.0 Arts credit by grade 10 with a grade of C or higher	>85%	4-year rate of change for focus student groups[2] is positive and greater than the rate of change for comparative groups

[1] Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

[2] Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

2.6 The Arts Overall Results

INDICATOR	TARGET	RESULTS	TREND
Arts Credit % Earning Credit With Grade of C or Higher			
• *By End of Grade 10*	>85%	94.1%	-0.2%

Overall, there is partical achievement of R-2 in the Arts given that students exceeded the target.

Student groups not meeting established targets *(data included in the following additional evidence section)* indicates that full achievement of R-2 **the Arts** has not been accomplished.

Board Findings	In Compliance	Not n Compliance

Additional Evidence:

Table 20. Percent of high school students earning 1.0 arts credit by grade 10 with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	94.1	-0.2	n/a	1502
Asian	97.4	0.0	n/a	386
Black/African American	82.4	-0.4	n/a	17
Hispanic/Latino of any race(s)	81.9	-2.6	n/a	149
Two or more races	95.5	0.0	n/a	89
White	94.7	+0.1	n/a	856
English Language Learners	84.1	+2.0	n/a	44
Non-EL	94.4	-0.1	n/a	1458
Students from low income households	76.6	-2.7	n/a	145
Non-Low Income	95.9	+0.1	n/a	1357
Students receiving Special Education services	78.0	+0.4	n/a	118
Non-SpEd	95.4	-0.3	n/a	1384
Female	95.0	-0.4	n/a	784
Male	93.0	+0.2	n/a	718

Colored cells represent progress towards targets.

Data Summary and What the Data Tells Us: 2.6 The Arts

Overall performance for the "all students" group and subgroups is high for The Arts.

At the elementary level, we recently adopted visual arts curriculum that is being fully implemented this year and have been developing partnerships with art docent programs in our schools. With the addition of new content area Teaching and Learning specialists, we have also been able to expand professional learning opportunities in the areas of art, music, and theater arts. Additional strategies and details are provided in Appendix B.

2.7 World Language

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

Superintendent Interpretation:

All students will have the opportunity to learn, speak, read, listen, and write in a foreign language for understanding of a foreign culture and communication with people who use that language as their primary language and demonstrate proficiency by performing at or above designated course proficiency indicators.

Further, I define these terms to mean the following:
- **Equipped:** Prepared with the skills or knowledge necessary for a specific purpose.
- **Communicate Effectively:** The use of a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences to share an intended message in a way that is understood.
- **Pluralistic Society:** A society in which many different groups with unique cultural identities and values representing many beliefs and points of view live together.
- **Global Environment:** The local and international interactions that influence how people and organizations operate.

Cultural Understanding: Awareness and knowledge of differences between oneself and people with other beliefs, habits and social, economic and political backgrounds.

Indicators and Targets: 2.7 World Language

Indicators	Targets	
	All	**Student Groups[1]**
Percentage of high school students earning 1.0 World Language credit by grade 11 with a grade of C or higher	>85%	4-year rate of change for focus student groups[2] is positive and greater than the rate of change for comparative groups
Percentage of graduates achieving the Seal of Biliteracy	>15%	4-year rate of change for focus student groups[2] is positive and greater than the rate of change for comparative groups

[1] Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

[2] Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

2.7 World Language Overall Results

INDICATOR	TARGET	RESULTS	TREND
World Language Credit % Earning Credit With Grade of C or Higher			
• By End of Grade 10	>85%	90.5%	0.0%
Seal of Biliteracy *% of Graduates Earning Seal*	>15%	11.2%	+4.0%

Overall, partial achievement of R-2 in World Language has been accomplished given that students exceeded the target in this area.

Student subgroups not meeting established targets *(data included in the following additional evidence section)* indicates that full achievement of R-2 in World Language has not been accomplished.

Board Findings

Additional Evidence

Table 21. Percent of high school students earning 1.0 world language credit by grade 11 with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	90.5	0.0	n/a	1677
Asian	94.5	-0.3	n/a	363
Black/African American	80.0	+0.6	n/a	30
Hispanic/Latino of any race(s)	79.1	-3.3	n/a	153
Two or more races	88.0	-2.2	n/a	142
White	91.6	+0.8	n/a	987
English Language Learners	60.0	-3.8	n/a	20
Non-EL	90.9	+0.1	n/a	1657
Students from low income households	74.2	-3.3	n/a	182
Non-Low Income	92.5	+0.3	n/a	1495
Students receiving Special Education services	66.2	-1.5	n/a	98
Non-SpEd	92.3	-0.1	n/a	1579
Female	93.0	-0.8	n/a	803
Male	88.2	+0.8	n/a	874

Colored cells represent progress towards targets.

Table 22. Percent of graduates achieving the Seal of Biliteracy

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	11.2	+4.0	n/a	1691
Asian	17.9	+6.3	n/a	346
Black/African American	5.9	+2.5	n/a	34
Hispanic/Latino of any race(s)	23.1	+7.5	n/a	173
Two or more races	11.4	+4.3	n/a	123
White	7.1	+2.7	n/a	1009
English Language Learners	55.6	+15.5	n/a	36
Non-EL	10.3	+3.7	n/a	1655
Students from low income households	16.5	+5.2	n/a	230
Non-Low Income	10.4	+3.8	n/a	1461
Students receiving Special Education services	2.1	+0.9	n/a	141
Non-SpEd	12.1	+4.3	n/a	1550
Female	12.2	+4.5	n/a	842
Male	10.3	+3.4	n/a	849

Colored cells represent progress towards targets.

Data Summary and What the Data Tells Us: 2.7 World Language

Overall performance for the "all students" group is high for World Language. Achievement of students from low income households and students in the English Learner and Special Education Programs are well below target.

At the elementary level, we are expanding our dual language program that serves EL and native English speaking students. With the addition of new content area Teaching and Learning specialists, we have been able to expand professional learning opportunities for world language teachers and are developing a Heritage Language Program at the secondary level. We now provide testing for the Seal of Biliteracy four times per year for over 400 students in over 40 language. Additional strategies and details are provided in Appendix B.

Appendix A: Figures for Results R2

Figure 1.1

Percent of second graders meeting end of year benchmark on DIBELS Next

— All

	2016	2017	2018	2019
All	89	87.9	88.6	88.4
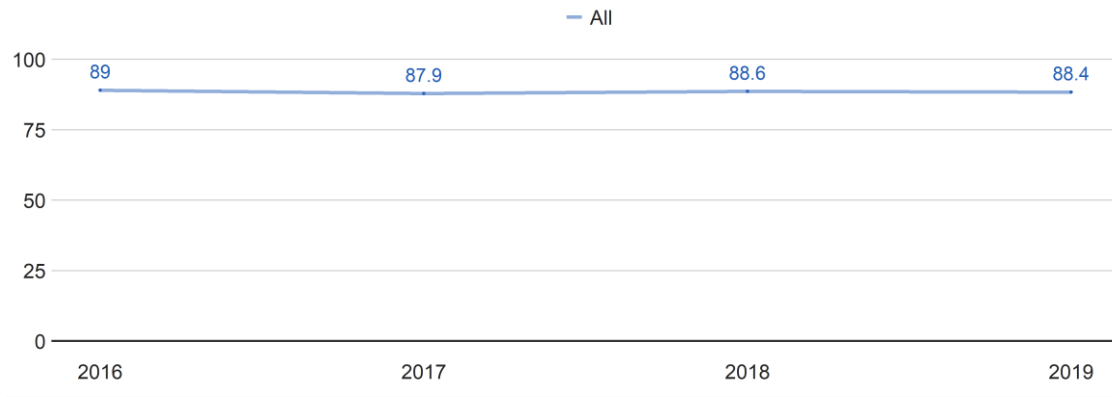
Figure 1.2

Percent of second graders meeting end of year benchmark on DIBELS Next

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

Asian: 94.2, 93.6, 92.7, 95.6
Hispanic/Latino of any race(s): 73.7, 75.5, 70.6, 70.6
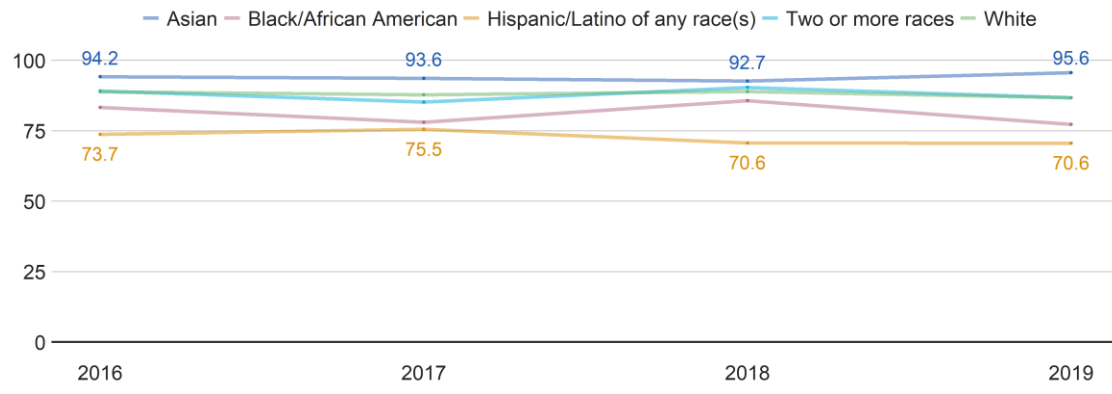
Figure 1.3

Percent of second graders meeting end of year benchmark on DIBELS Next

— English Language Learners — Non-EL

Non-EL: 92.2, 91.8, 92.4, 92.2
English Language Learners: 70.8, 69.5, 69, 67.1
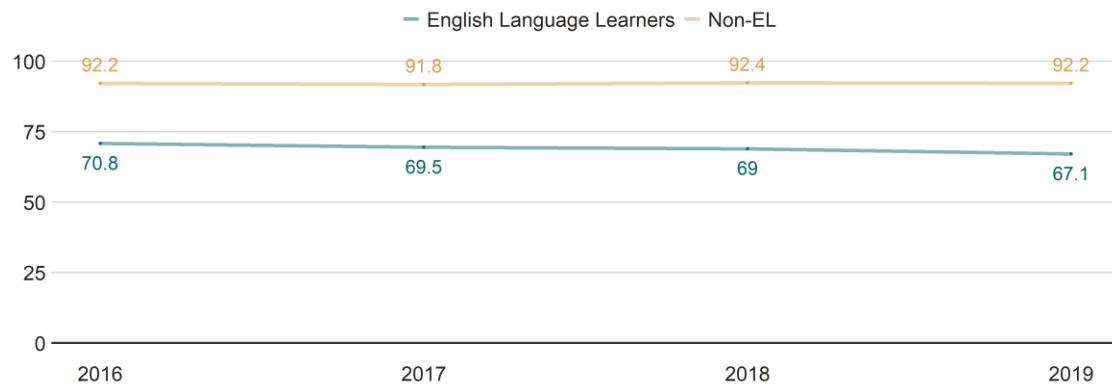
Figure 1.4

Percent of second graders meeting end of year benchmark on DIBELS Next

— Students from low income households — Non-Low Income
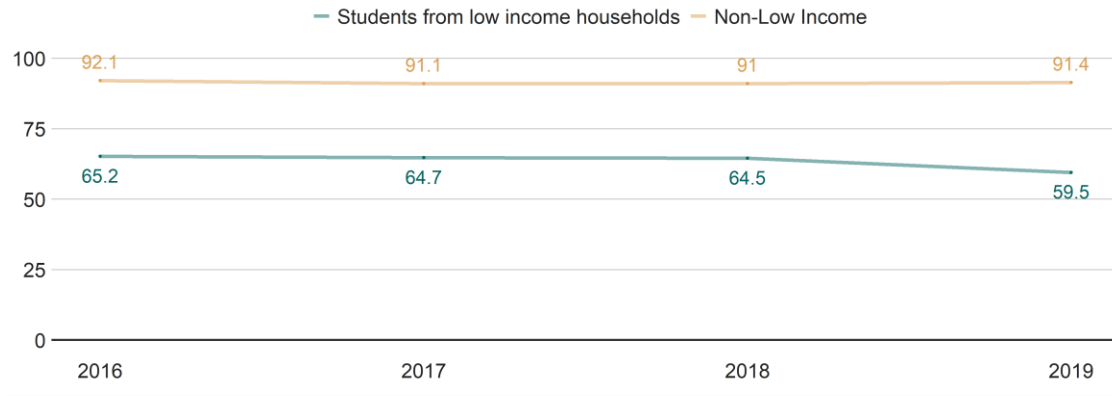
Figure 1.5

Percent of second graders meeting end of year benchmark on DIBELS Next

— Students receiving Special Education services — Non-SpEd
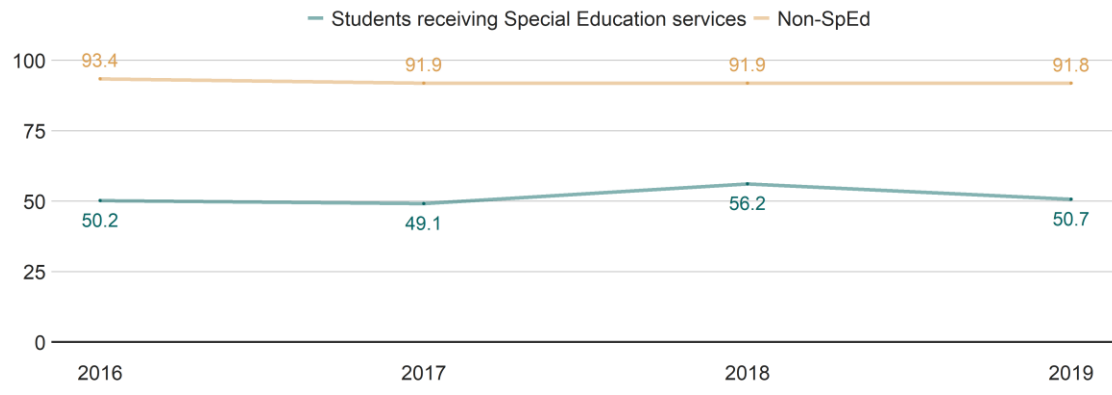
Figure 1.6

Percent of second graders meeting end of year benchmark on DIBELS Next

— Female — Male
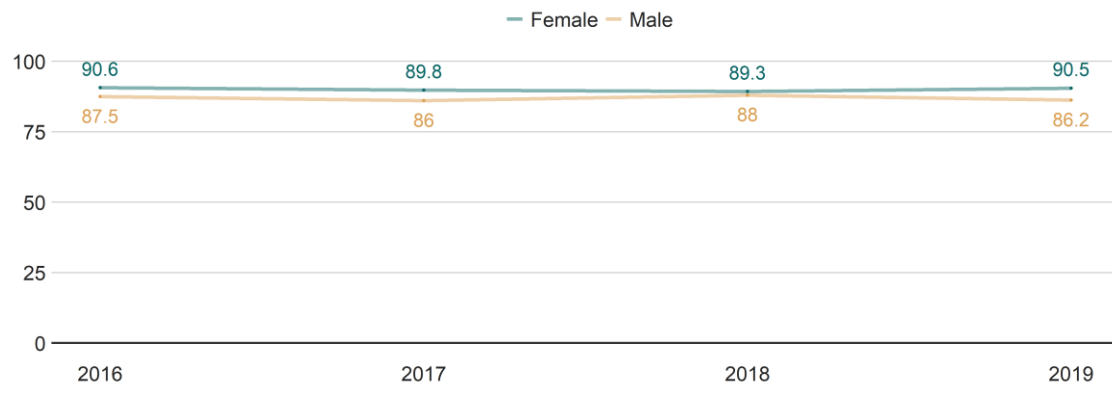
Figure 2.1

Percent of third graders meeting state standards on Smarter Balanced ELA assessment

— All

81.4	79.9	81.2	81.4

2016 — 2017 — 2018 — 2019
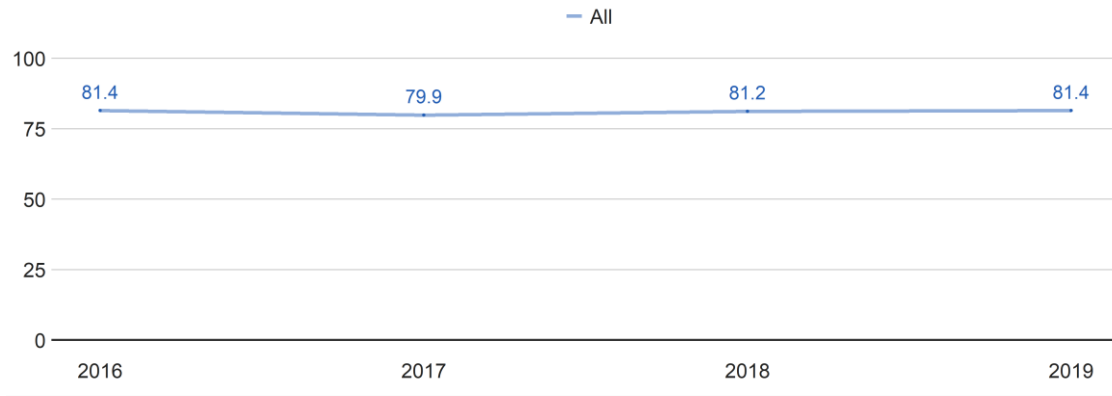
Figure 2.2

Percent of third graders meeting state standards on Smarter Balanced ELA assessment

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

90.5 · 88.6 · 91.2 · 89

53.7 · 56.2 · 60.3 · 57.8

2016 — 2017 — 2018 — 2019
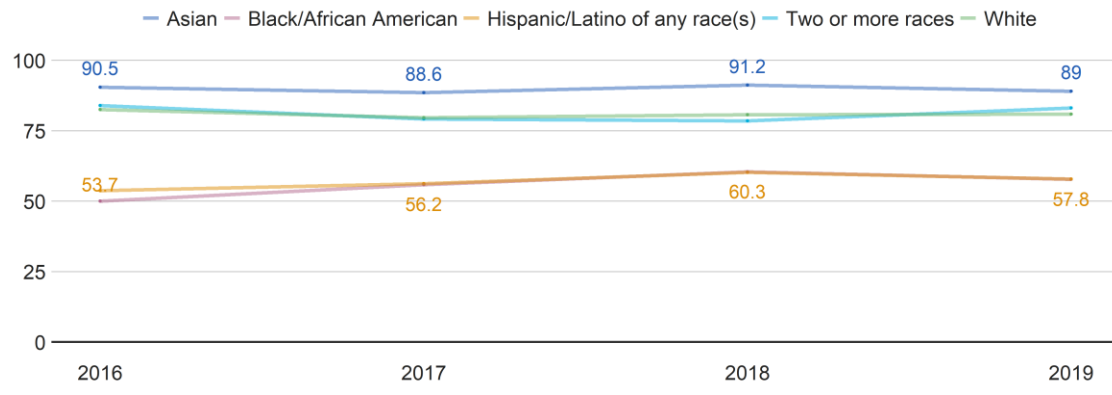
Figure 2.3

Percent of third graders meeting state standards on Smarter Balanced ELA assessment

— English Language Learners — Non-EL

85.1 · 83.1 · 84.9 · 85.6

48.5 · 46 · 41.7 · 35.2

2016 — 2017 — 2018 — 2019
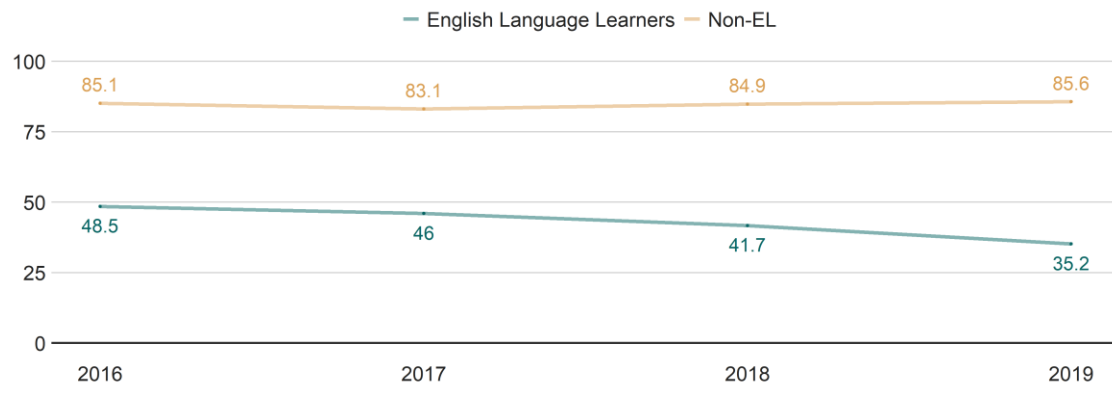
Figure 2.4

Percent of third graders meeting state standards on Smarter Balanced ELA assessment

— Students from low income households — Non-Low Income
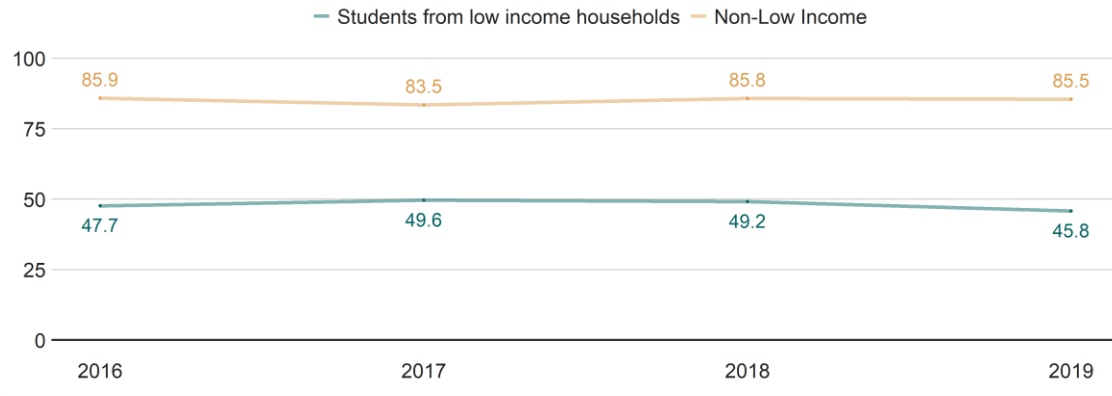
Figure 2.5

Percent of third graders meeting state standards on Smarter Balanced ELA assessment

— Students receiving Special Education services — Non-SpEd
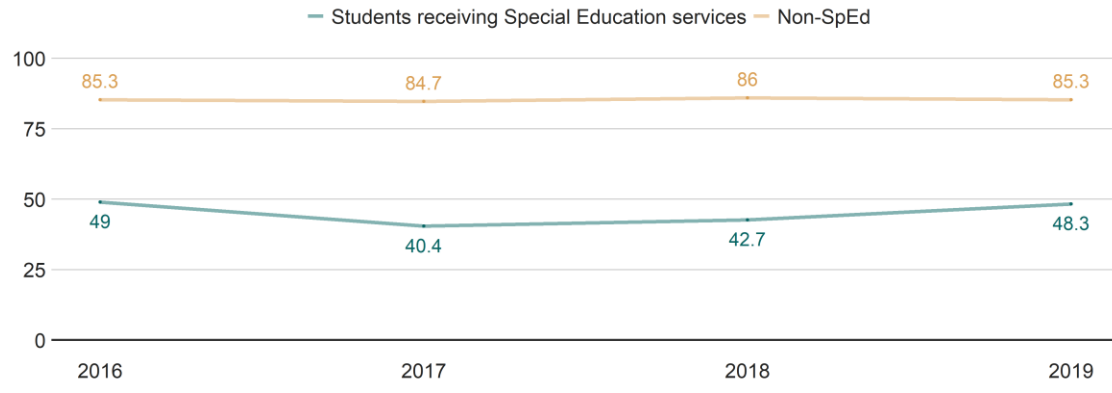
Figure 2.6

Percent of third graders meeting state standards on Smarter Balanced ELA assessment

— Female — Male
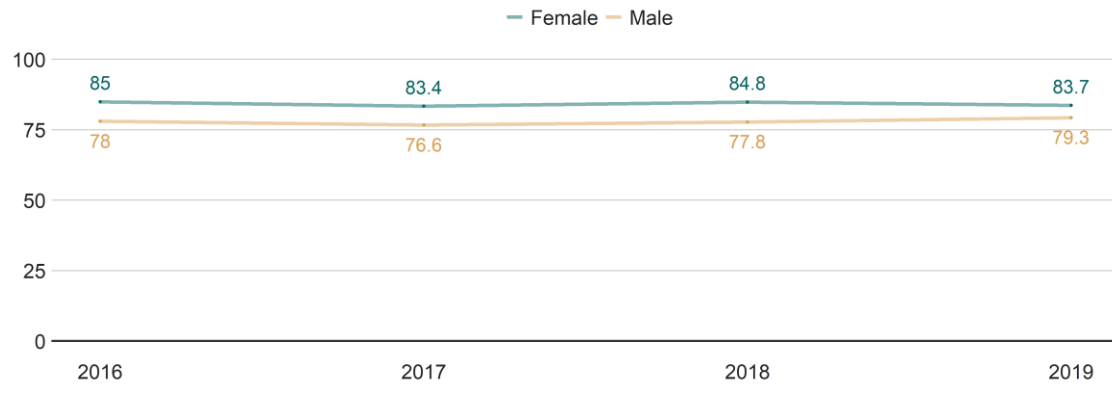
Figure 3.1

Percent of fifth graders meeting state standards on Smarter Balanced ELA assessment

— All

85.3   82.8   84.4   85.2
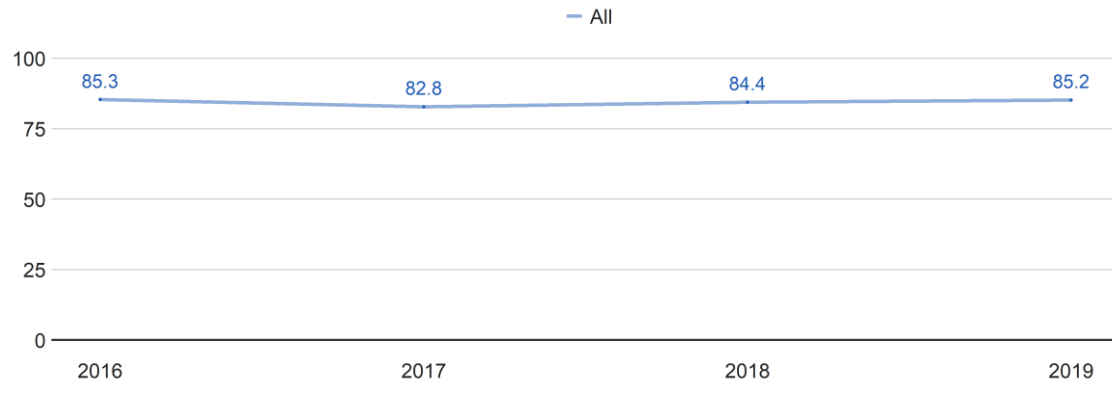
Figure 3.2

Percent of fifth graders meeting state standards on Smarter Balanced ELA assessment

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

92.7   92.2   94.3   91.5
65.3   64.7   63.6   67.9
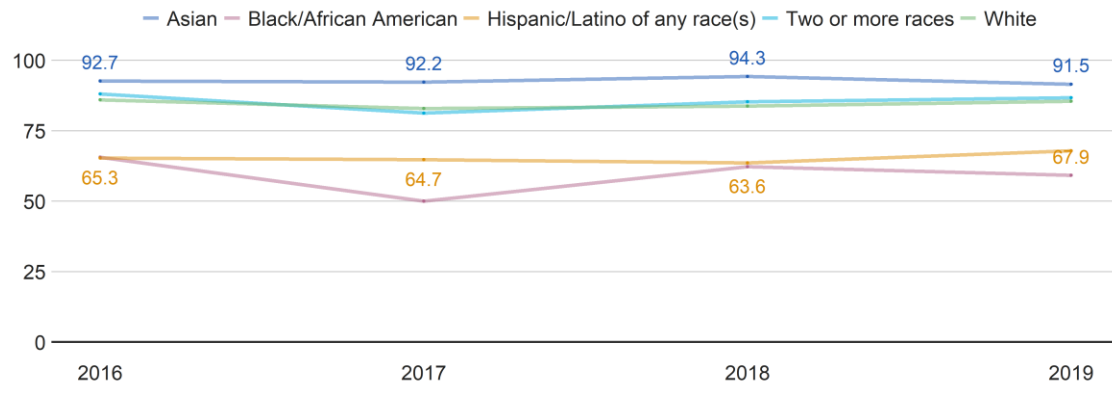
Figure 3.3

Percent of fifth graders meeting state standards on Smarter Balanced ELA assessment

— English Language Learners — Non-EL

88.6   86.2   87.4   87.9
36.4   27.8   37.7   28.8
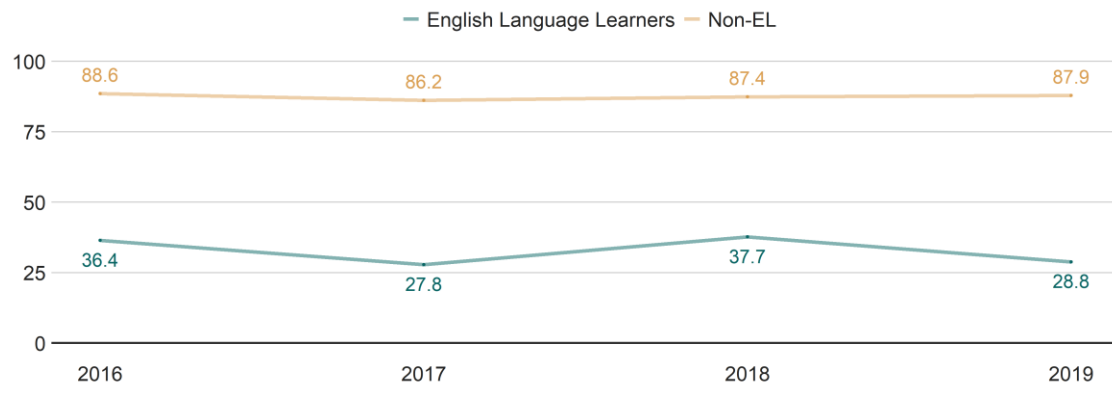
Figure 3.4

Percent of fifth graders meeting state standards on Smarter Balanced ELA assessment

— Students from low income households — Non-Low Income
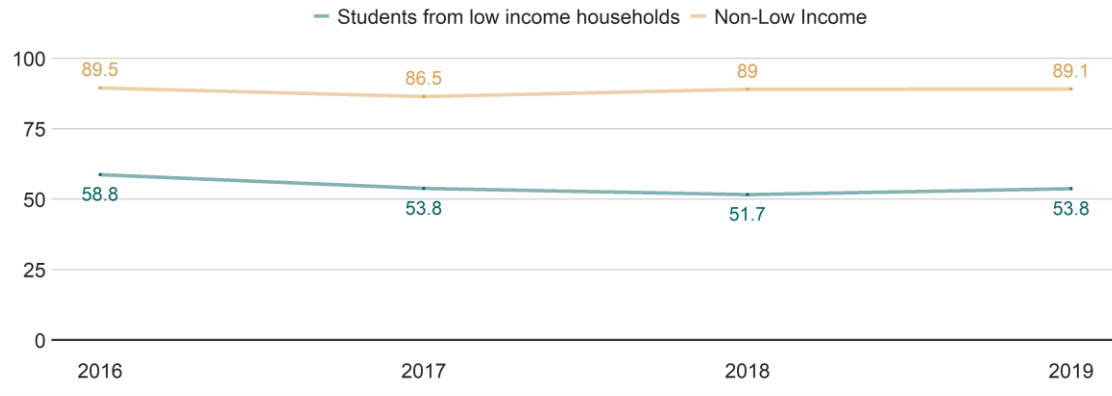
Figure 3.5

Percent of fifth graders meeting state standards on Smarter Balanced ELA assessment

— Students receiving Special Education services — Non-SpEd
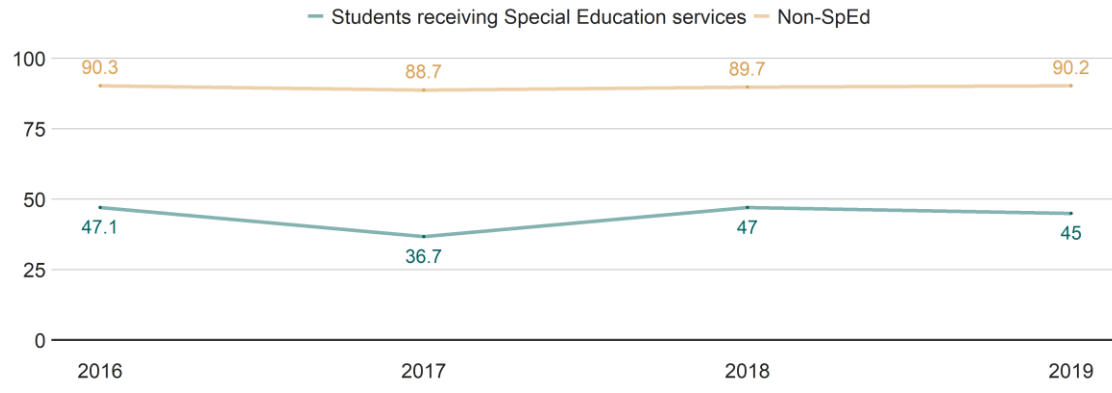
Figure 3.6

Percent of fifth graders meeting state standards on Smarter Balanced ELA assessment

— Female — Male
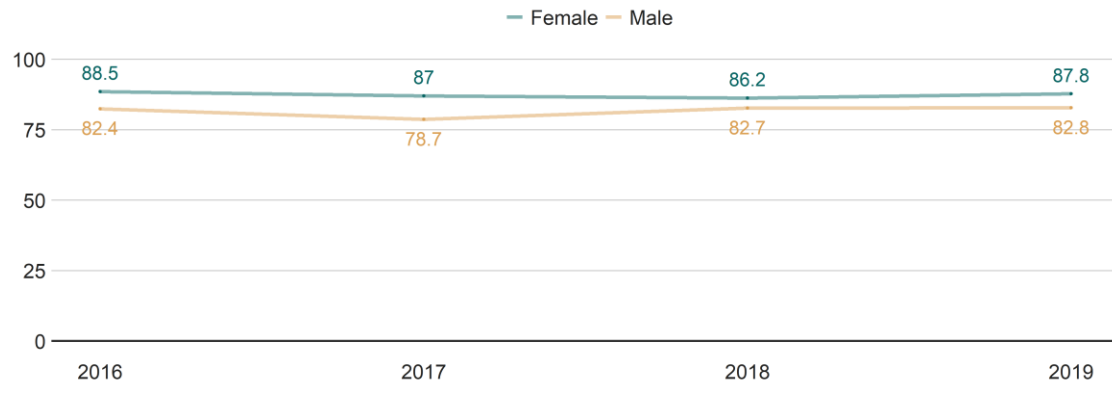
Figure 4.1

Percent of eighth graders meeting state standards on Smarter Balanced ELA assessment

All

	2016	2017	2018	2019
All	81.7	81	82.3	80.9
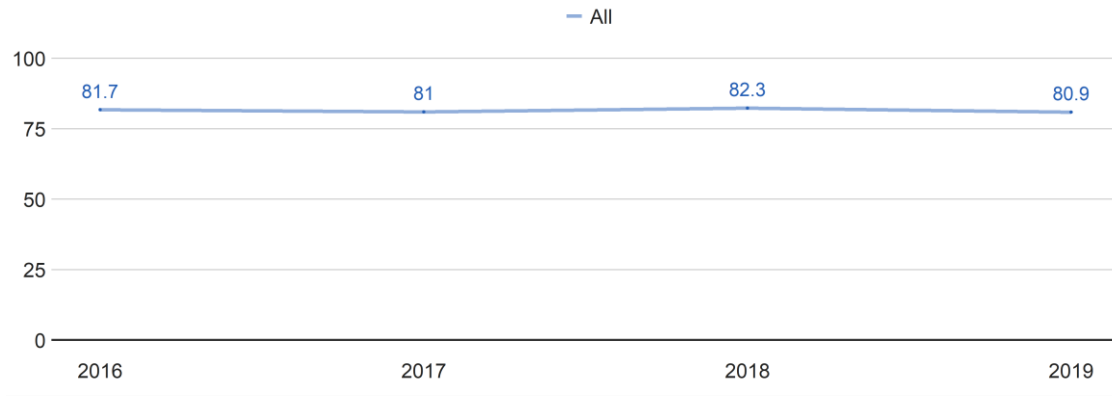
Figure 4.2

Percent of eighth graders meeting state standards on Smarter Balanced ELA assessment

Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

90.2 88.2 91.9 91.5
62 63.9 65 55.5
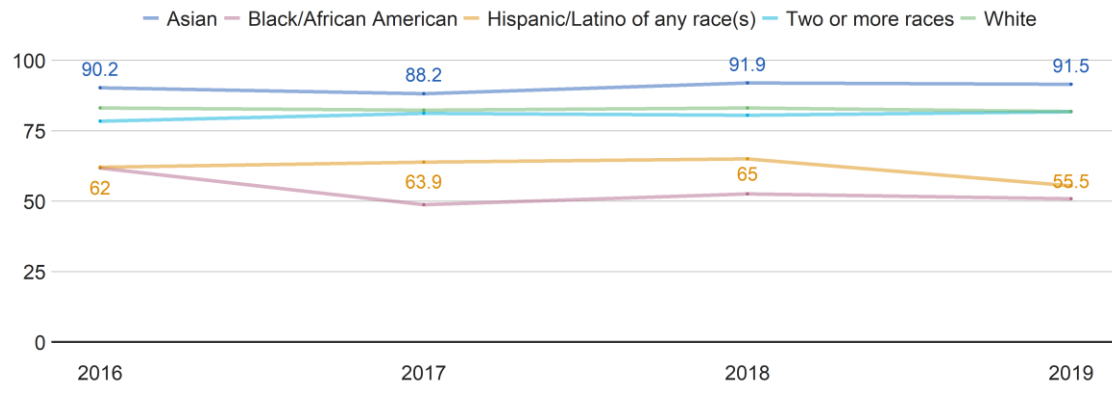
Figure 4.3

Percent of eighth graders meeting state standards on Smarter Balanced ELA assessment

English Language Learners — Non-EL

83.5 82.9 85 83.8
13.7 22.4 19.5 23.6
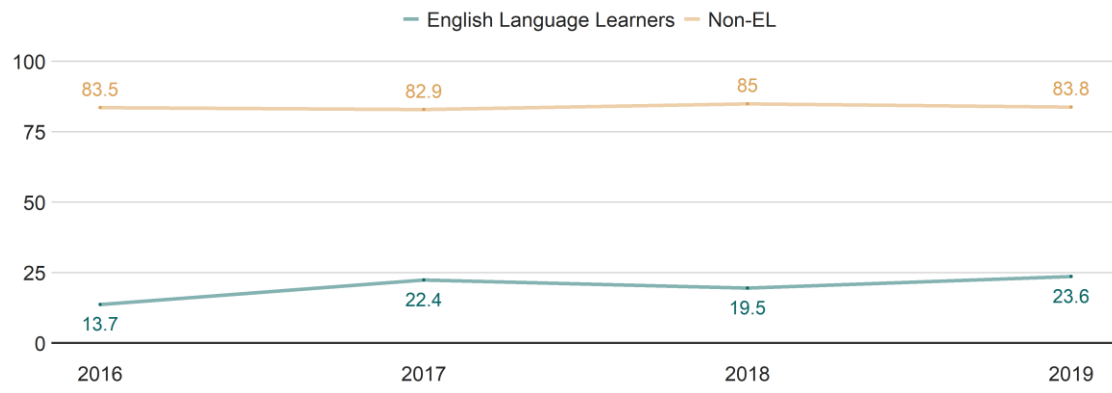
Figure 4.4

Percent of eighth graders meeting state standards on Smarter Balanced ELA assessment

— Students from low income households — Non-Low Income

	2016	2017	2018	2019
Non-Low Income	86	84.7	87.4	86.6
Students from low income households	52.6	52.1	45.7	46.6
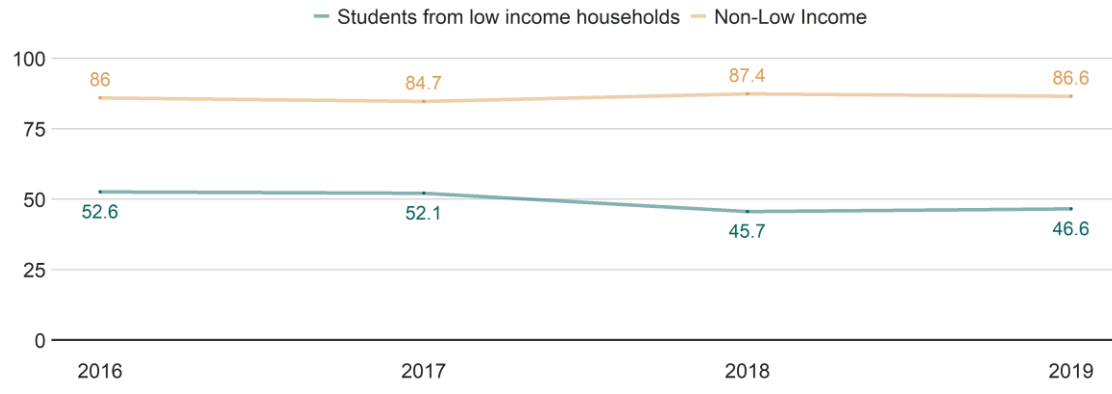
Figure 4.5

Percent of eighth graders meeting state standards on Smarter Balanced ELA assessment

— Students receiving Special Education services — Non-SpEd

	2016	2017	2018	2019
Non-SpEd	87.3	86.6	87.9	86
Students receiving Special Education services	32.3	34.9	33.8	34.7
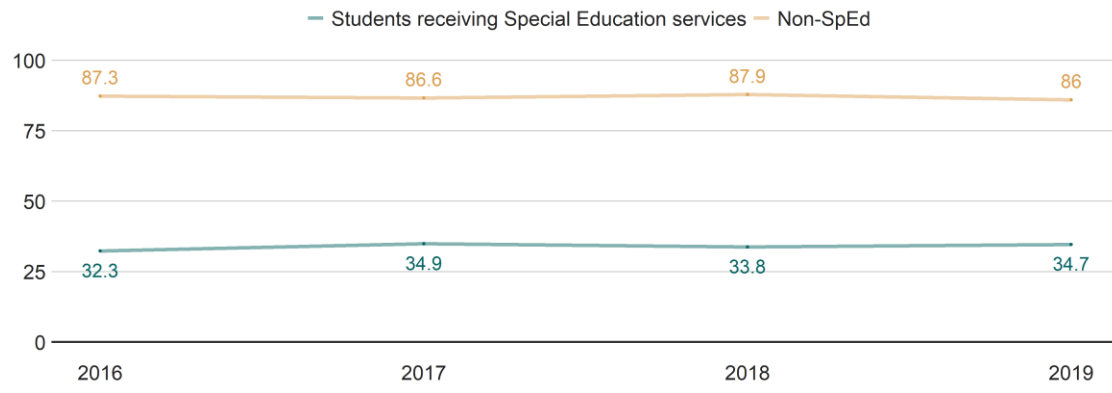
Figure 4.6

Percent of eighth graders meeting state standards on Smarter Balanced ELA assessment

— Female — Male

	2016	2017	2018	2019
Female	85.6	83.8	86.4	85.3
Male	78.3	78.3	78.7	76.9
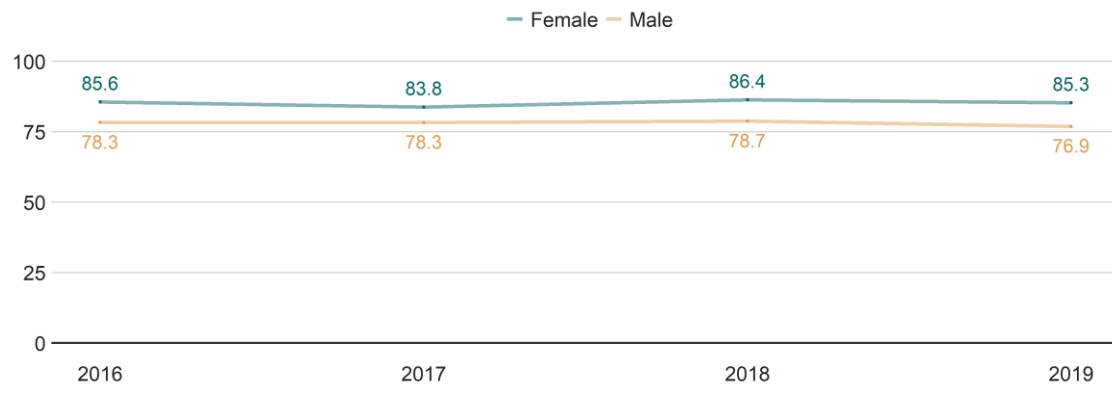
Figure 5.1

Percent of tenth graders meeting state standards on Smarter Balanced ELA assessment

All

	2016	2017	2018	2019
All	89.6	90.3	88.8	88.7
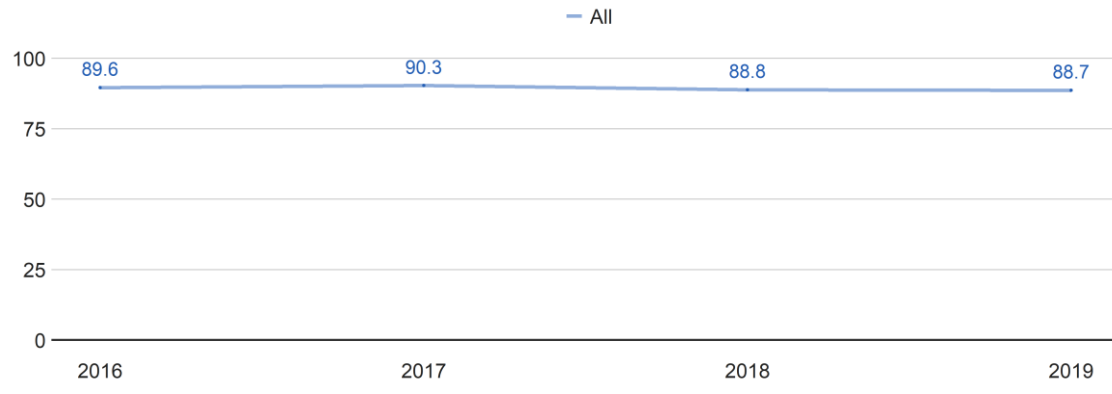
Figure 5.2

Percent of tenth graders meeting state standards on Smarter Balanced ELA assessment

Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

92.1   92.8   91.1   92.6
74.5   78.4   73.5   72.5
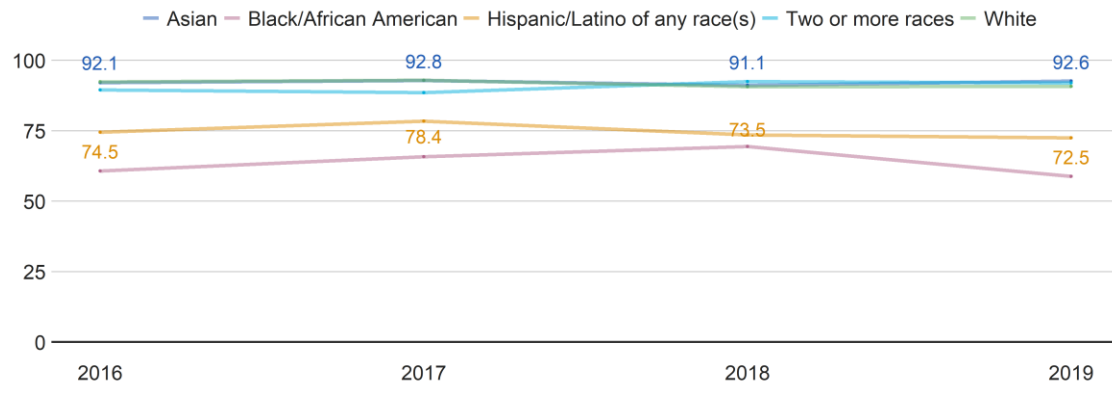
Figure 5.3

Percent of tenth graders meeting state standards on Smarter Balanced ELA assessment

English Language Learners — Non-EL

90.9   91.9   90.2   91.1
31.7   29.8   40.7   27.6
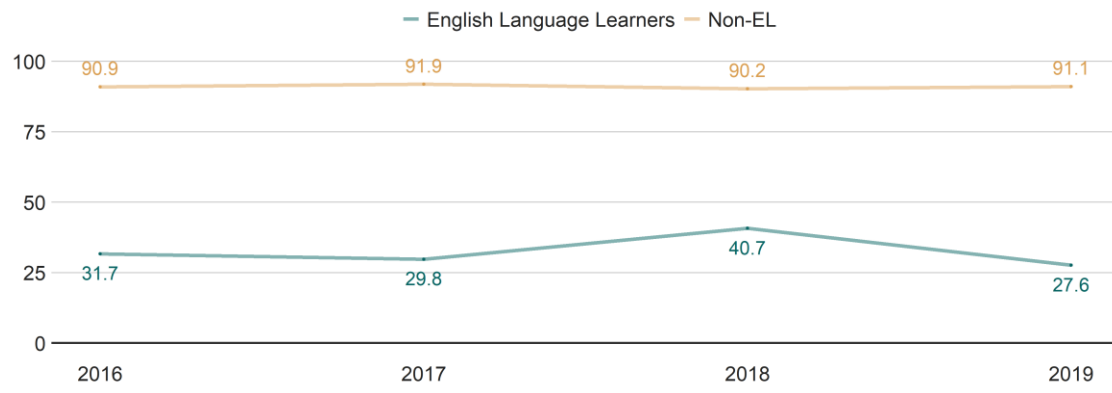
Figure 5.4

Percent of tenth graders meeting state standards on Smarter Balanced ELA assessment

— Students from low income households — Non-Low Income
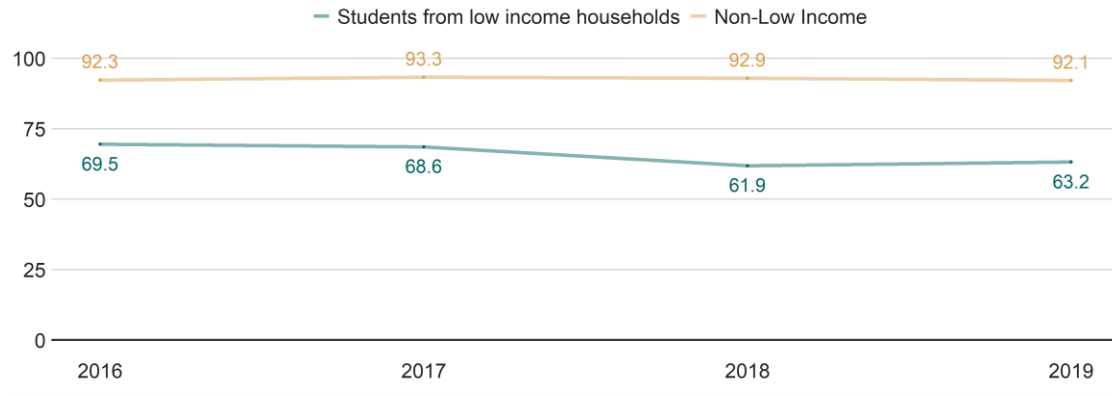
Figure 5.5

Percent of tenth graders meeting state standards on Smarter Balanced ELA assessment

— Students receiving Special Education services — Non-SpEd
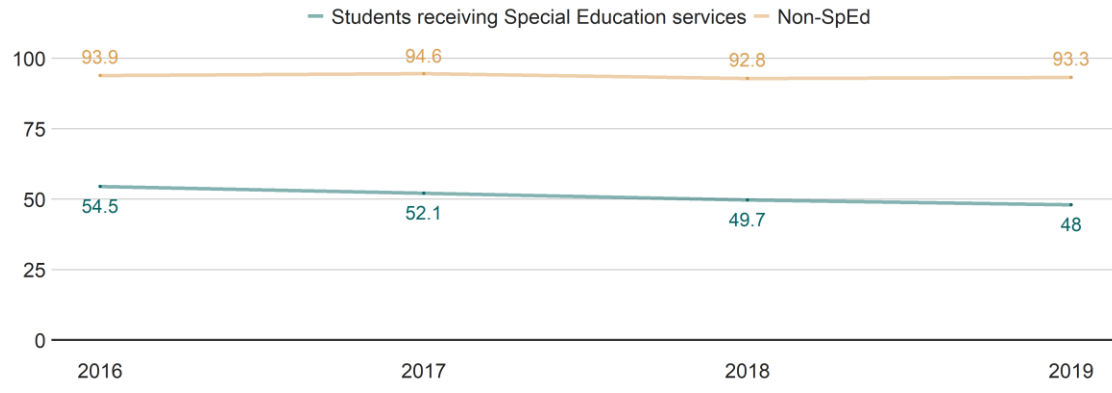
Figure 5.6

Percent of tenth graders meeting state standards on Smarter Balanced ELA assessment

— Female — Male
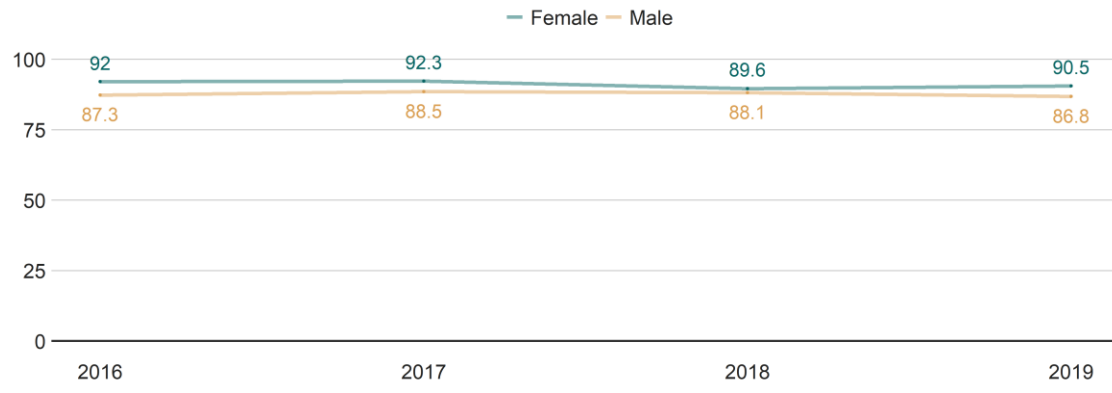
Figure 6.1

Ninth graders earning full ELA credit with a grade of C or higher
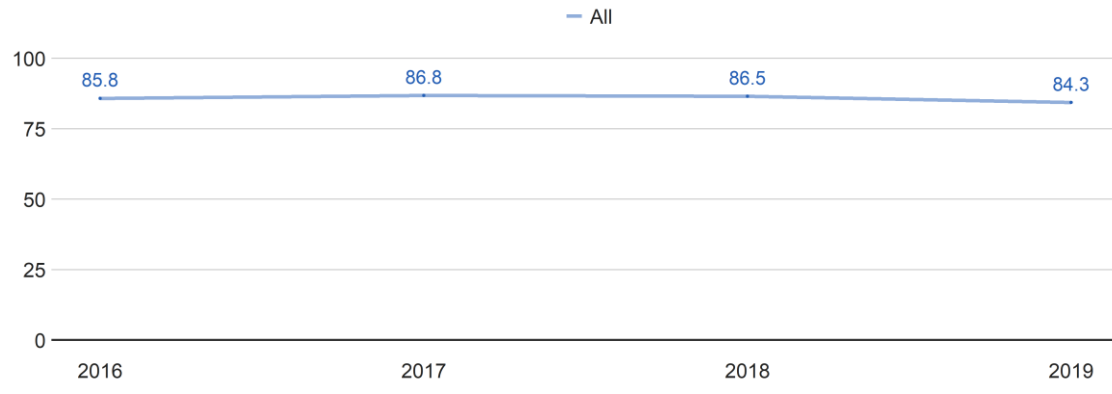
Figure 6.2

Ninth graders earning full ELA credit with a grade of C or higher
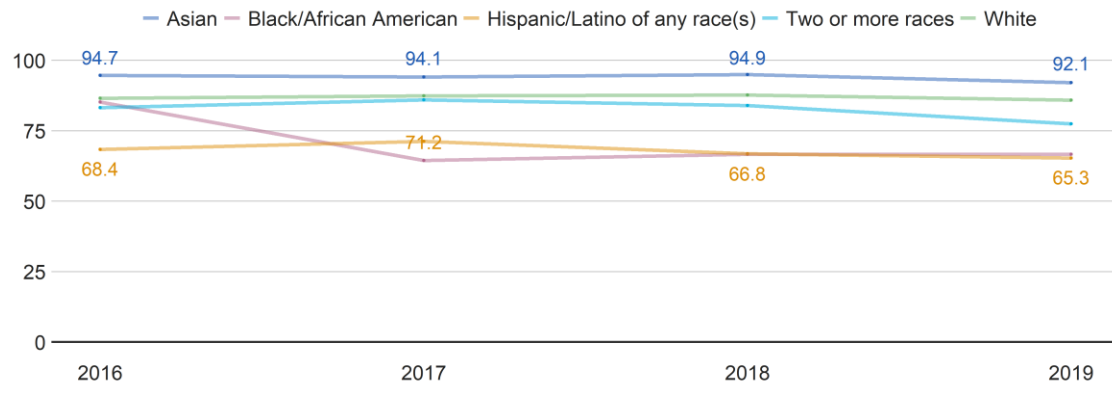
Figure 6.3

Ninth graders earning full ELA credit with a grade of C or higher
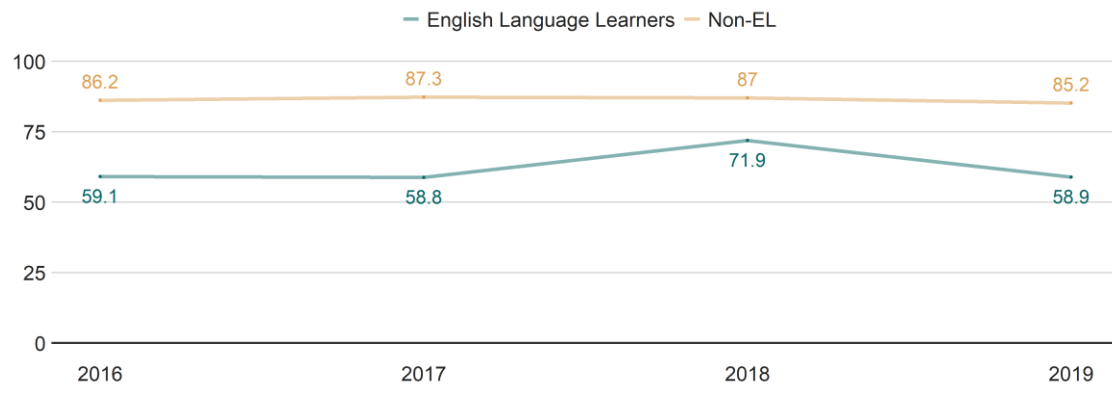
Figure 6.4

Ninth graders earning full ELA credit with a grade of C or higher

— Students from low income households — Non-Low Income
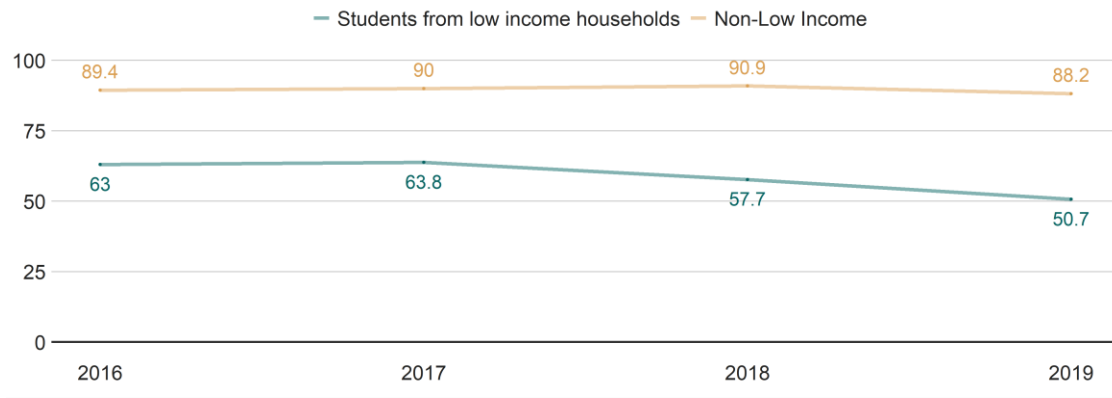
Figure 6.5

Ninth graders earning full ELA credit with a grade of C or higher

— Students receiving Special Education services — Non-SpEd
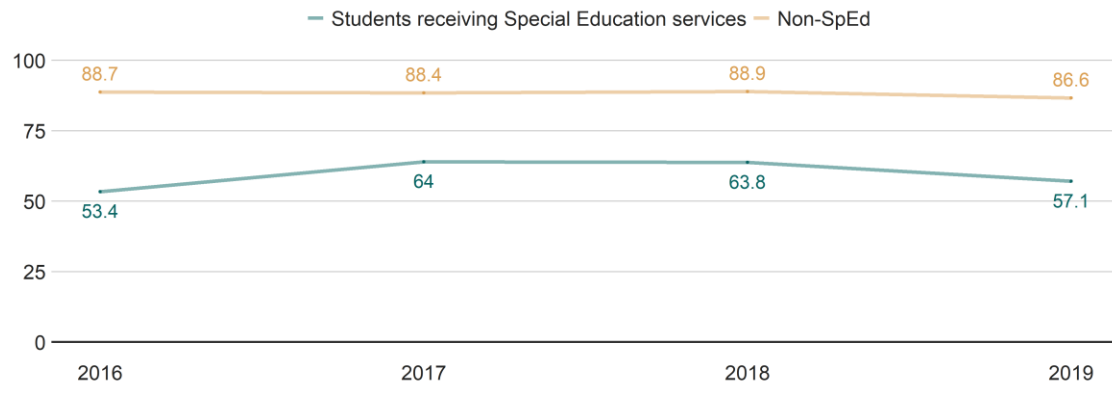
Figure 6.6

Ninth graders earning full ELA credit with a grade of C or higher

— Female — Male
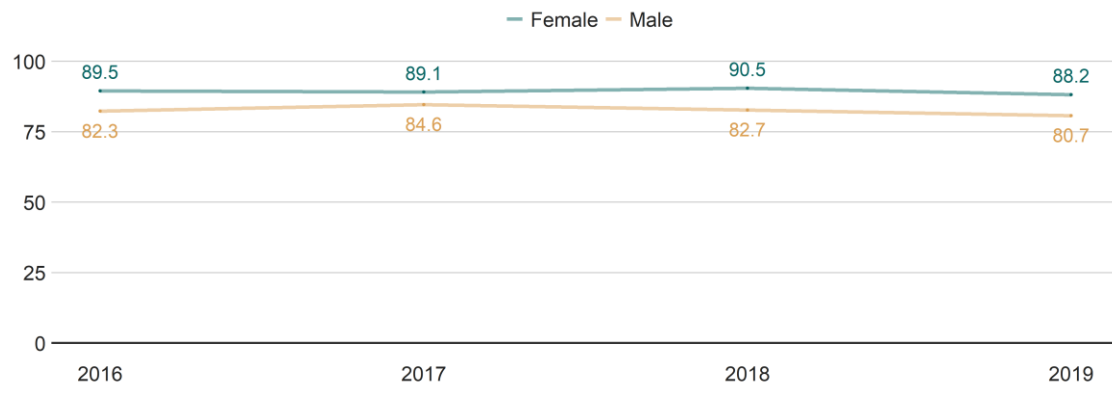
Figure 7.1

Percent of EL students making sufficient progress as measured by the ELPA21

— English Language Learners

	2017	2018	2019
English Language Learners	84.4	76.3	74.2
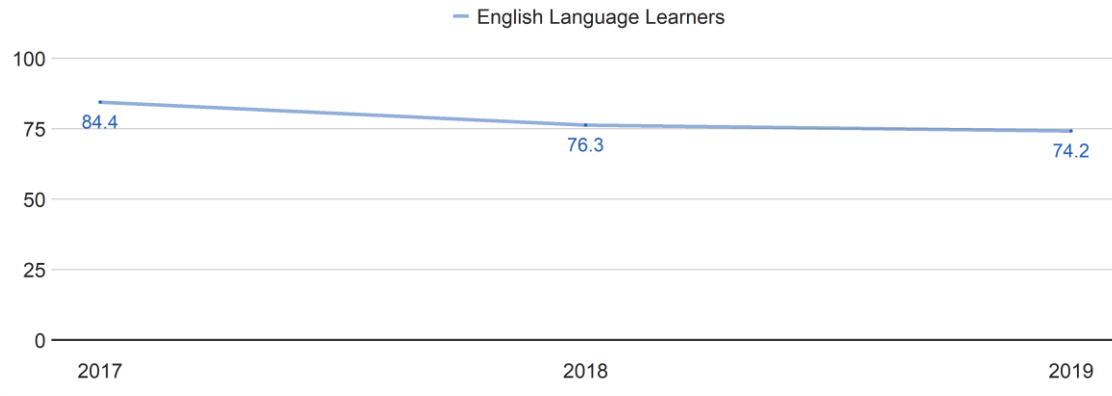
Figure 8.1

Percent of third graders meeting state standards on Smarter Balanced Math assessment

— All

	2016	2017	2018	2019
All	82.9	82.3	79.9	81.6
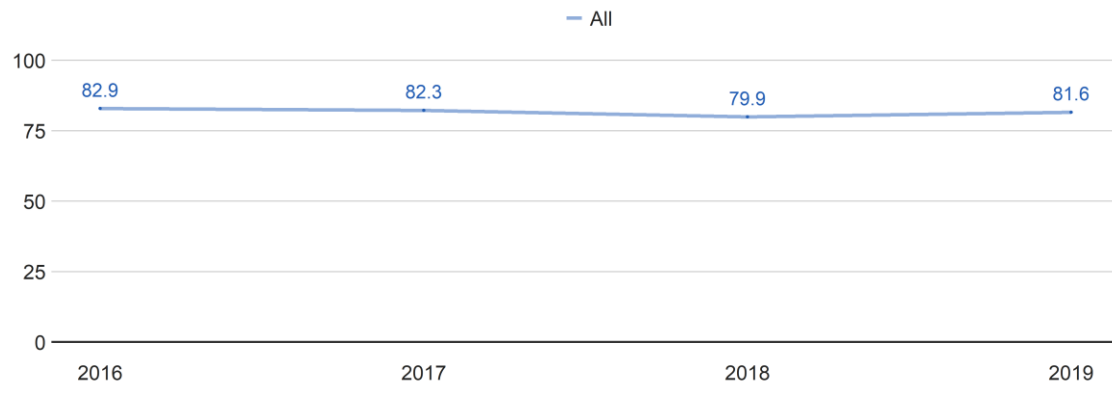
Figure 8.2

Percent of third graders meeting state standards on Smarter Balanced Math assessment

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

Asian: 94.9, 93.4, 92, 91.8
Hispanic/Latino of any race(s): 52.8, 56.2, 59.2, 49.4
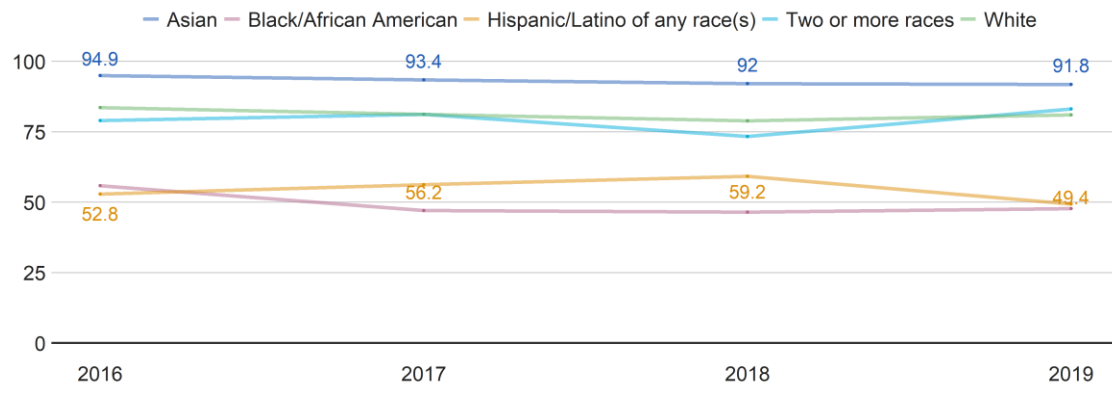
Figure 8.3

Percent of third graders meeting state standards on Smarter Balanced Math assessment

— English Language Learners — Non-EL

	2016	2017	2018	2019
Non-EL	85.7	84.6	83.1	85
English Language Learners	58.7	58.8	47.7	46.5
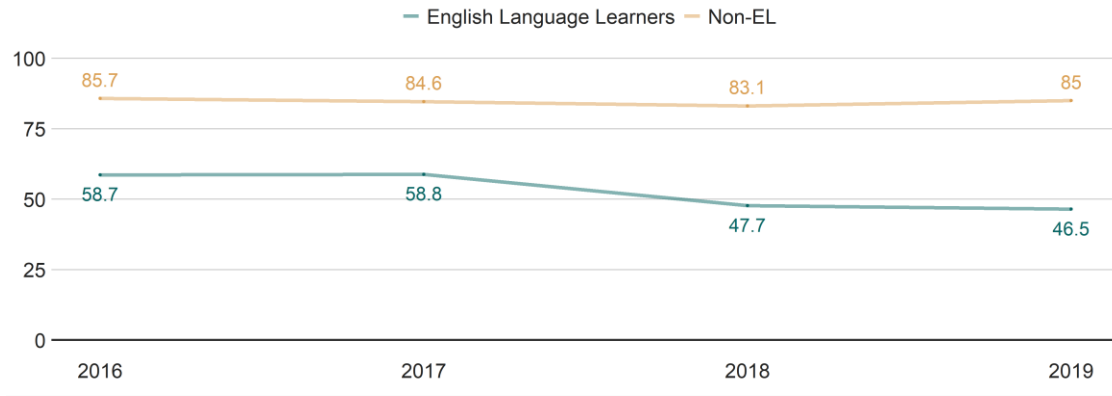
Figure 8.4

Percent of third graders meeting state standards on Smarter Balanced Math assessment

— Students from low income households — Non-Low Income

	2016	2017	2018	2019
Non-Low Income	87.2	86.2	84.7	86.4
Students from low income households	50.4	48.6	46.4	38.7
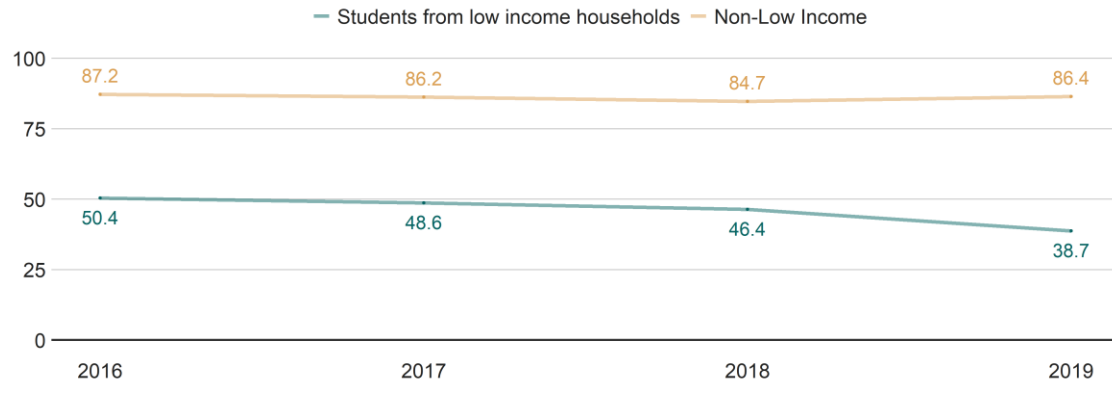
Figure 8.5

Percent of third graders meeting state standards on Smarter Balanced Math assessment

— Students receiving Special Education services — Non-SpEd

	2016	2017	2018	2019
Non-SpEd	87.4	87.5	84.7	86.1
Students receiving Special Education services	44.8	39.3	41.6	43.3
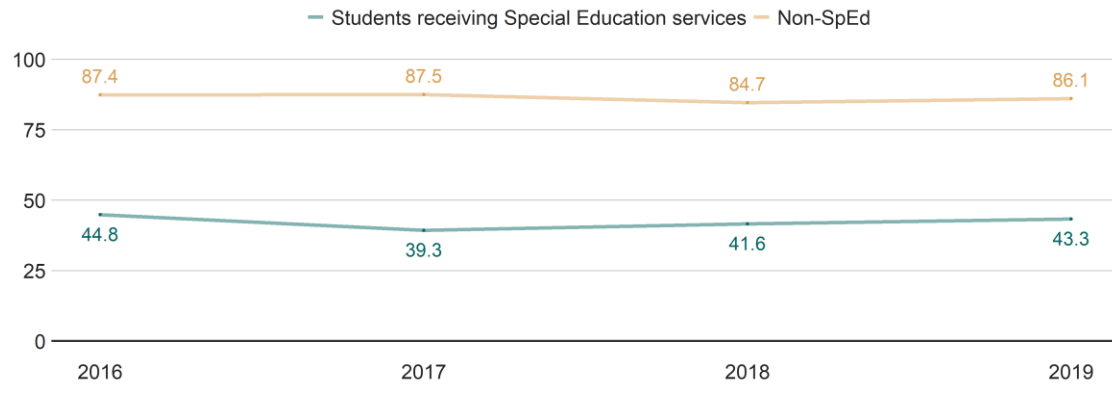
Figure 8.6

Percent of third graders meeting state standards on Smarter Balanced Math assessment

Legend: — Female — Male

100
82.3   81.4   79   80.2
75 83.5   83.1   82.9
                         80.8
50

25

0
    2016   2017   2018   2019
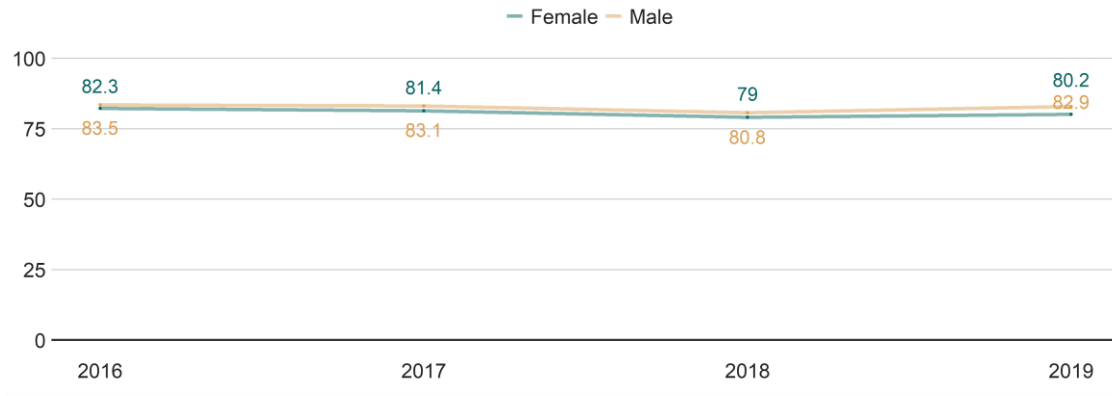
Figure 9.1

Percent of fifth graders meeting state standards on Smarter Balanced Math assessment

Legend: — All

100
75 72.9   75.9   75.7   75.3

50

25

0
    2016   2017   2018   2019
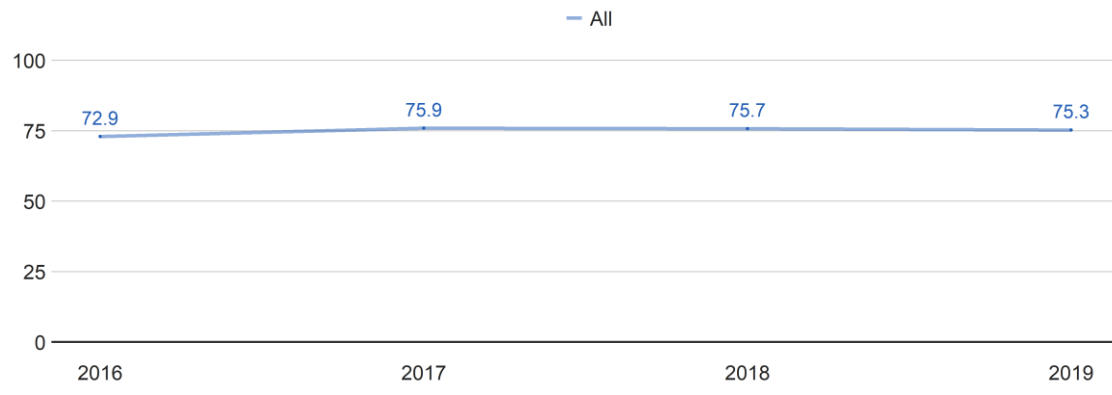
Figure 9.2

Percent of fifth graders meeting state standards on Smarter Balanced Math assessment

Legend: — Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

100
87.4   89.7   91   90.1
75

50
            50.8   46.1   46
25 43.1

0
    2016   2017   2018   2019
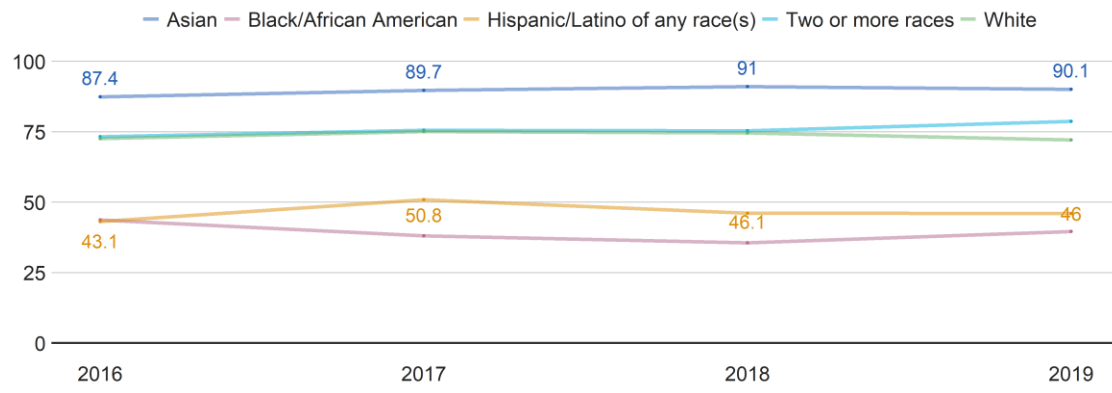
Figure 9.3

Percent of fifth graders meeting state standards on Smarter Balanced Math assessment

— English Language Learners — Non-EL
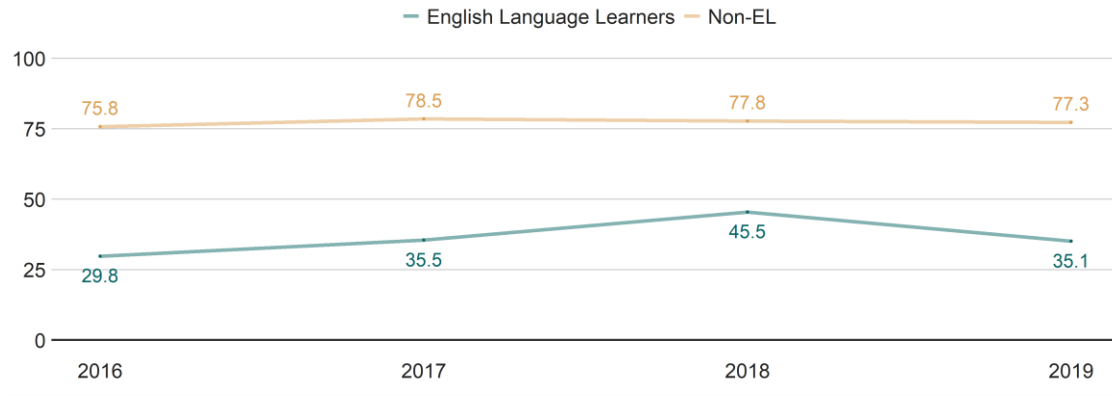
Figure 9.4

Percent of fifth graders meeting state standards on Smarter Balanced Math assessment

— Students from low income households — Non-Low Income
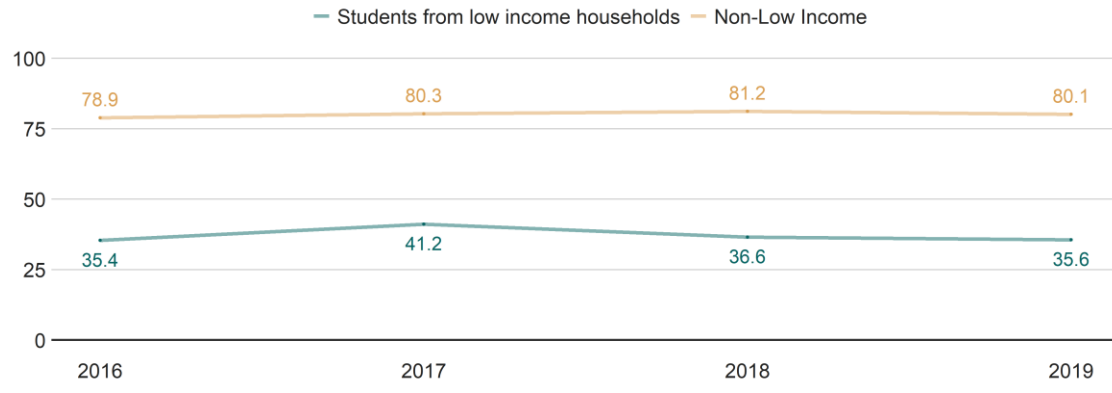
Figure 9.5

Percent of fifth graders meeting state standards on Smarter Balanced Math assessment

— Students receiving Special Education services — Non-SpEd
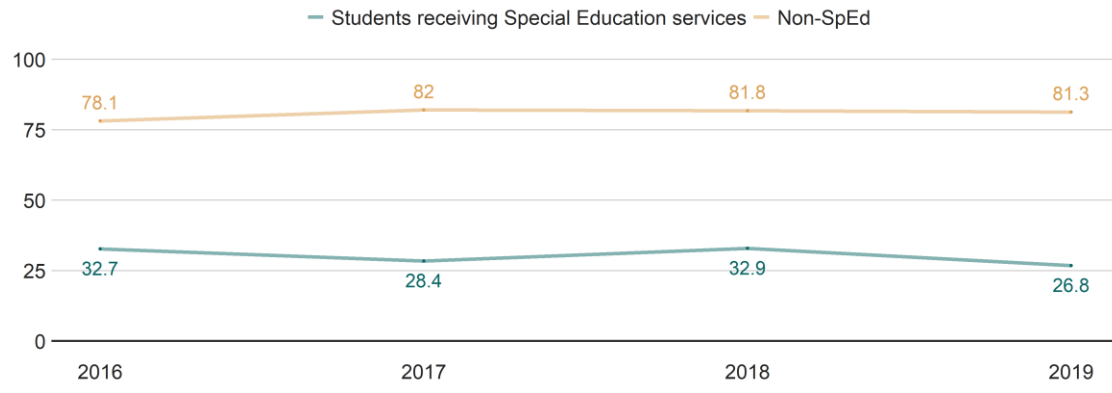
Figure 9.6

Percent of fifth graders meeting state standards on Smarter Balanced Math assessment

— Female — Male
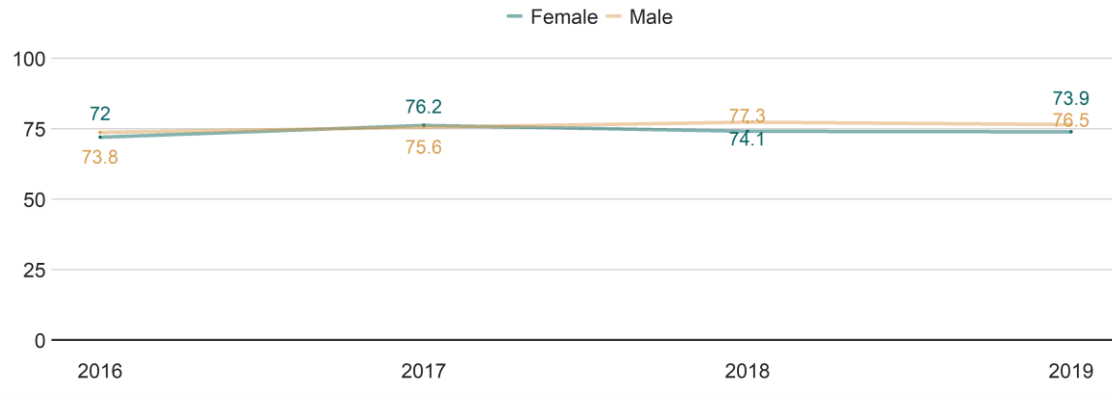
Figure 10.1

Percent of eighth graders meeting state standards on Smarter Balanced Math assessment

— All
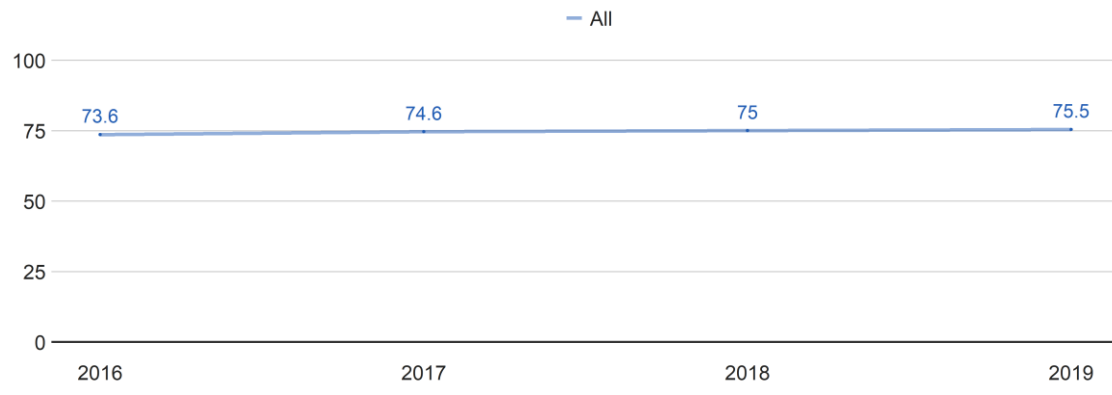
Figure 10.2

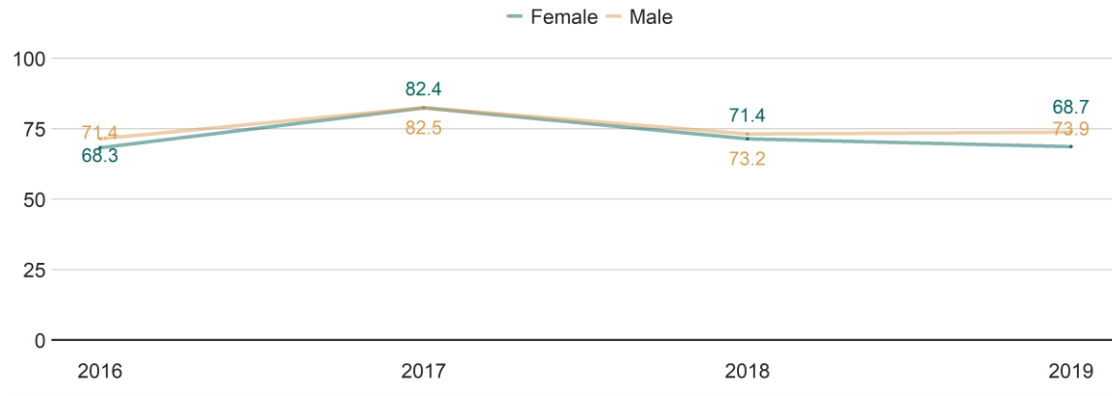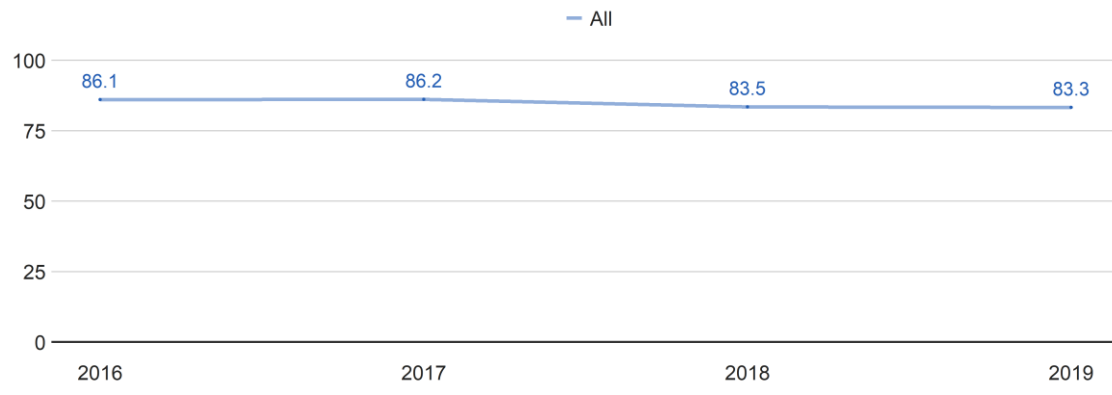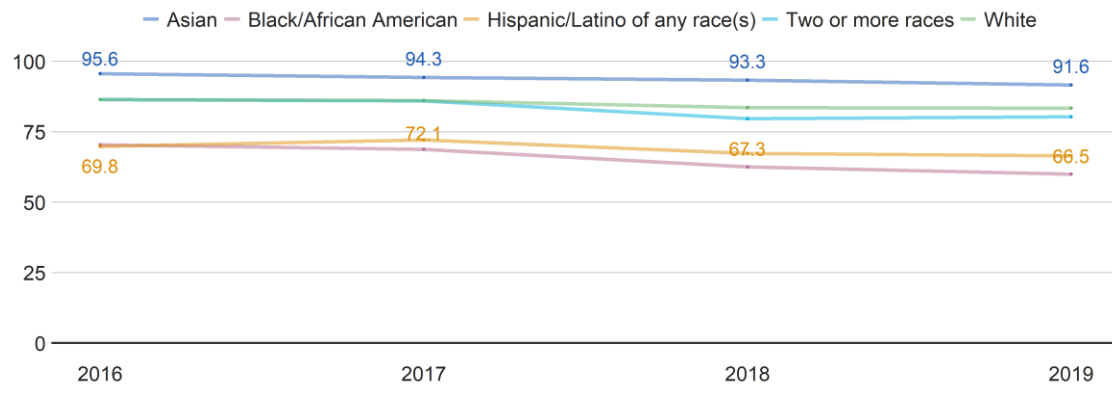Percent of eighth graders meeting state standards on Smarter Balanced Math assessment

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White
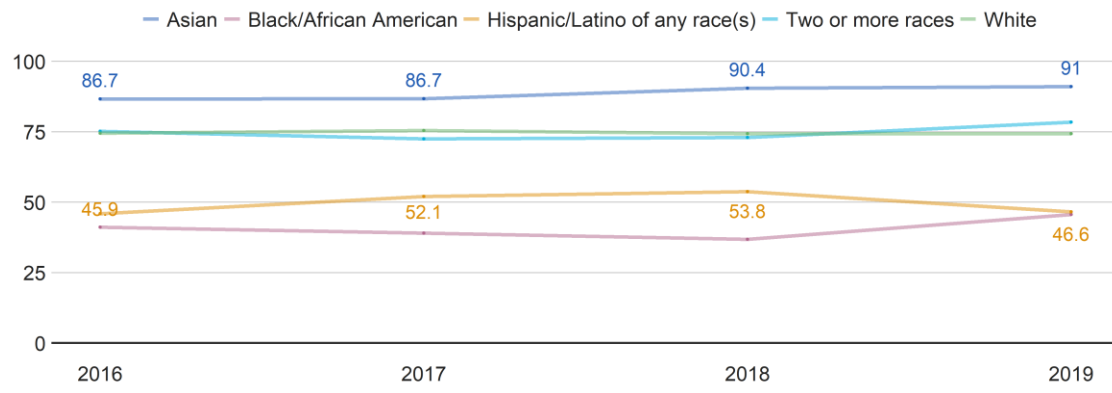
Figure 10.3

Percent of eighth graders meeting state standards on Smarter Balanced Math assessment

English Language Learners — Non-EL

	2016	2017	2018	2019
Non-EL	74.9	76	77.4	77.9
English Language Learners	27.8	31.9	20	29.5
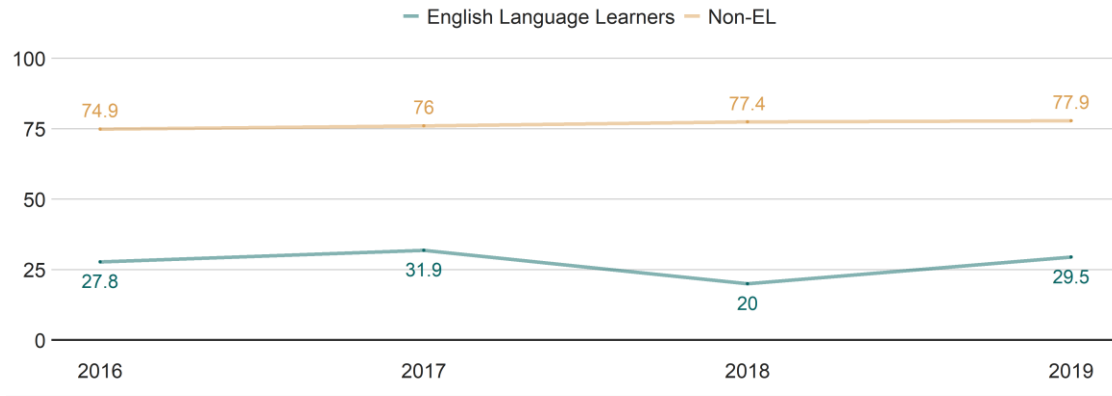
Figure 10.4

Percent of eighth graders meeting state standards on Smarter Balanced Math assessment

Students from low income households — Non-Low Income

	2016	2017	2018	2019
Non-Low Income	79.1	78.9	80.8	82.3
Students from low income households	36.5	41.7	33.7	34.5
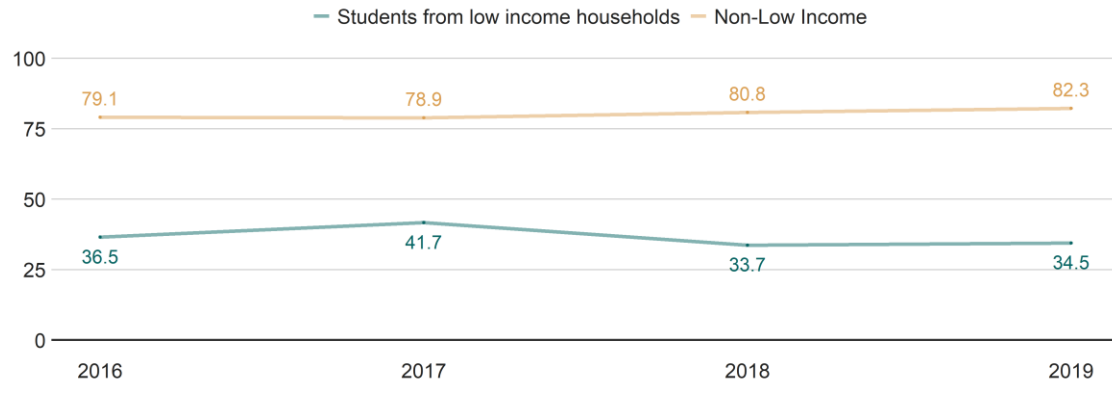
Figure 10.5

Percent of eighth graders meeting state standards on Smarter Balanced Math assessment

Students receiving Special Education services — Non-SpEd

	2016	2017	2018	2019
Non-SpEd	79.5	80.8	80.9	80.6
Students receiving Special Education services	22.3	24.5	23	28.9
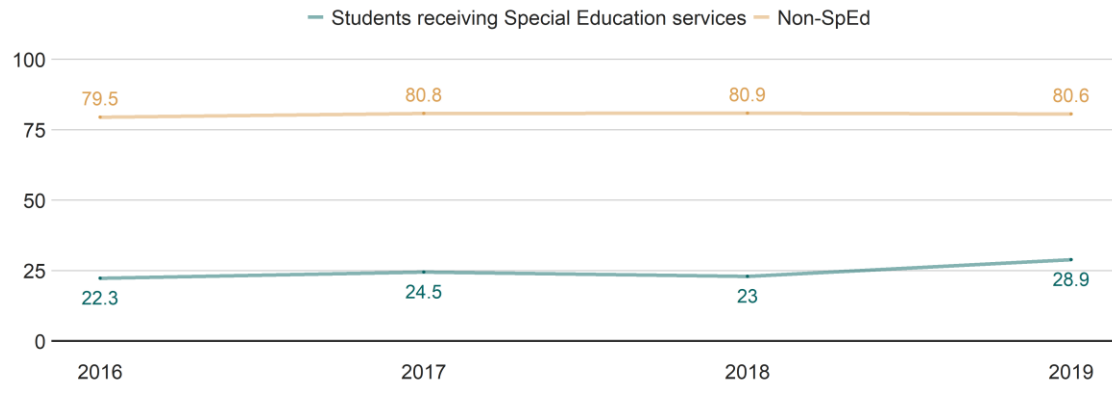
Figure 10.6

Percent of eighth graders meeting state standards on Smarter Balanced Math assessment

— Female — Male
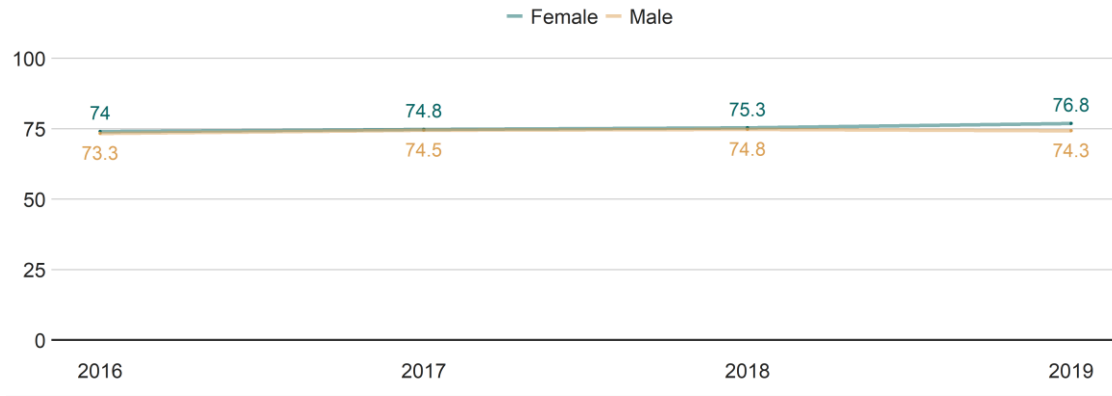
Figure 11.1

Percent of tenth graders meeting state standards on Smarter Balanced Math assessment

— All
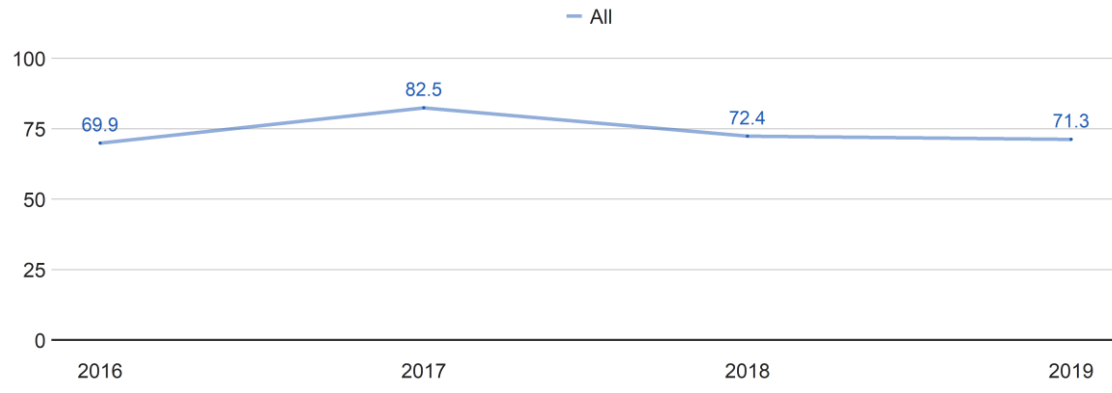
Figure 11.2

Percent of tenth graders meeting state standards on Smarter Balanced Math assessment

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White
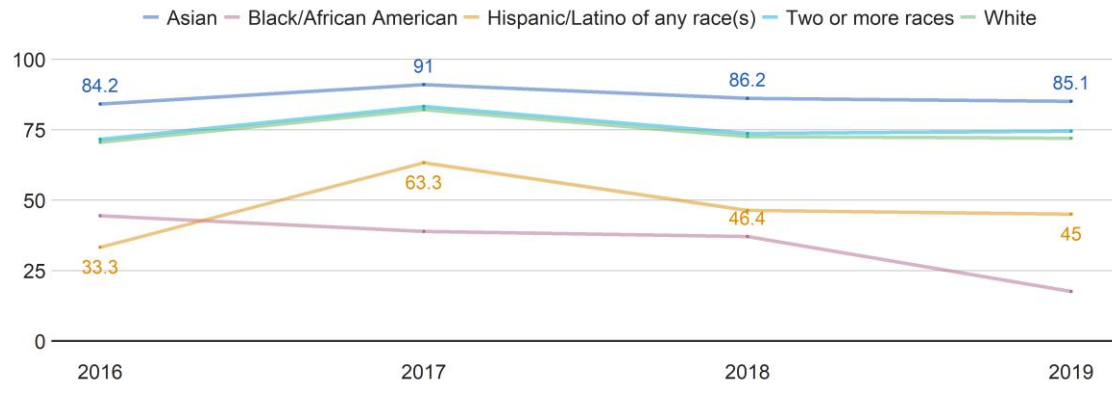
Figure 11.3

Percent of tenth graders meeting state standards on Smarter Balanced Math assessment

— English Language Learners — Non-EL
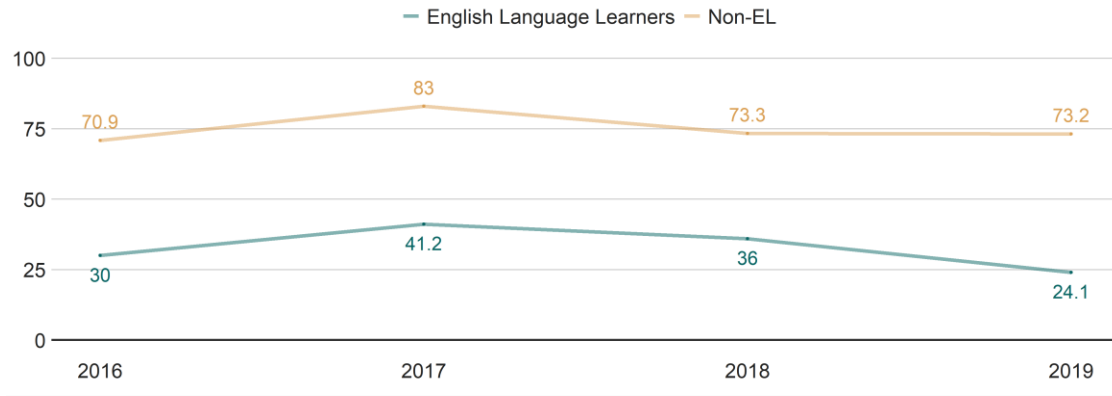
Figure 11.4

Percent of tenth graders meeting state standards on Smarter Balanced Math assessment

— Students from low income households — Non-Low Income
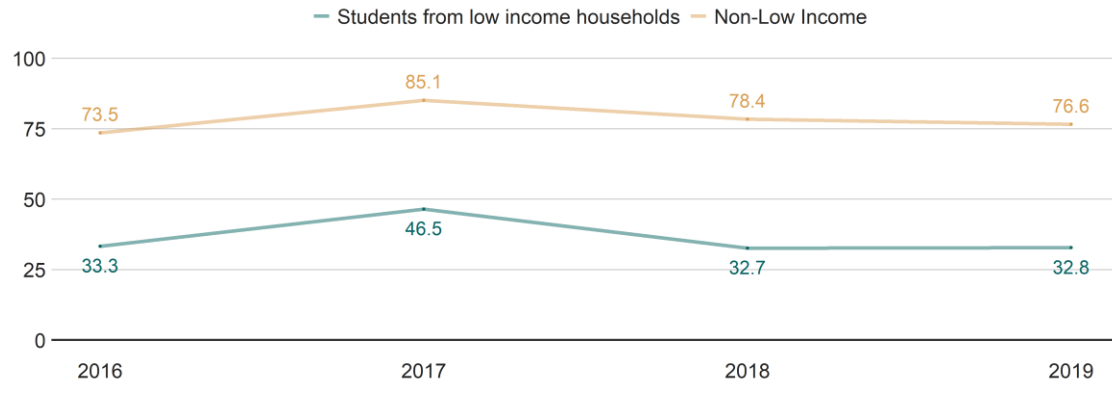
Figure 11.5

Percent of tenth graders meeting state standards on Smarter Balanced Math assessment

— Students receiving Special Education services — Non-SpEd
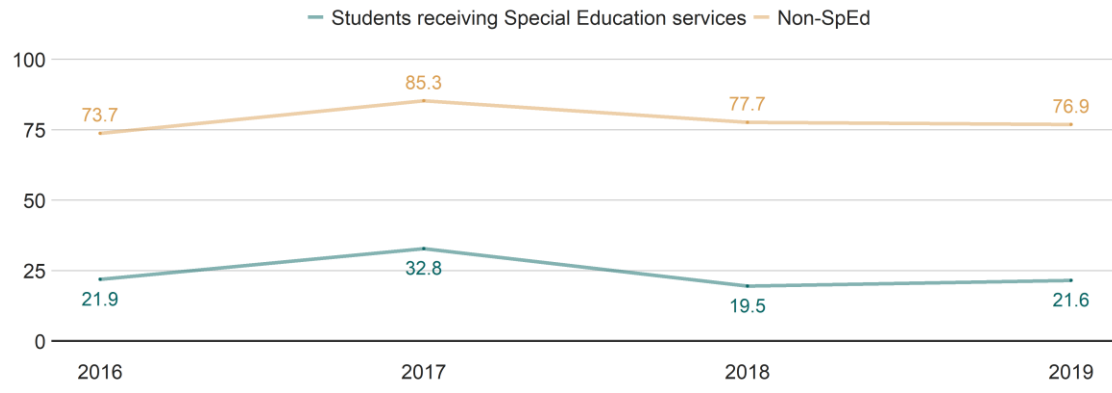
Figure 11.6

Percent of tenth graders meeting state standards on Smarter Balanced Math assessment

Legend: — Female — Male

- 2016: Female 68.3, Male 71.4
- 2017: Female 82.4, Male 82.5
- 2018: Female 71.4, Male 73.2
- 2019: Female 68.7, Male 73.9

Figure 12.1

Ninth graders earning full math credit with a grade of C or higher

Legend: — All

- 2016: 86.1
- 2017: 86.2
- 2018: 83.5
- 2019: 83.3

Figure 12.2

Ninth graders earning full math credit with a grade of C or higher

Legend: — Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

- 2016: Asian 95.6, Hispanic/Latino 69.8
- 2017: Asian 94.3, Hispanic/Latino 72.1
- 2018: Asian 93.3, Hispanic/Latino 67.3
- 2019: Asian 91.6, Hispanic/Latino 66.5

Figure 12.3

Ninth graders earning full math credit with a grade of C or higher

— English Language Learners — Non-EL

	2016	2017	2018	2019
Non-EL	86.3	86.5	84.2	84.1
English Language Learners	72	73	61.7	55.9
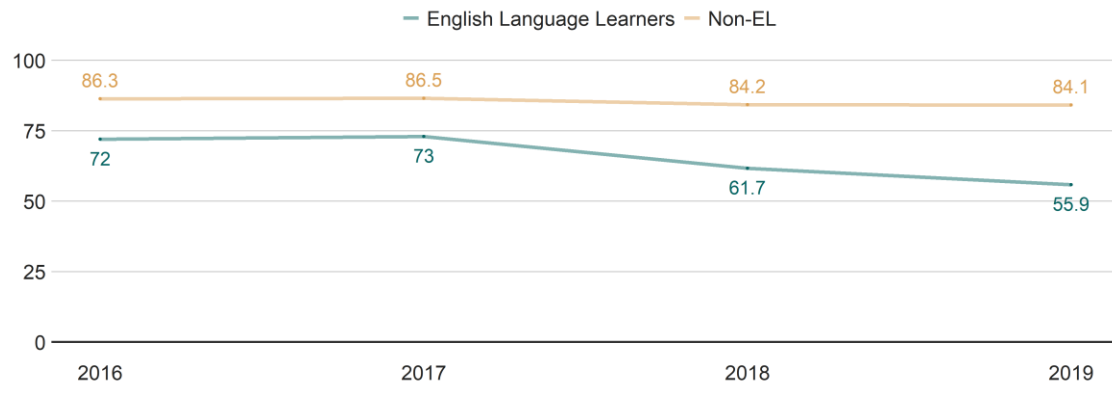
Figure 12.4

Ninth graders earning full math credit with a grade of C or higher

— Students from low income households — Non-Low Income

	2016	2017	2018	2019
Non-Low Income	89	89.1	86.7	86.4
Students from low income households	67.5	66.1	61.4	53
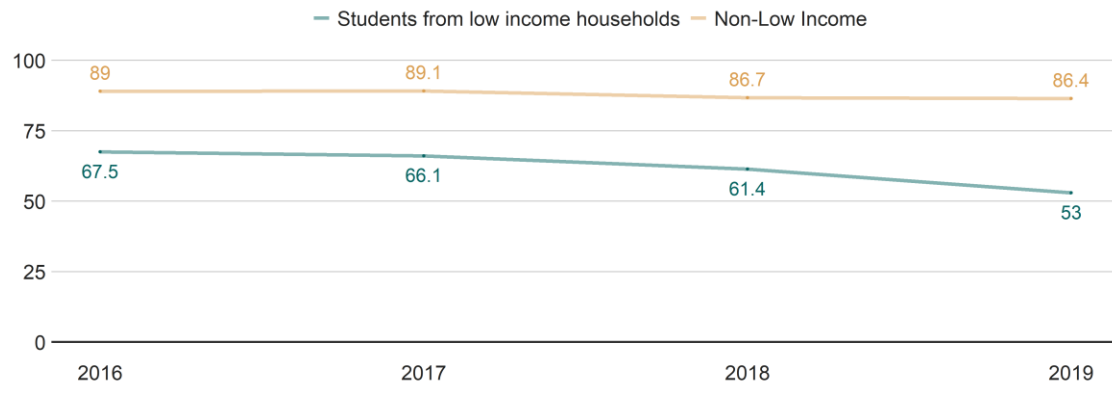
Figure 12.5

Ninth graders earning full math credit with a grade of C or higher

— Students receiving Special Education services — Non-SpEd

	2016	2017	2018	2019
Non-SpEd	88.6	87.6	84.4	84.7
Students receiving Special Education services	53.5	66.1	72.7	60.2
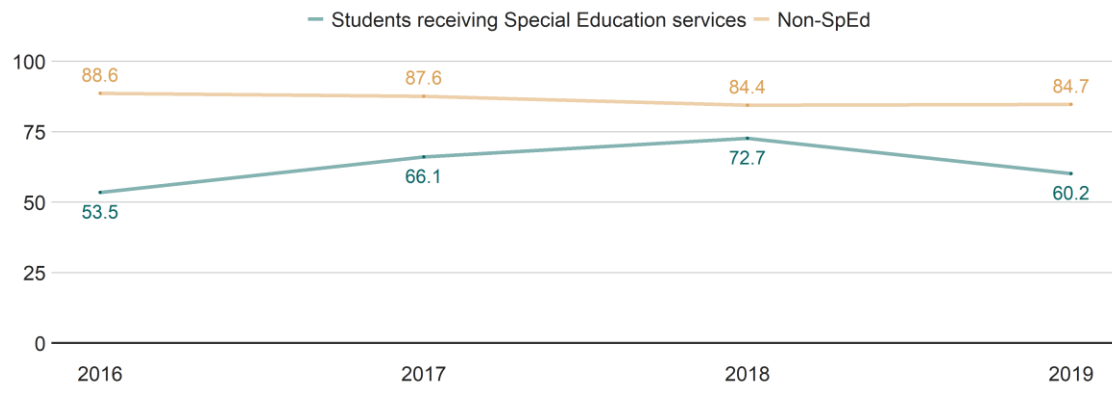
Figure 12.6

Ninth graders earning full math credit with a grade of C or higher

— Female — Male

(Female) 90, 88.7, 86, 87.2
(Male) 82.6, 84, 81, 79.7
Years: 2016, 2017, 2018, 2019
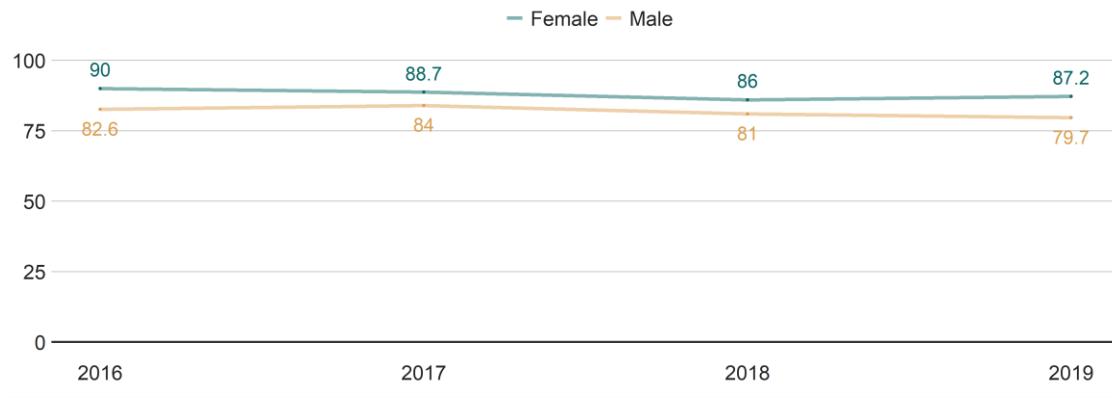
Figure 13.1

Percent of fifth graders meeting state science standards on WCAS

— All

82, 81.7
Years: 2018, 2019
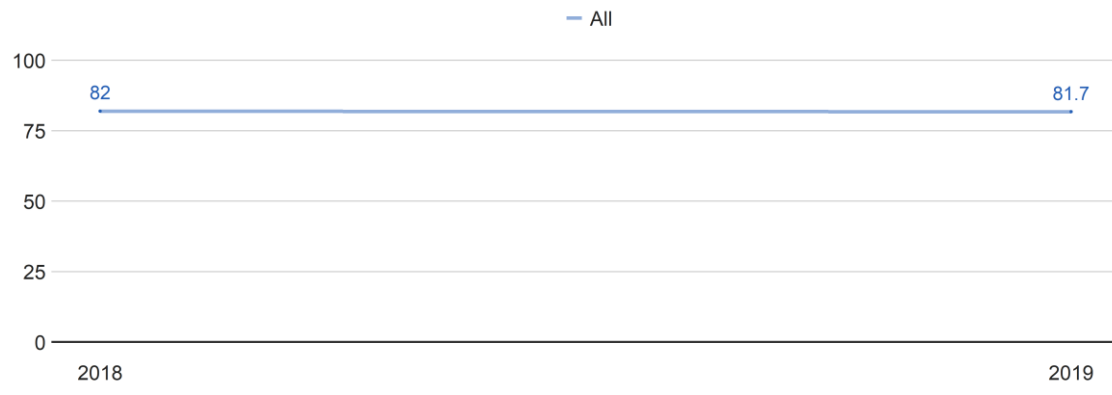
Figure 13.2

Percent of fifth graders meeting state science standards on WCAS

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

90.8, 89.2
55.4, 60.8
Years: 2018, 2019
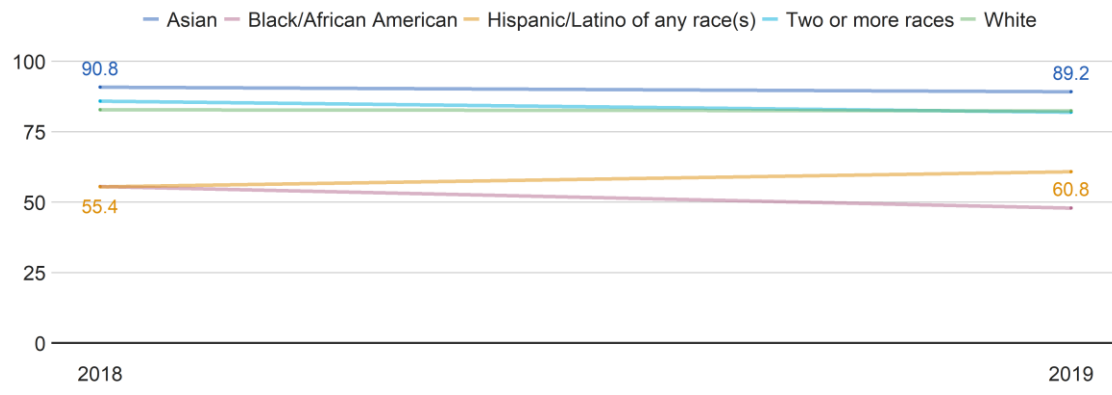
Figure 13.3

Percent of fifth graders meeting state science standards on WCAS

— English Language Learners — Non-EL

Figure 13.3 values: Non-EL 84.4 (2018), 84.3 (2019); English Language Learners 44.6 (2018), 29.2 (2019)
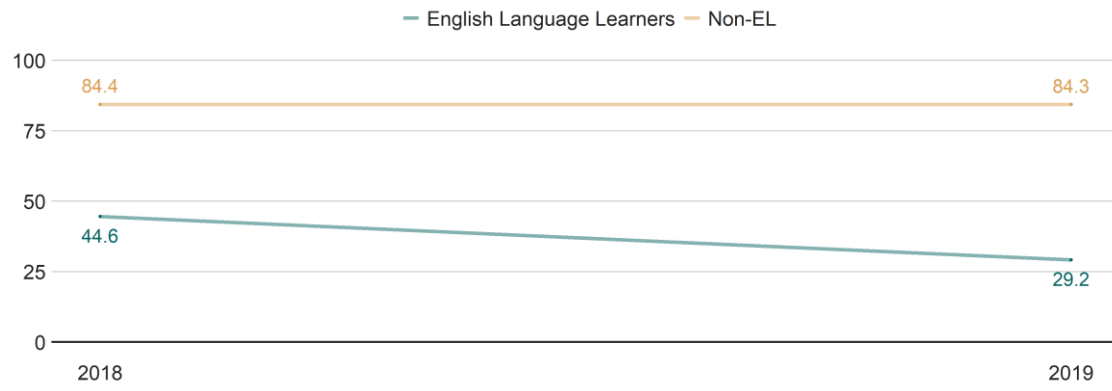
Figure 13.4

Percent of fifth graders meeting state science standards on WCAS

— Students from low income households — Non-Low Income

Figure 13.4 values: Non-Low Income 87 (2018), 85.9 (2019); Students from low income households 45.8 (2018), 47.5 (2019)
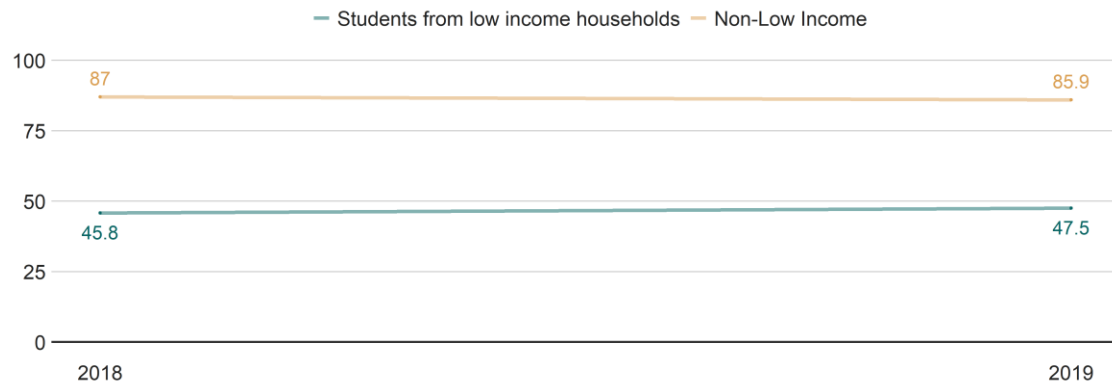
Figure 13.5

Percent of fifth graders meeting state science standards on WCAS

— Students receiving Special Education services — Non-SpEd

Figure 13.5 values: Non-SpEd 86.9 (2018), 86.8 (2019); Students receiving Special Education services 47 (2018), 40.9 (2019)
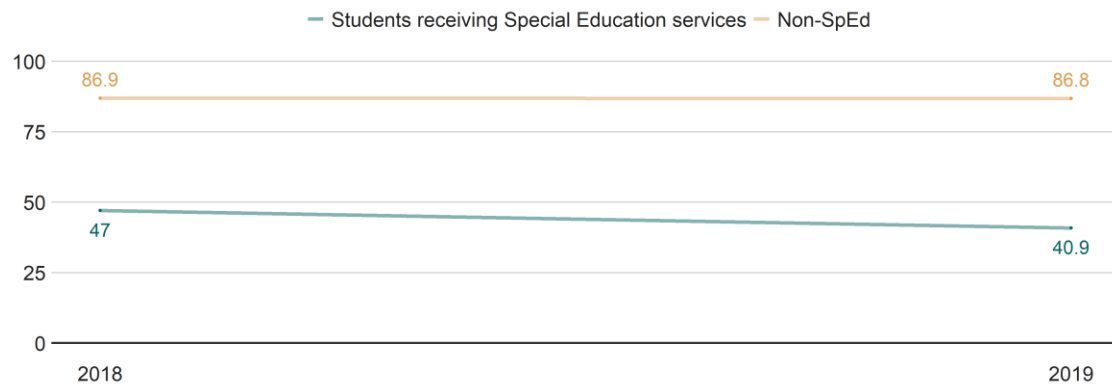
Figure 13.6

Percent of fifth graders meeting state science standards on WCAS

— Female — Male
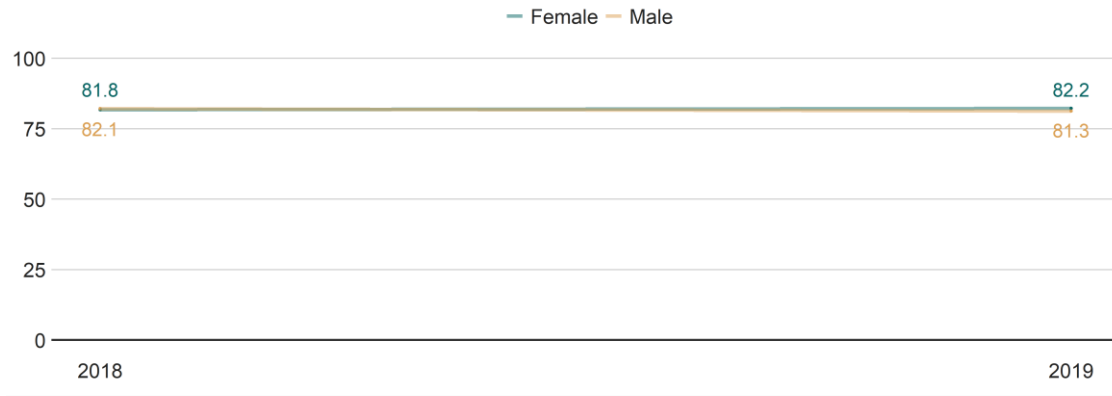
Figure 14.1

Percent of eighth graders meeting state science standards on WCAS

— All

Figure 14.2

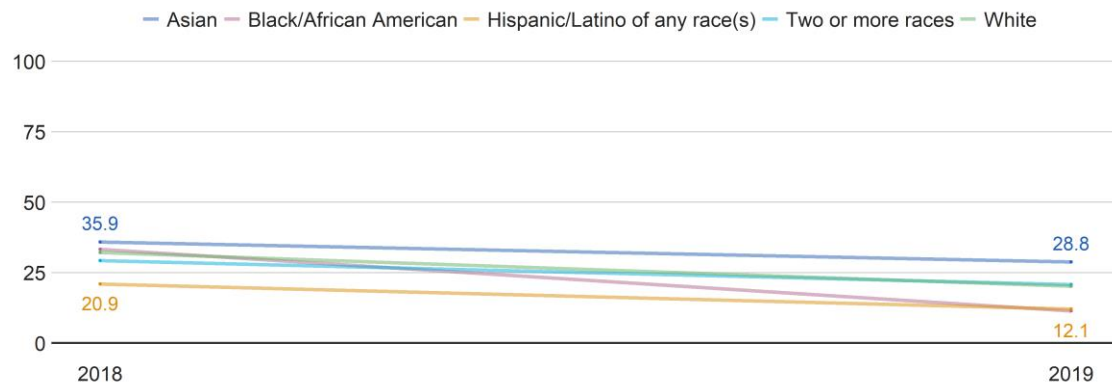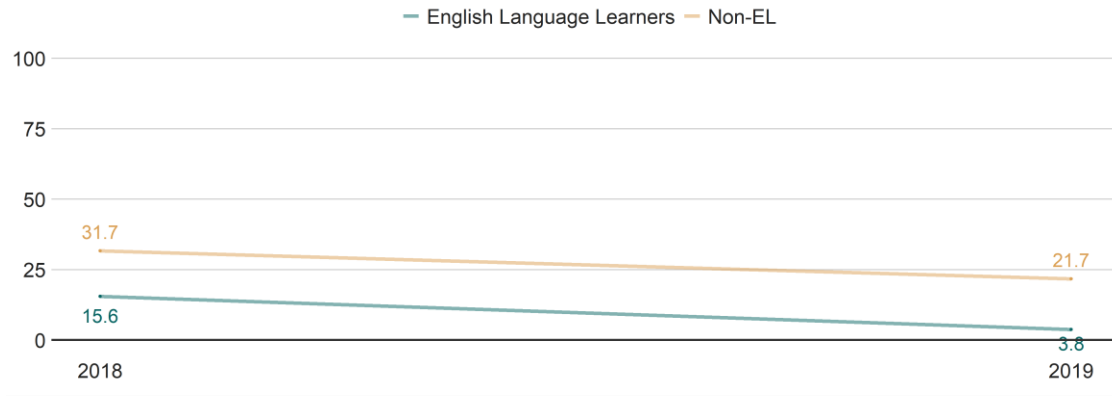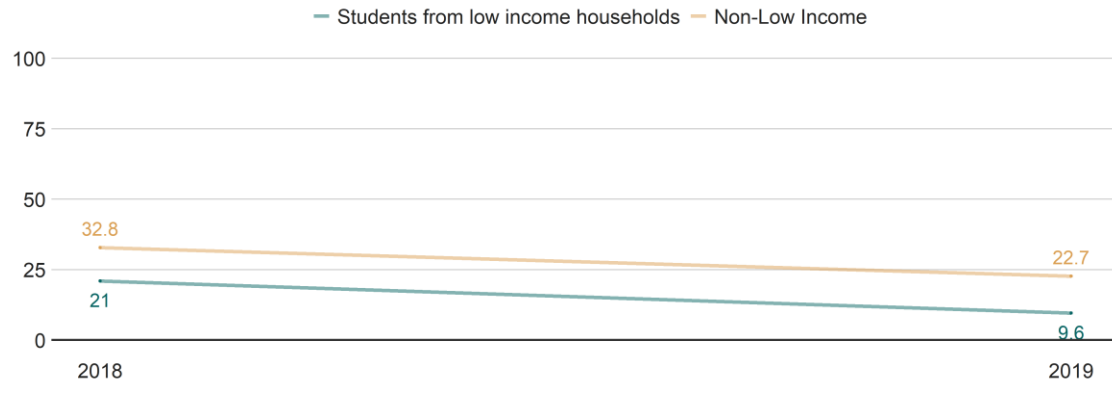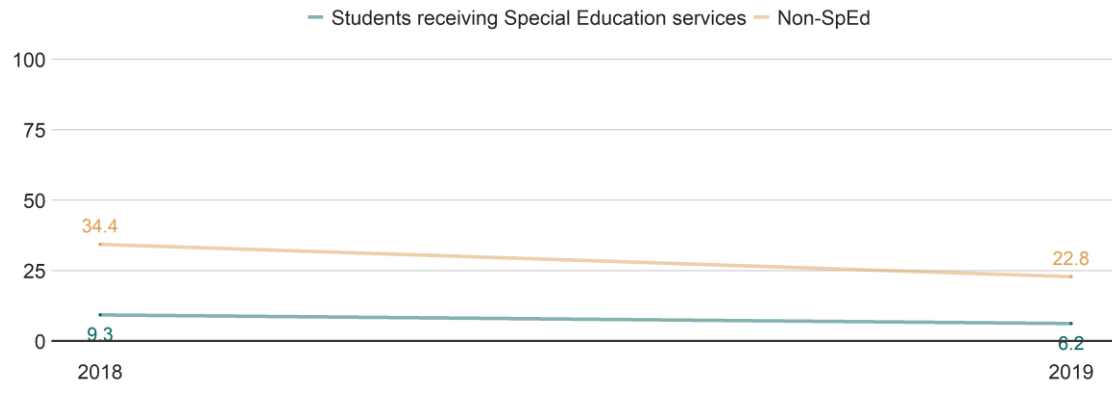Percent of eighth graders meeting state science standards on WCAS
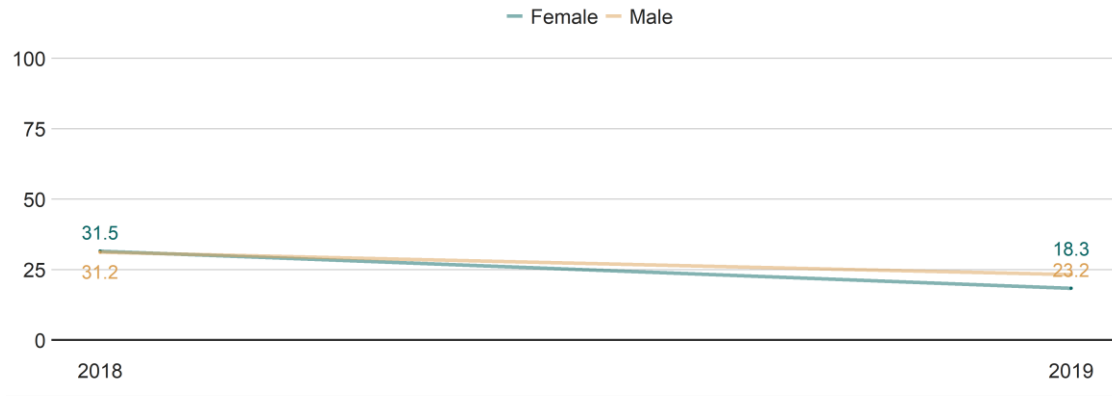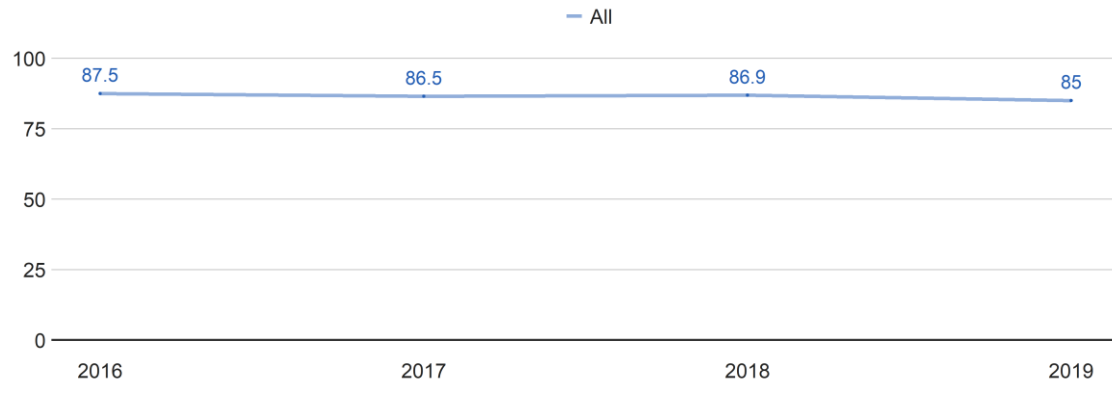

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White
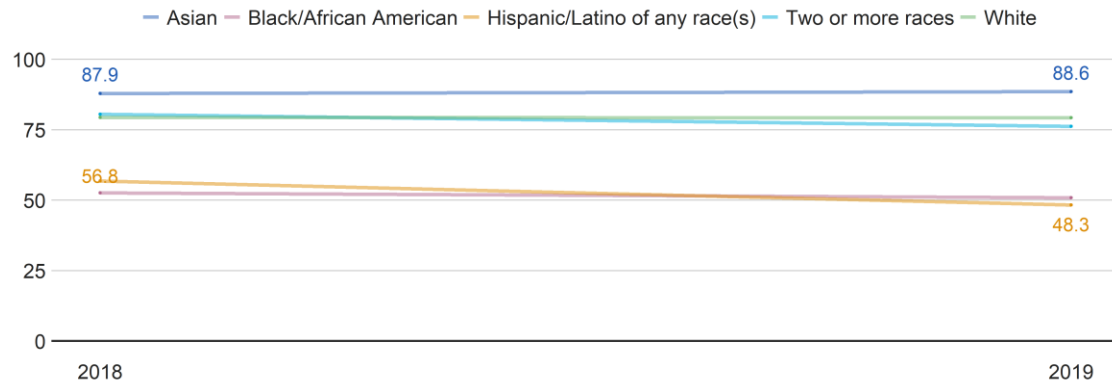
Figure 14.3

Percent of eighth graders meeting state science standards on WCAS

— English Language Learners — Non-EL
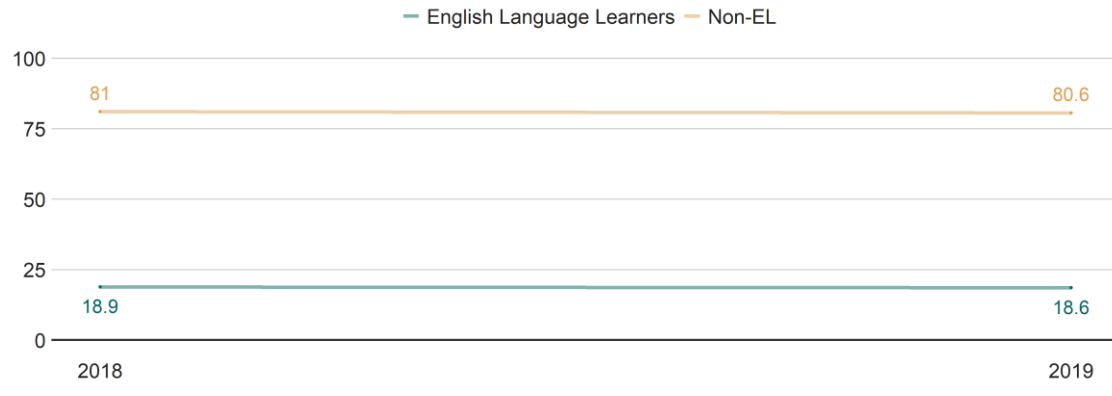
Figure 14.4

Percent of eighth graders meeting state science standards on WCAS

— Students from low income households — Non-Low Income
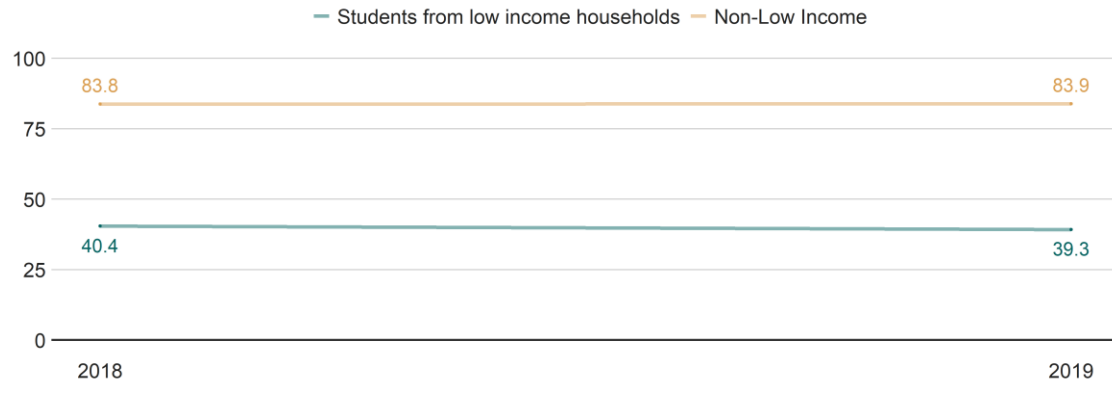
Figure 14.5

Percent of eighth graders meeting state science standards on WCAS

— Students receiving Special Education services — Non-SpEd
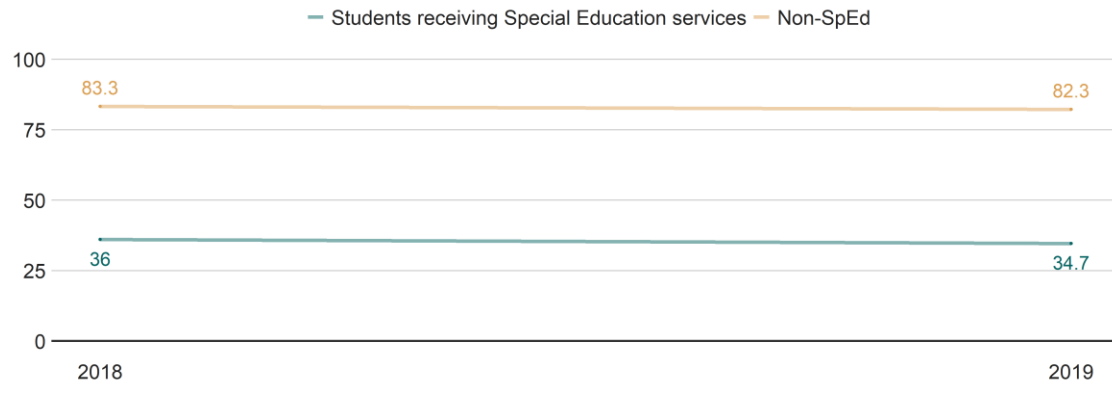
Figure 14.6

Percent of eighth graders meeting state science standards on WCAS

— Female — Male

100

79.1   78.6

75
77.9   76.6

50

25

0
2018   2019
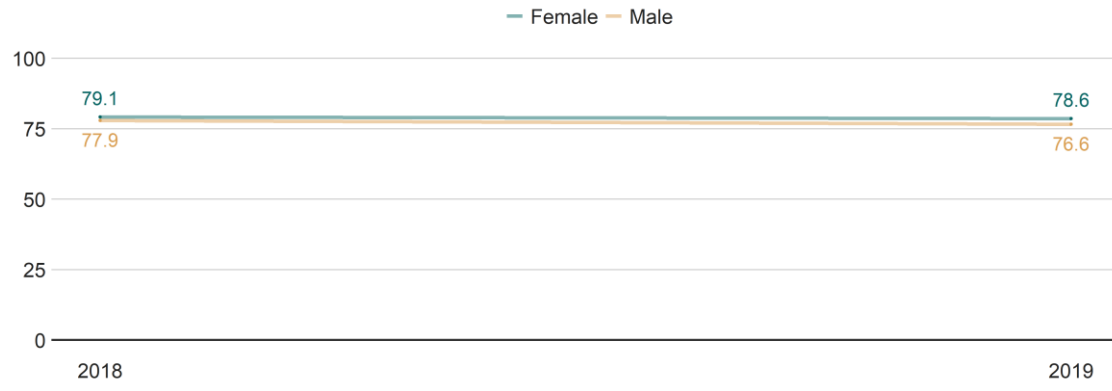
Figure 15.1

Percent of eleventh graders meeting state science standards on WCAS

— All

100

75

50

31.3

25   21

0
2018   2019
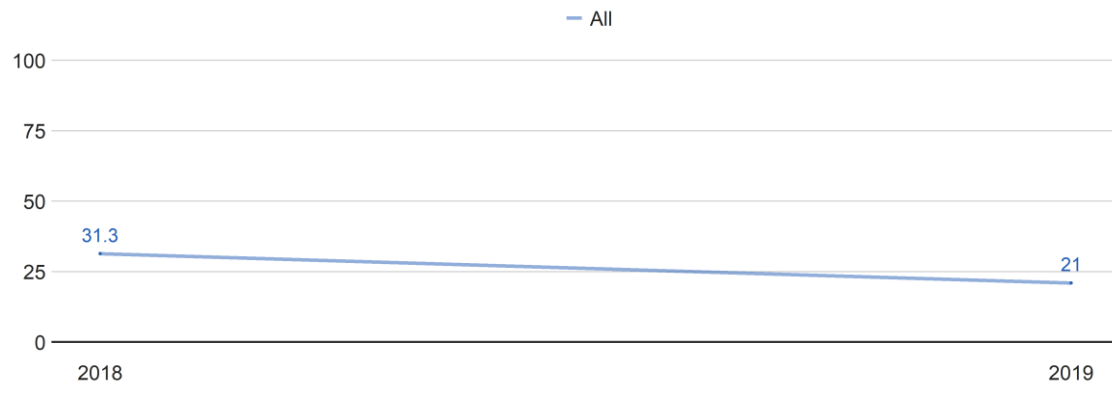
Figure 15.2

Percent of eleventh graders meeting state science standards on WCAS

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White

100

75

50
35.9   28.8

25
20.9

0   12.1
2018   2019

Figure 15.3

Percent of eleventh graders meeting state science standards on WCAS

— English Language Learners — Non-EL

- 2018: English Language Learners 15.6, Non-EL 31.7
- 2019: English Language Learners 3.8, Non-EL 21.7

Figure 15.4

Percent of eleventh graders meeting state science standards on WCAS

— Students from low income households — Non-Low Income

- 2018: Students from low income households 21, Non-Low Income 32.8
- 2019: Students from low income households 9.6, Non-Low Income 22.7

Figure 15.5

Percent of eleventh graders meeting state science standards on WCAS

— Students receiving Special Education services — Non-SpEd

- 2018: Students receiving Special Education services 9.3, Non-SpEd 34.4
- 2019: Students receiving Special Education services 6.2, Non-SpEd 22.8

Figure 15.6

Percent of eleventh graders meeting state science standards on WCAS

— Female — Male

Figure 16.1

Percent of ninth graders earning full science credit with a grade of C or higher

— All

Figure 16.2

Percent of ninth graders earning full science credit with a grade of C or higher

— Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White
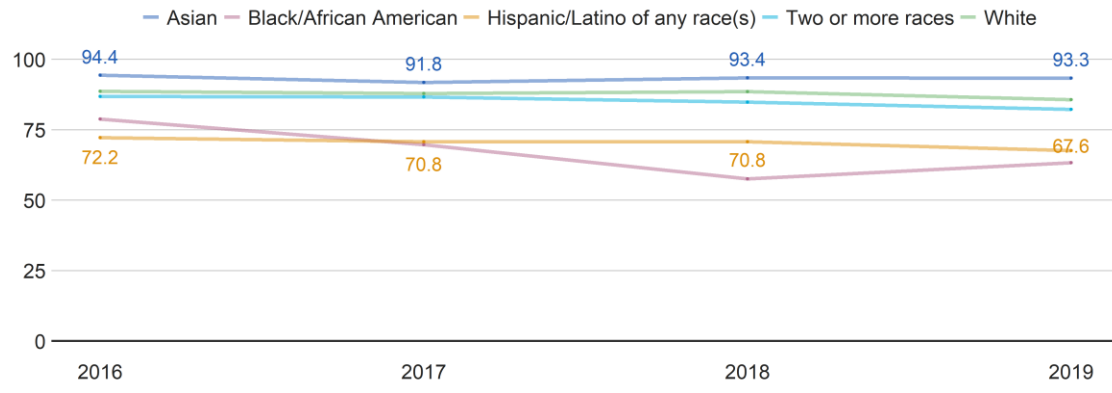
Figure 16.3

Percent of ninth graders earning full science credit with a grade of C or higher
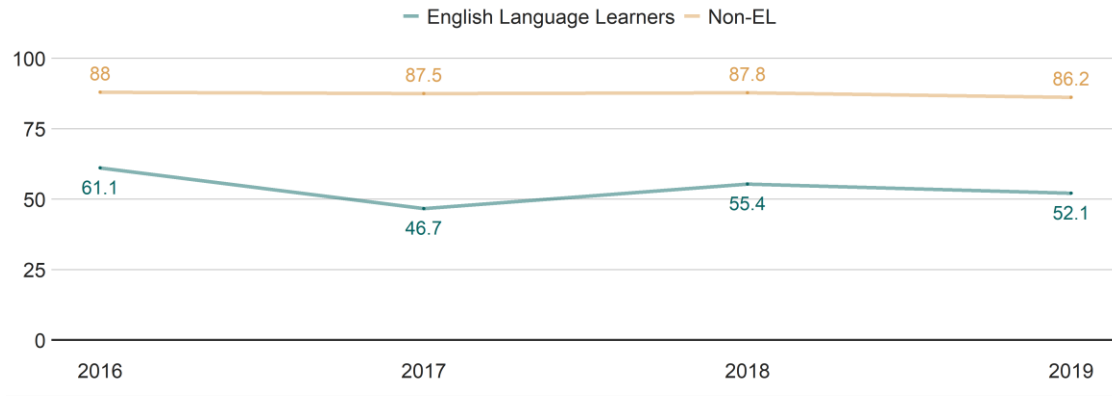
Figure 16.4

Percent of ninth graders earning full science credit with a grade of C or higher
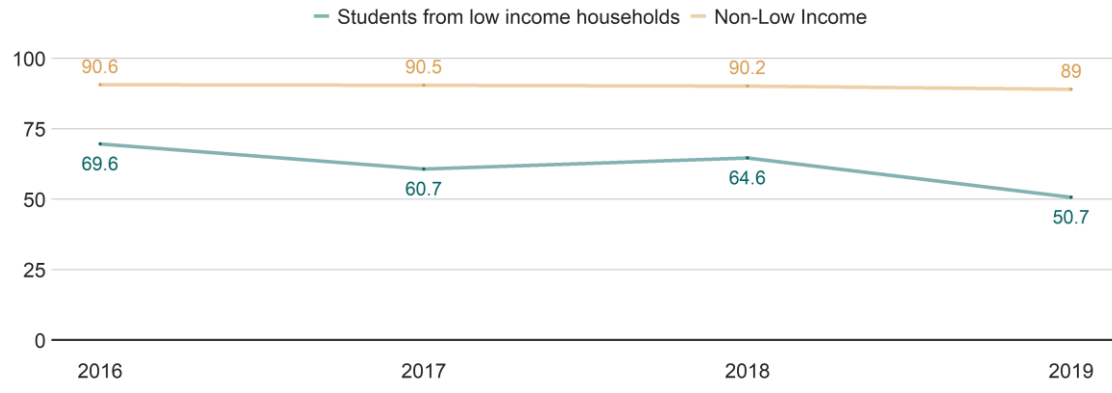
Figure 16.5

Percent of ninth graders earning full science credit with a grade of C or higher
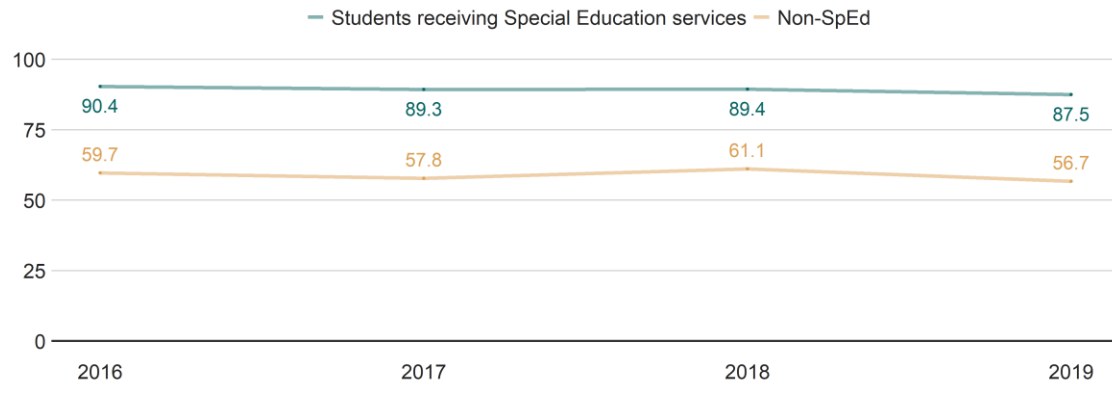
Figure 16.6

Percent of ninth graders earning full science credit with a grade of C or higher

Female ─── Male ───
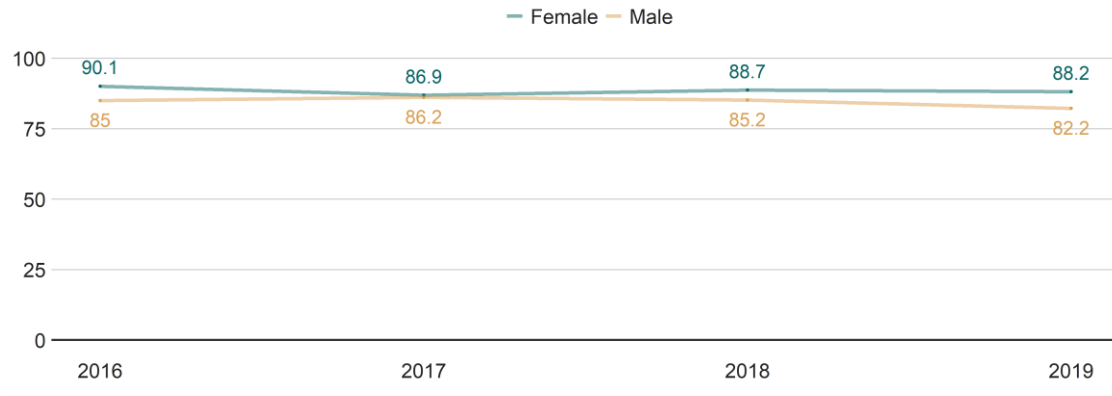
Figure 17.1

Percent of students earning at least 1.0 social studies credit by 10th grade
with a grade of C or higher

─── All
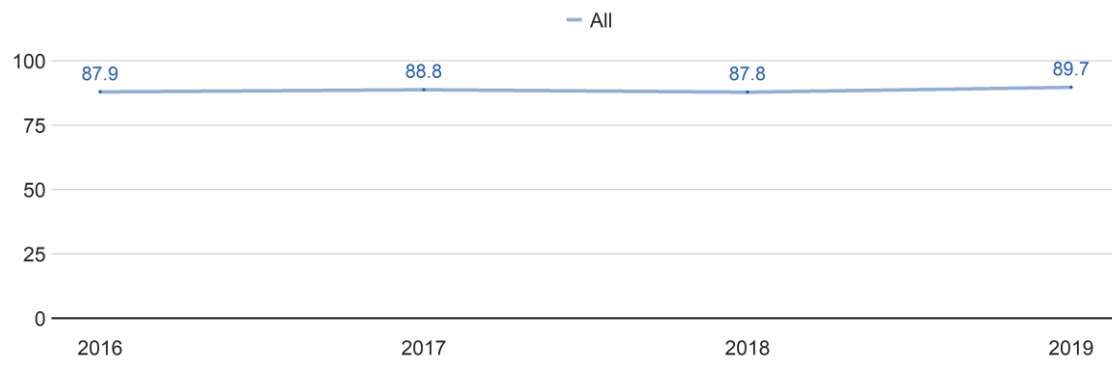
Figure 17.2

Percent of students earning at least 1.0 social studies credit by 10th grade
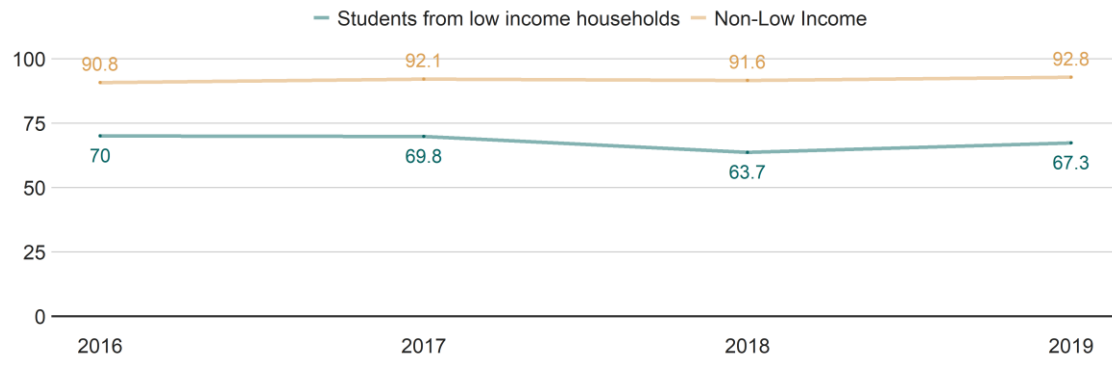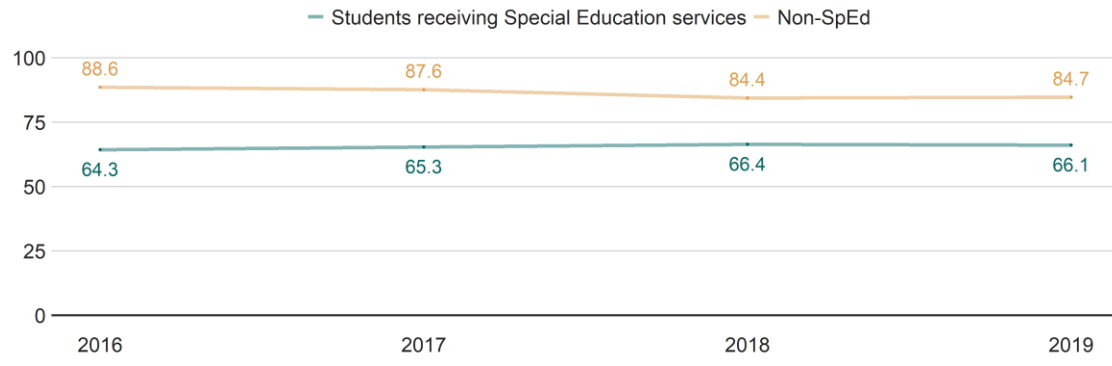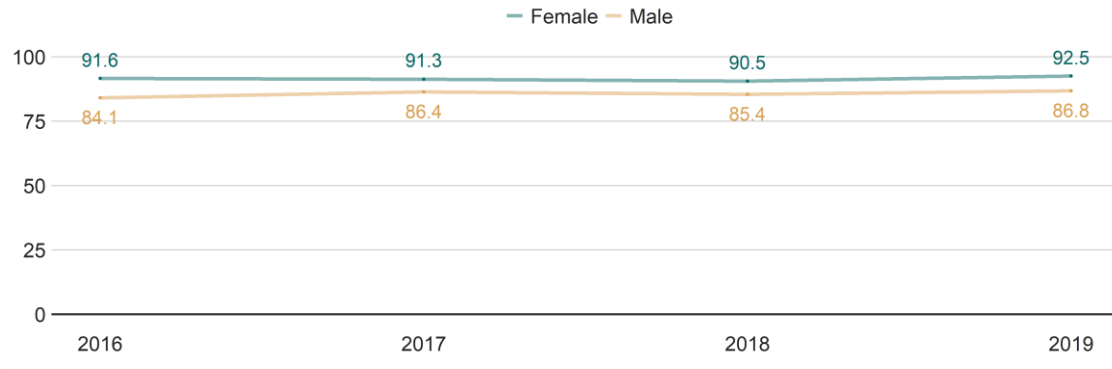with a grade of C or higher

─── Asian ─── Black/African American ─── Hispanic/Latino of any race(s) ─── Two or more races ─── White
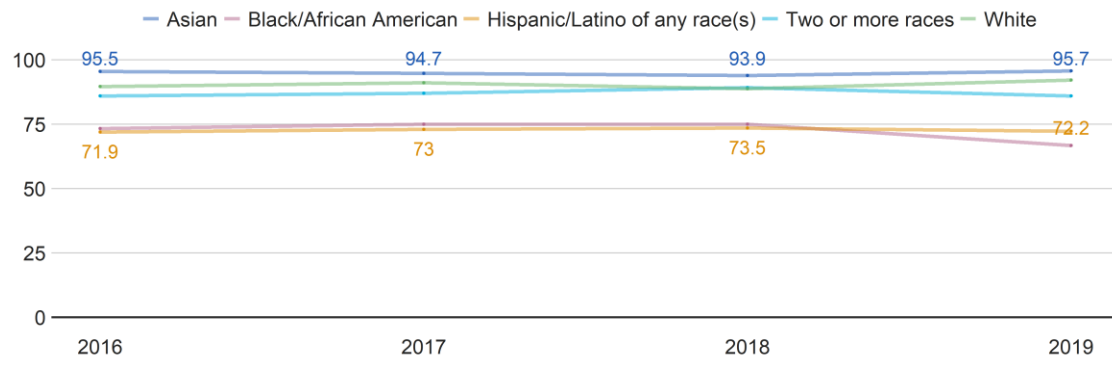
Figure 17.3

Percent of students earning at least 1.0 social studies credit by 10th grade with a grade of C or higher

Legend: — English Language Learners — Non-EL

Non-EL: 88.2 (2016), 89.4 (2017), 88.5 (2018), 91 (2019)
English Language Learners: 66.7 (2016), 65.9 (2017), 64 (2018), 50 (2019)
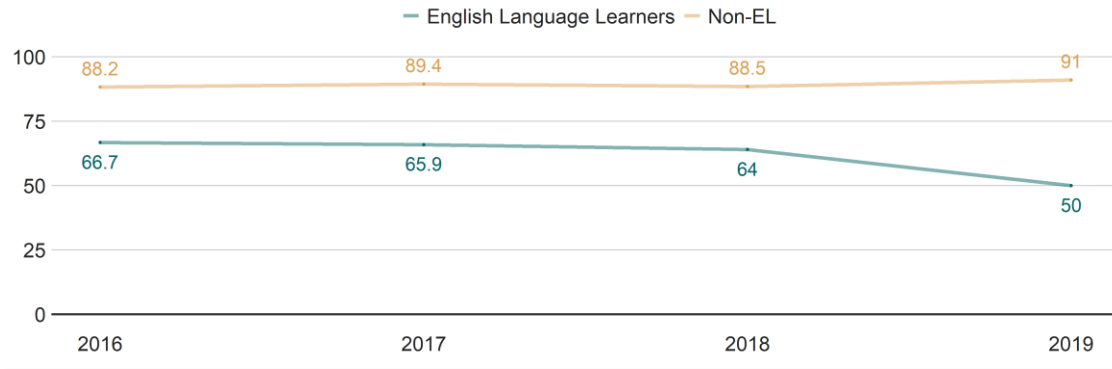
Figure 17.4

Percent of students earning at least 1.0 social studies credit by 10th grade with a grade of C or higher

Legend: — Students from low income households — Non-Low Income

Non-Low Income: 90.8 (2016), 92.1 (2017), 91.6 (2018), 92.8 (2019)
Students from low income households: 70 (2016), 69.8 (2017), 63.7 (2018), 67.3 (2019)

Figure 17.5

Percent of students earning at least 1.0 social studies credit by 10th grade with a grade of C or higher

Legend: — Students receiving Special Education services — Non-SpEd

Non-SpEd: 88.6 (2016), 87.6 (2017), 84.4 (2018), 84.7 (2019)
Students receiving Special Education services: 64.3 (2016), 65.3 (2017), 66.4 (2018), 66.1 (2019)
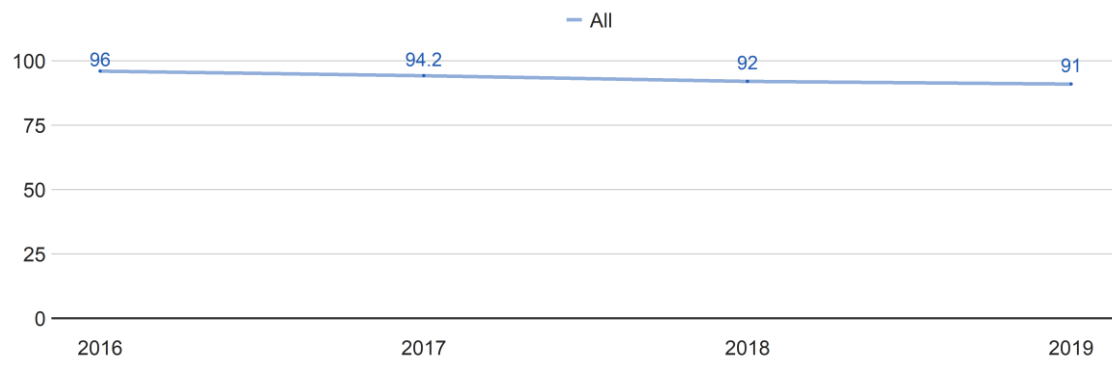
Figure 17.6

Percent of students earning at least 1.0 social studies credit by 10th grade
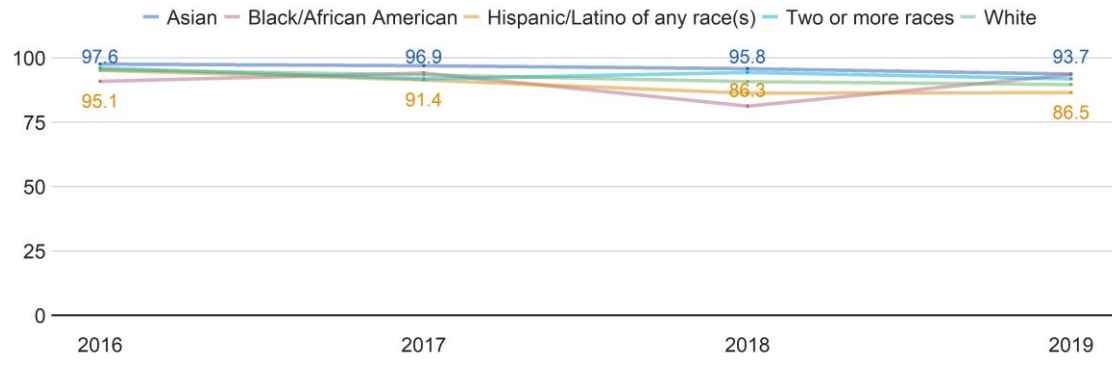with a grade of C or higher

Figure 18.1

Percent of third graders with a a grade of 3 or higher on the "Information and Communication
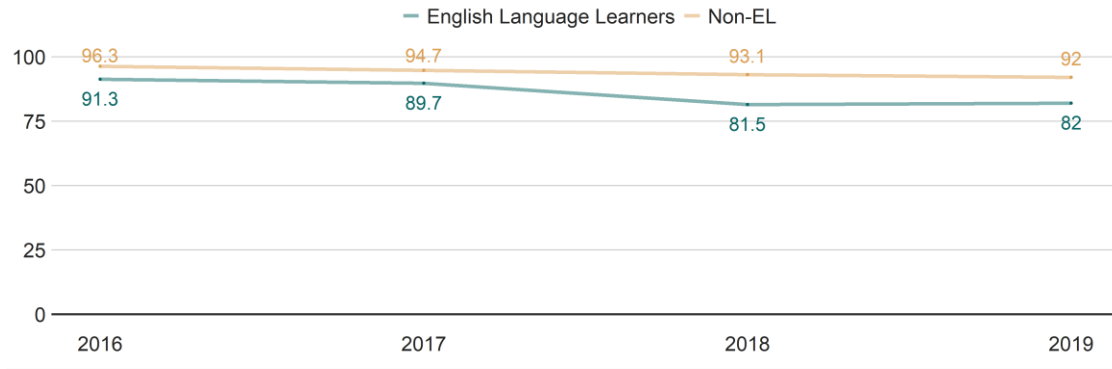Technology" strand on the elementary report card

Figure 18.2

Percent of third graders with a a grade of 3 or higher on the "Information and Communication
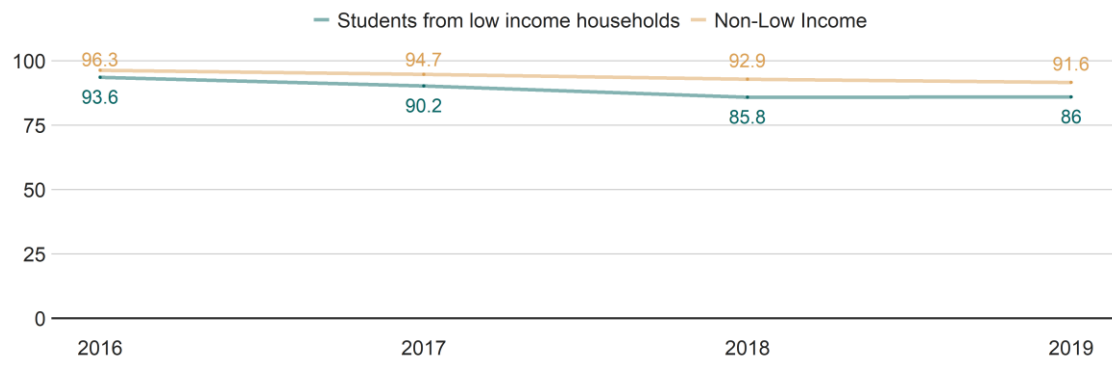Technology" strand on the elementary report card

Figure 18.3

Percent of third graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card
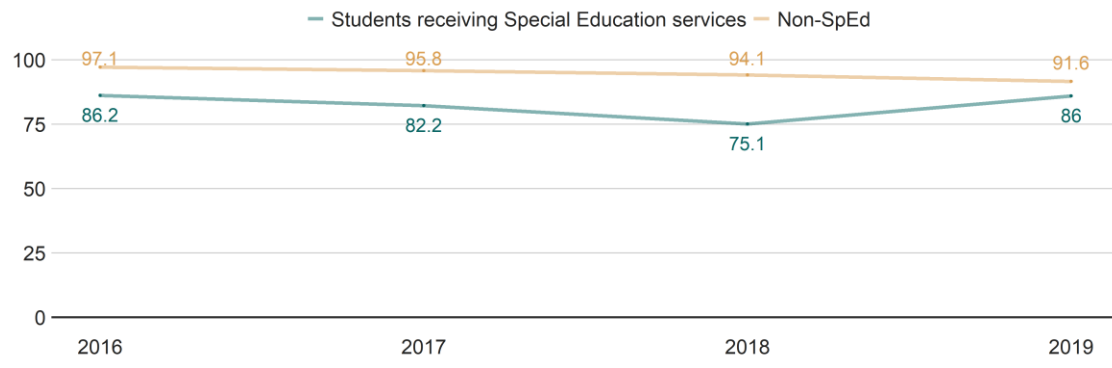

Legend: — English Language Learners — Non-EL

Year	Non-EL	English Language Learners
2016	96.3	91.3
2017	94.7	89.7
2018	93.1	81.5
2019	92	82

Figure 18.4

Percent of third graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card


Legend: — Students from low income households — Non-Low Income

Year	Non-Low Income	Students from low income households
2016	96.3	93.6
2017	94.7	90.2
2018	92.9	85.8
2019	91.6	86

Figure 18.5

Percent of third graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card


Legend: — Students receiving Special Education services — Non-SpEd

Year	Non-SpEd	Students receiving Special Education services
2016	97.1	86.2
2017	95.8	82.2
2018	94.1	75.1
2019	91.6	86

Figure 18.6

Percent of third graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card
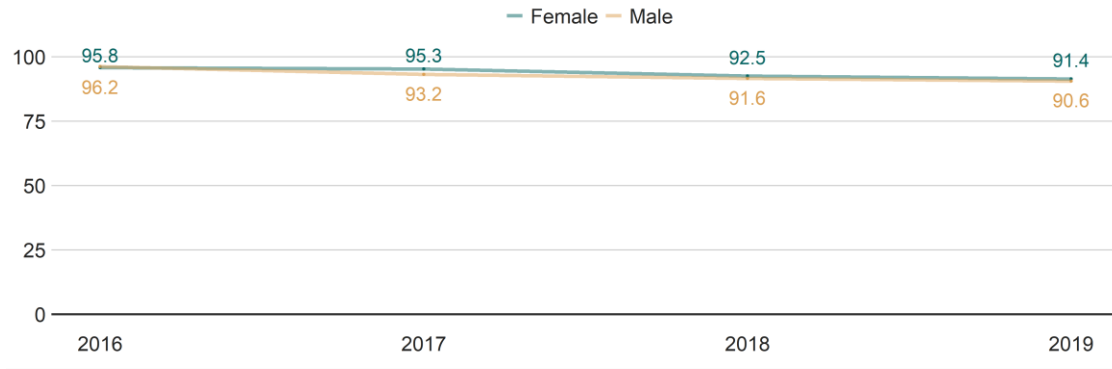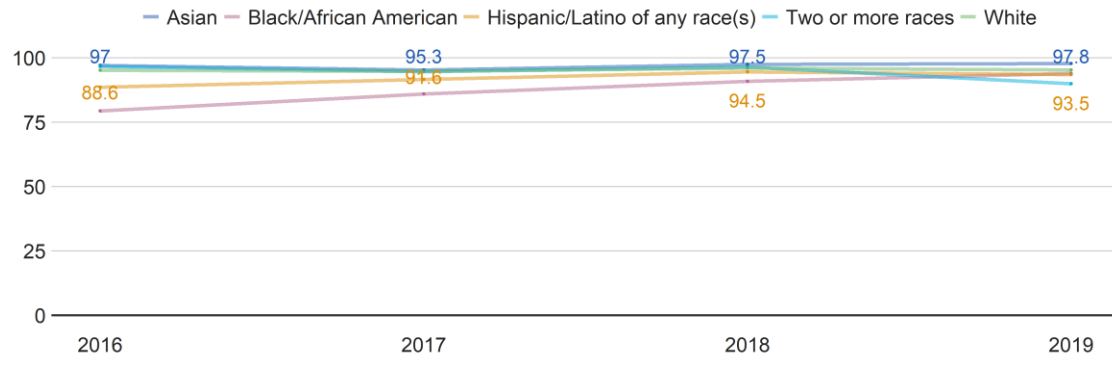

Figure 19.1

Percent of fifth graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card
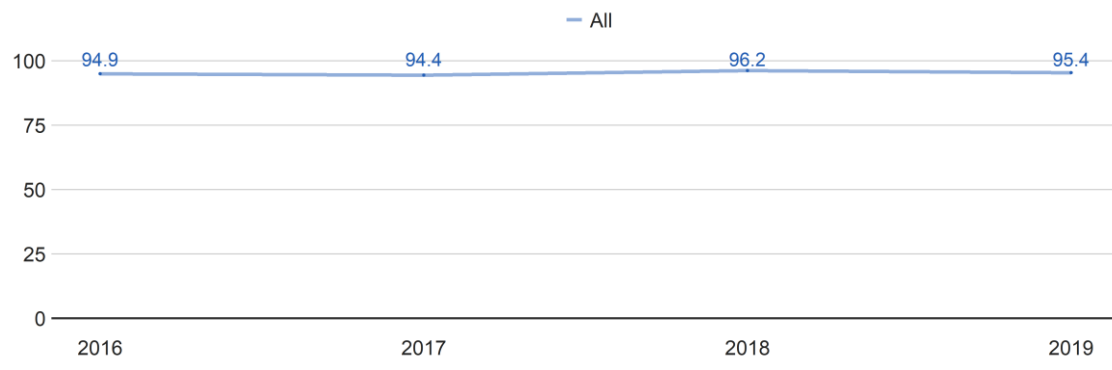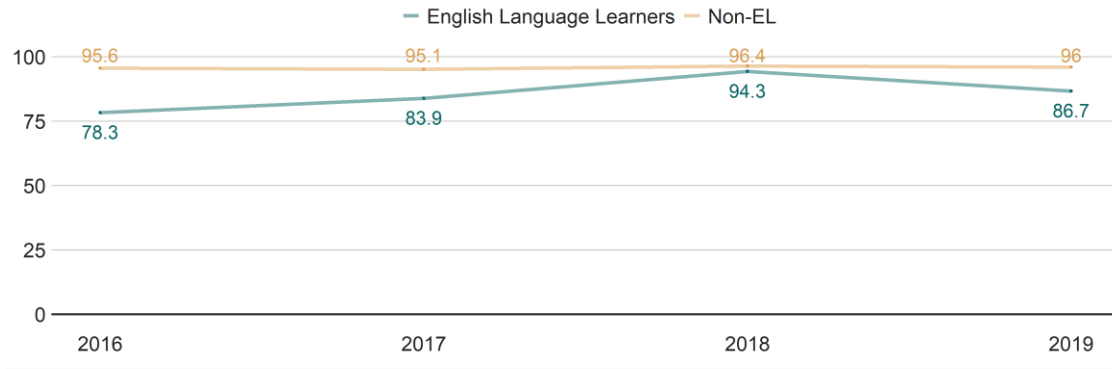

Figure 19.2

Percent of fifth graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card
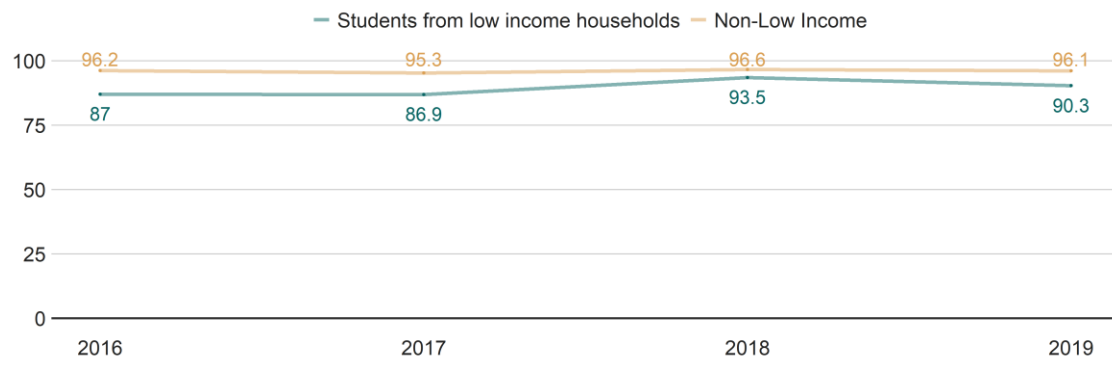
Figure 19.3

Percent of fifth graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card

English Language Learners — Non-EL

	2016	2017	2018	2019
Non-EL	95.6	95.1	96.4	96
English Language Learners	78.3	83.9	94.3	86.7

Figure 19.4

Percent of fifth graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card
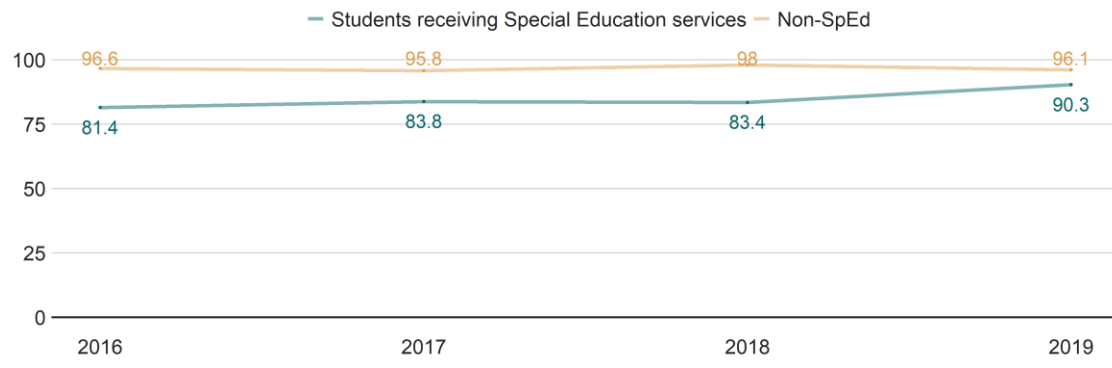

Students from low income households — Non-Low Income

	2016	2017	2018	2019
Non-Low Income	96.2	95.3	96.6	96.1
Students from low income households	87	86.9	93.5	90.3

Figure 19.5

Percent of fifth graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card


Students receiving Special Education services — Non-SpEd

	2016	2017	2018	2019
Non-SpEd	96.6	95.8	98	96.1
Students receiving Special Education services	81.4	83.8	83.4	90.3

Figure 19.6

Percent of fifth graders with a a grade of 3 or higher on the "Information and Communication Technology" strand on the elementary report card
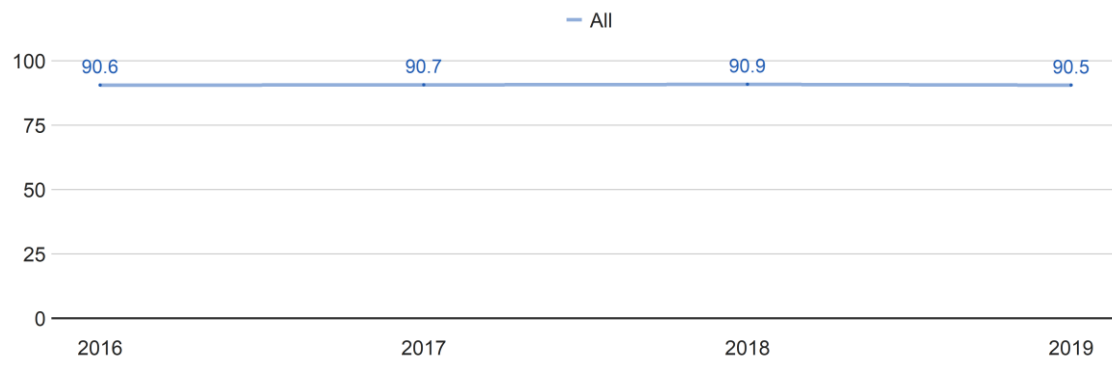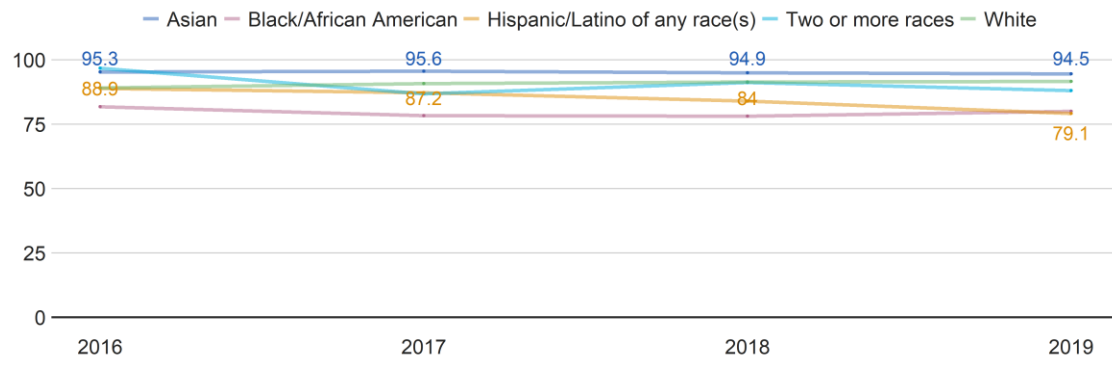

	2016	2017	2018	2019
Female	95.8	95.1	96	97
Male	94	93.7	96.4	93.9
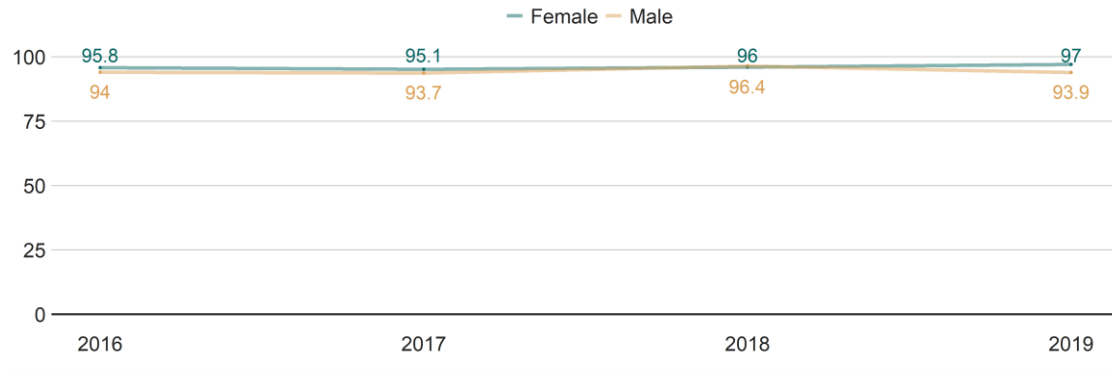
Figure 21.1

Percent of students earning at least 1.0 world language credits by 11th grade with a grade of C or higher

	2016	2017	2018	2019
All	90.6	90.7	90.9	90.5

Figure 21.2

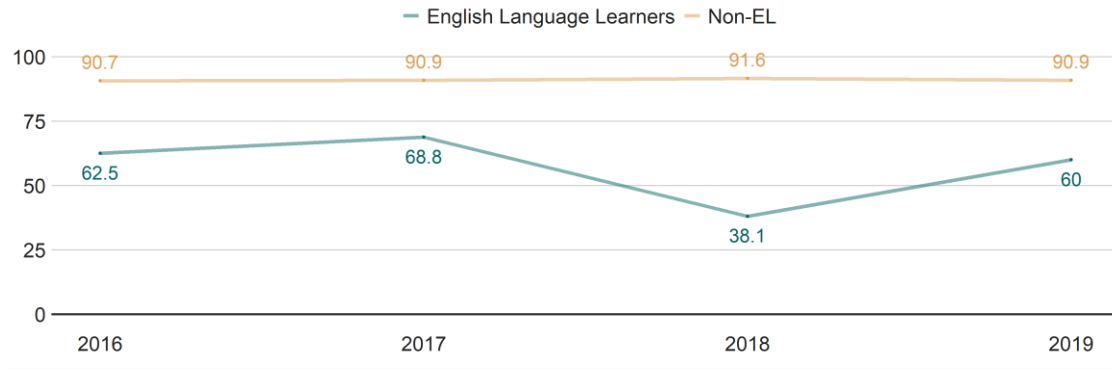Percent of students earning at least 1.0 world language credits by 11th grade with a grade of C or higher

Asian — Black/African American — Hispanic/Latino of any race(s) — Two or more races — White
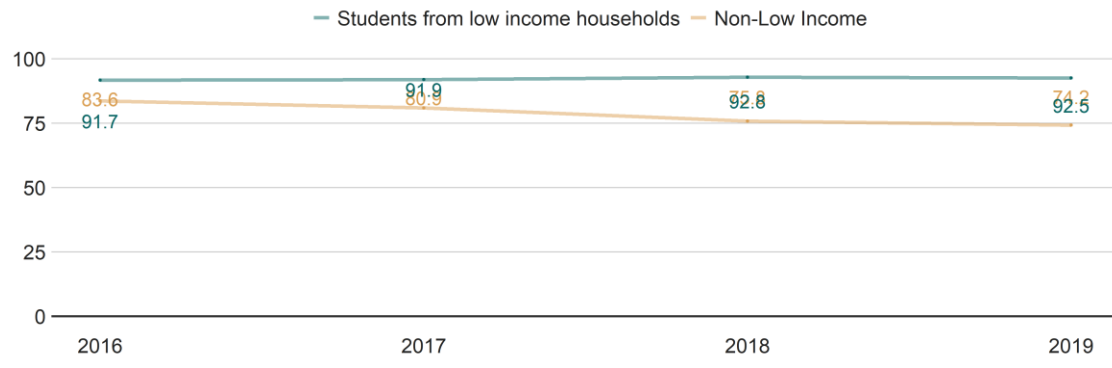
95.3   95.6   94.9   94.5
88.9
87.2   84
79.1

Figure 21.3

Percent of students earning at least 1.0 world language credits by 11th grade
with a grade of C or higher

— English Language Learners — Non-EL

100 — 90.7 ········· 90.9 ········· 91.6 ········· 90.9

75 — 68.8
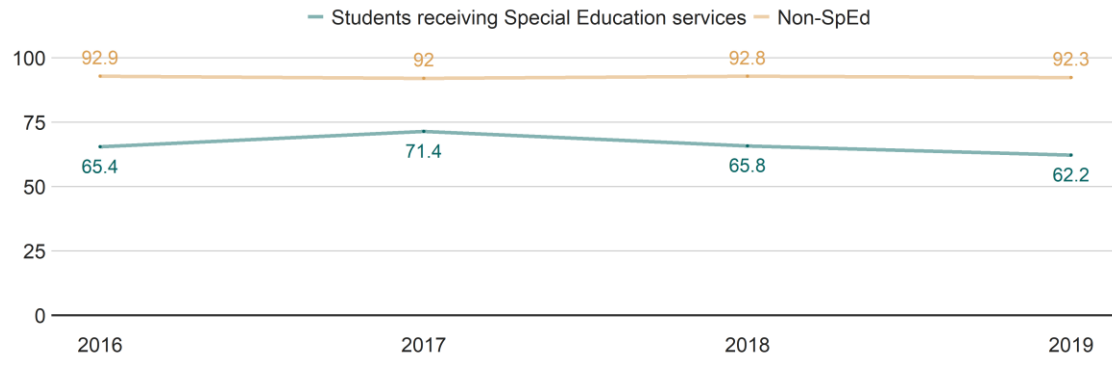
62.5

50 — 60

38.1

25

0

2016   2017   2018   2019

Figure 21.4

Percent of students earning at least 1.0 world language credits by 11th grade
with a grade of C or higher

— Students from low income households — Non-Low Income

100

91.9
83.6   80.9   92.8   74.2
75 — 91.7   92.5

50

25

0

2016   2017   2018   2019

Figure 21.5

Percent of students earning at least 1.0 world language credits by 11th grade
with a grade of C or higher

— Students receiving Special Education services — Non-SpEd

100 — 92.9 ········· 92 ········· 92.8 ········· 92.3

75 — 71.4

65.4   65.8

50 — 62.2

25

0

2016   2017   2018   2019

Figure 21.6

Percent of students earning at least 1.0 world language credits by 11th grade
with a grade of C or higher

— Female — Male
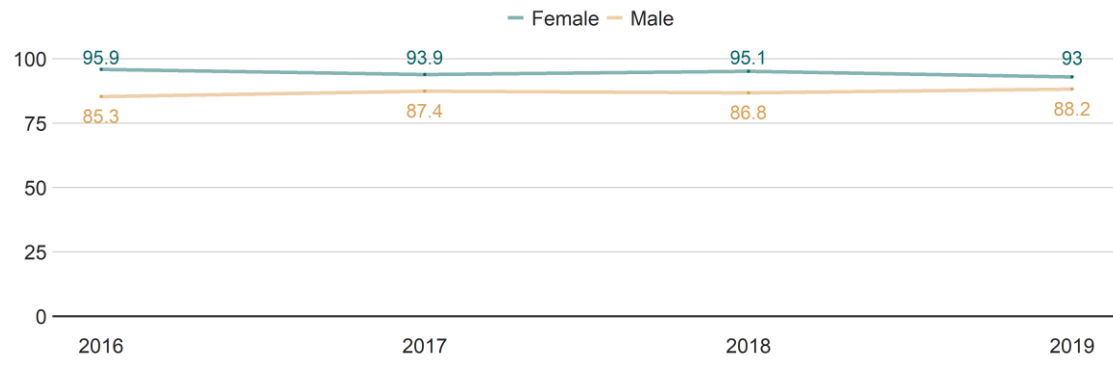
Appendix B: Strategic Direction for Board Information Only

2.1 Literacy & Language: Current Efforts

- **Building district-wide capacity to provide K-5 teachers Consortium on Reaching Excellence Reading Fundamentals.** Thirty-two Safety Net teachers representing all elementary schools district-wide participated in intensive train the trainer professional learning. As a result, each school will have at least one expert on site to deliver foundational literacy professional learning to general education teachers at each school.
- **Safety Net staffing increased at all elementary schools.** Every elementary school now has a minimum of 1.0 FTE Safety Net support. We are continuing to focus on equipping Safety Net teachers with the skills and strategies to effectively teach students at-risk for reading difficulties including dyslexia in the areas of foundational literacy using district adopted Tier 2 curriculum and evidence based instructional strategies.
- **Elementary Summer Literacy Academy.** We are planning to continue to offer a no cost, half day targeted summer reading intervention for students in current grades K-2.
- **Increase in Title 1 funding allowed the addition of four elementary Title 1 schools.** Bell, Juanita, Keller, and Redmond joined Frost and Muir to form a new Title 1 cohort of schools. Schools were allocated resources for parent engagement and professional learning.
- **Reading Fundamentals professional learning.** All K-3 Title teachers have or will participate by the end of this school year in either three full days or six evening classes on the foundational concepts and fundamentals of teaching reading.
- **Site-wide Lexia Licenses.** Each Title 1 school was provisioned Lexia CORE 5 for all students. Lexia is an online adaptive phonics, phonemic awareness, fluency, vocabulary, and comprehension tool that is used with students as part of a comprehensive literacy blocks.
- **Each Title 1 school will offer site-based extensions of the school year programs.** We plan to offer no cost half day summer school for grades K-4, providing extra support in reading, writing, and math.
- **Reading acceleration classes were added to middle schools.** After a small-scale program and curriculum pilot in 2018-19, Safety Net and Special Services have collaborated in 2019-20 to offer Reading Acceleration classes in all middle schools for students below standard in reading. This is the first year of full implementation of the curriculum, which is a research-based intervention in all aspects of reading.
- **Summer Bridge Academy.** We are planning to continue to offer a targeted summer reading intervention for students in current grades 6-8. This program has been offered for two summers at Kamiakin, with positive results.
- **Middle School Prep** This summer program is for incoming 6th graders determined to be academically at-risk. The program has been offered at Redmond Middle School, Rose Hill Middle School and Kamiakin Middle School for several years. Goals include pre-teaching of core academics, leadership skills, and acclimatization to middle school.
- **Kindergarten EL.** The kindergarten EL facilitators support kindergarten teachers and school teams with the development of skills and processes in providing appropriate EL instruction. They support the use of SIOP teaching practices to reach high-quality standards, curriculum and instruction for all students.
- **EL Summer School.** Beginner EL students are invited to a summer program to boost their language prior to beginning of school.

2.1 Literacy and Language: Strategies Being Evaluated

- **SIPPS usage.** We are evaluating the effectiveness of the SIPPS curriculum with students who have scored well below benchmark in DIBELS. We are reviewing the selection process and how students qualify for receiving instruction using the SIPPS curriculum.
- **Review of Tier 3 Dyslexia curriculum**. We are reviewing additional curriculum to meet the needs of students at-risk for difficulty with learning to read. Our current intensive curriculum is used as an alternative Tier 2 intervention, and it meets the needs of many of the students that require the intensive instruction. In the process, we are analyzing the features of more intensive Tier 3 reading curriculum materials to identify a methodology that has features unique to SIPPS. The underlying goal is to have a method in place if SIPPS is not meeting the needs of a select number of students (the "few") who need increasingly intensive and further explicit instruction and intermediate students whose struggle with learning to read persists.
- **Student selection process for intervention**. We are evaluating our process of collecting data from Safety Net teachers. The information includes: the names of students selected for intervention services, achievement, entry/exit dates, area of service, service delivery method, and curriculum utilized.
- **Summer school student selection process**. In previous years, we have tried different methods of student selection for summer school by prioritizing initial recommendations based on various factors of student need: students showing growth but still below benchmark, students well below benchmark, or students close to benchmark. For the Summer of 2020, we are considering selection and placement based extending their learning using the current curriculum used in their intervention program.
- **Services delivery models.** We are evaluating service delivery models to reduce the number of pullouts and increase opportunities for co-teaching. We are analyzing the process of how elementary building schedules are developed to maximize opportunities for consistent, secured intervention times.

2.1 Literacy and Language: Strategies Being Considered or Initiated as a Result of Program Evaluation

- **Implementation of Lexia in kindergarten classrooms district wide.** Lexia is an online adaptive phonics, phonemic awareness, fluency, vocabulary and comprehension tool that will be used with students as part of a comprehensive literacy blocks.
- **Foundational literacy professional learning for all teachers new to teaching students in kindergarten through second grade.** As part of onboarding of new teachers, we will provide extensive professional learning during Educator Induction Academy this coming summer on foundational literacy and dyslexia using our core literacy curriculum.
- **Foundational literacy and dyslexia professional learning for grades 4-5 general education teachers.** We are considering the extension of foundational literacy courses to 4th-5th grade teachers. The focus will be to equip 4th-5th grade teachers with strategies to effectively teach phonics, phonemic awareness, fluency, vocabulary and comprehension using district adopted curriculum, so they are able to support students at-risk for reading difficulties during their core instruction.
- **Elementary Summer Literacy Academy.** We are considering offering an additional summer program in coordination with special education to support intermediate students at-risk for dyslexia.

- **Intensive Summer Reading Program.** Special Education, in collaboration with Intervention Programs and Teaching and Learning are in the initial planning stages for an intensive summer reading program for special education students who are non-responsive to supplementary curriculum. The focus is on 4th and 5th grade students who are considered non-readers. The purpose of this program is to provide an intensive summer program that would allow students to develop both their basic reading skills and comprehension.
- **Expansion of middle school summer programs.** We will expand Bridge Academy and Middle School Prep to additional sites.
- **New Curriculum Materials.** *English 3D* was adopted this year to provide a more targeted approach for long term EL instruction.
- **K-8 progress monitoring tools.** As part of our ongoing strategic plan MTSS efforts, we have identified progress monitoring assessments to measure student growth. Results from these assessments can be used identify students quickly and to guide differentiated instruction for students who are not progressing. All kindergarten through second grade, Safety Net, and Special Education teachers will receive professional learning on how to administer and understand the data generated from the literacy assessment starting in the fall of 2020.

2.2 Mathematics: Current Efforts

- **Focus Math at the elementary level, and Number Worlds at middle school.** In addition to these supplemental programs, we have replacement curriculums such as Unique Learning Systems and Styer-Fitzgerald that are focused on functional math skill; in grades 9-12 we are using Algebra Ready and Carnegie Learning Bridges.
- **Use of instructional technology.** We continue to use instructional technology to support math achievement. This includes the use of the ALEKS adaptive math program at the middle and high school level for general education and Special Education. In addition, we are expanding the use of Dreambox Learning at the elementary school. Dreambox learning engages students in individualized conceptual math progressions using an adaptive learning engine which continuously adjusts based on student performance. Our Read/Write program allows students with reading disabilities to have math problems read aloud thereby increasing their success.
- **Professional Learning.** The Teaching and Learning department has developed professional learning sessions in effective and equitable instructional practices for 6-12 math teachers.
- **Implementing supplemental and replacement math curriculums.** We are training staff in new curriculums including Number Worlds for secondary and Styer-Fitzgerald for elementary and secondary for students in our special education program.

2.2 Mathematics: Strategies Being Evaluated

- **Evaluation of K-5 math curriculum.** A team of teachers and administrators evaluated our K-5 math curriculum this year and is recommending an accelerated adoption timeline to provide updated curricular resources at the elementary level.
- **Evaluation of middle school math course sequence prior to Algebra.** In response to feedback about the gap in content for students who move from 6th or 7th grade math into Algebra and how students access accelerated math options, a team of teachers and administrators is reviewing options such as compressed 6/7 and 7/8 curriculum and access points for students to accelerated math.

2.3 Science: Current Efforts

- **New preschool curriculum aligned with elementary curriculum.** Our youngest learners are introduced to science within our preschool programs. This year, we are implementing a new comprehensive curriculum in all preschool classes. Teachers have engaged in multiple days of training provided by the University of Washington.
- **Access to core curriculum aligned with standards.** Our goal for all students is to have them access and engage with core curriculum. Secondary science curriculum adopted in 2015 and 2016 is aligned with Next Generation Science Standards. The curriculum materials include strategies for differentiation. Secondary and elementary teachers are receiving training to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems that are all reflected in the new standards.
- **Professional Learning.** Elementary teachers are being trained in effective science instruction aligned with the Next Generation Science Standards through the elementary science curriculum adoption process.

2.3 Science: Strategies Being Considered or Initiated as a Result of Program Evaluation

- **New Elementary science curriculum is being implemented this year as part of our adoption cycle.** New curriculum aligned with Next Generation Science Standards includes resources to support all students, including students with disabilities and ELL students. The curriculum will be fully implemented next year. Significant professional learning is being provided to teachers as part of this adoption, including multiple whole school learning sessions during LEAP time, book studies, workshops, and online modules.

2.4 Social Studies: Strategies Being Evaluated

- **Social Studies curriculum evaluation and adoption.** Process starting in Fall 2020, with new materials in Fall of 2022. OSPI adopted new Social Studies standards in Fall of 2019; these standards will be integrated as part of the adoption

2.4 Social Studies: Strategies Being Considered or Initiated as a Result of Program Evaluation

- **Professional learning.** All Social Studies teachers engaged in learning about the Since Time Immemorial (STI) curriculum in the 2019-20 school year and had the option to use them in their classes. Formal integration of the STI materials will occur as part of the adoption.
- **Collaborating with the Snoqualmie Tribe.** We are incorporating Indigenous Peoples' Educational Materials with social studies curriculum. The Teaching and Learning Department is also Facilitating collaboration between Civics teachers, the Equity Department Outreach Coordinator, and our Native American Liaison to develop culturally sustaining course content.
- **Integrating social studies and writing curricula**. A team of Teaching and Learning Department specialists and teachers on developing resources for the integration of STI Social Studies Curriculum into 4th grade writing units.

- **Social Studies Professional Development**. The Teaching and Learning Department is partnering with the World Affairs Council and the Holocaust Center for Humanity to offer professional learning for secondary teachers.

2.5 Computer Science and Information & Communication Technology: Current Efforts

- **Technology Integration Facilitator (TIF) Program.** The TIF program prepares teachers in each school to provide instructional technology training and support for all teachers. With the addition of new content area Teaching and Learning specialists, we have also been able to expand professional learning.
- **Access to learning**. Secondary schools provide a variety of CTE classes where students can access computer science learning. At high school, options include high level courses, such as AP Computer Science A and AP Computer Science Principles. At middle school, course offerings vary.
- **Digital Citizenship.** All teachers in grades K-8 delivered lessons on digital citizenship using adopted curriculum, opportunities, resources and classroom support for K-8 computer science and coding. We are also in the process of developing K-5 computer science curriculum.

2.5 Computer Science: Strategies Being Considered or Initiated as a Result of Program Evaluation

- **Professional Learning – Computer Science.** We applied for and received OSPI grant funding to train advisory team in Computer Science for All Resource.
- **K-8 Coding and Computer Science.** Engaging elementary and middle school students in Hour of Code activities during Computer Science Education Week
- **Piloting Elementary Computer Science Curriculum and Instruction**. Launching a K-5 Computer science workgroup and partnering with several elementary schools (Lakeview, Baker, Barton) to pilot teacher and student learning.
- **Computer Science Partnerships**. We are forming partnerships with external organizations (NSF and Laurence Hall of Science for field work, recognized as a CSforAll district partner)
- **Resources aligned with effective practice.** We have developed a list of highly effective computer science tools for elementary schools. This list, with training materials/support included, will be provided to elementary schools.

2.6 The Arts: Current Efforts

- **Access to core curriculum aligned with standards.** Our goal for all students is to have them access and engage with core curriculum. OSPI adopted new Arts Standards in 2016 and we aligned our curriculum resources to those new standards in 2017. All arts teachers received training on the standards and continue to engage in collaboration and learning sessions to align and develop curriculum resources. The curriculum materials and professional learning for teachers includes a focus on strategies for engaging all learners and expanding arts programs.
- **K-5 Visual Arts Curriculum.** We continue to support teachers with implementation and expansion of adopted curriculum, Deep Space Sparkle via training opportunities and curriculum alignment.

- **LWSD Art Docent Program Partnership**. We continue to host informational/instructional workshops for our docents to align docent lessons with our adopted curriculum.

2.6 Current Efforts: Strategies Being Considered or Initiated as a Result of Program Evaluation

- **Professional Learning for Music Teachers.** We are collaborating with WWU music faculty and the district's Equity Department to facilitate a CRT in Music Education book study.
- **Music Program Alignment.** We are convening the instrumental teachers to identify common outcomes and structures for LWSD's elementary band and orchestra programs.
- **Professional Learning Theater Arts Teachers**. We provided planning and collaboration sessions for the theatre arts teachers to lead a day of cross-district workshops for their theatre arts students.

2.7 World Language: Current Efforts

- **K-5 Dual Language Program.** We continue to grow our dual language program. Next year, we will be adding a section of 3rd grade at Einstein Elementary and will bring on a third bilingual teacher.
- **Seal of Biliteracy Testing.** We provide testing four times/ year for 400+ LWSD students in over 40 languages.

2.7 World Language: Strategies Being Considered or Initiated as a Result of Program Evaluation

- **Professional Learning World Language**. We created and facilitated a professional learning cohort of World Language teachers. We also have a World Language Advisory group, who collaborates to develop curricular resources, align learning, and identify professional learning and resource needs for teachers. Currently, we are engaging over 70% of all LWSD World Language and Dual Language teachers in professional learning.
- **Heritage Language Program.** We created a 9-12 Heritage Learners Cohort of teachers to support continued learning and alignment. This course will be offered at all four comprehensive high schools for the first time in the 2020-21 school year.

Current Strategies that Apply to Multiple Content Areas

- **Preschool for students with risk factors**. Our Head Start Program serves students from low-income households to prepare them for entry into our elementary schools. Our youngest learners are introduced to literacy, math, and science within our preschool programs. This year, we are implementing comprehensive curriculum in all preschool classes. Teachers have engaged in multiple days of training provided by the University of Washington.
- **5th Grade Transitions.** In response to feedback from families, Family Engagement Liaisons will begin coordinating with Middle Schools to plan for opportunities for 5th graders to begin building trusting relationships with Middle School staff members.
- **Sheltered Instruction Observation Protocol (SIOP) Strategies.** To close the persistent gaps that remain for EL students in grades 3-11, we are implementing Sheltered Instruction Observation Protocol (SIOP) training for all EL and general education teachers in elementary and secondary schools. We are also training EL teachers in elementary and secondary to use strategies to

support new and long-term EL students with limited proficiency in English. SIOP strategies are particularly applicable to literacy and English Language Arts, math, science, and social studies.

- **Co-teaching to allow students receiving EL, Safety Net, and Special Education services access to core curriculum.** We continue to support co-teaching at the elementary and secondary levels in the areas of ELA and math through training and planning time.
- **Credit Recovery.** We continue to offer school-year and summer high school credit recovery in ELA, math, social studies and science.
- **Assistive Technology.** General Education and Special Education staff received on-going training on Clicker and Read/Write in order to access reading material and develop writing skills.
- **Universal Design for Learning.** We will be developing professional learning in the area of Universal Design for Learning. This learning will focus on lesson design and high quality instruction in order to increase student engagement and accessibility to learning.
- **Supports for homeless students.** A district McKinney-Vento Liaison focuses on identification and coordination of academic and social supports for homeless students and families.
- **Equity efforts span all departments.** We are beginning district-wide equity efforts focused on culturally responsive policy, curriculum, teaching and learning, discipline, attendance, and human resources improvements. Efforts are also underway to focus professional learning on cultural competency.
- **Family Engagement Liaison positions were added to all Title 1 schools.** The focus of the Liaison work is to contribute to student success by building trusting relationships with families and outreach services and advocacy for underrepresented families.