

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.

June 22, 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

June 19, 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 June 22, 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.

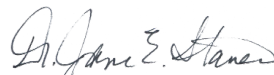
There will be no in-person public comment to ensure social distancing. All public comments should be submitted in writing to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting.

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

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Board Reorganization
4. Public Comment
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 Board Room

June 22, 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

<u>Action</u>	<u>Tab</u>	<u>Page</u>
5:00 p.m. Convene, Roll Call		
Approve Agenda		
Board Reorganization – President, Vice President, and Legislative Representative		
Public Comment		
Consent Agenda		
▪ Minutes – (<i>June 1 board meeting and June 8 study session</i>)	1	1
▪ Human Resources Report - salary schedules	2	9
▪ Instructional Materials Adoption	3	14
▪ 2020-21 Board Meeting Schedule	4	15
▪ Approval of Monitoring Report – Operational Expectations OE-10, Learning Environment/Treatment of Students	5	16
▪ Approval of Monitoring Report – Operational Expectations OE-11, Instructional Program	6	17
▪ Authorization to Proceed with Initial Construction Mark Twain Elementary Addition Project (Site 14) Resolution No. 2293	7	18
▪ Authorization to Proceed with Initial Construction Rose Hill Elementary Addition Project (Site 15) Resolution No. 2294	8	19
▪ Authorization to Proceed with Initial Construction Franklin Elementary Addition Project (Site 16) Resolution No. 2295	9	20

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
	<ul style="list-style-type: none"> GC/CM Construction Change Order No. 5 Ella Baker Elementary School (Site 31) 	10	21
	<ul style="list-style-type: none"> Final Acceptance Ella Baker Elementary School (Site 31) Resolution No. 2296 	11	22
	<ul style="list-style-type: none"> GC/CM Construction Change Order No. 4 Clara Barton Elementary School (Site 28) 	12	23
	<ul style="list-style-type: none"> Final Acceptance Clara Barton Elementary School (Site 28) Resolution No. 2297 	13	23
	<ul style="list-style-type: none"> GC/CM Contract Amendment No. 6 Guaranteed Maximum Price (GMP) Lake Washington High School Addition Project (Site 84) 	14	25
	<ul style="list-style-type: none"> Constructability Review Report, Lake Washington High School Addition Project (Site 84) 	15	26
	<ul style="list-style-type: none"> Donations 	16	27
Non-Consent Agenda			
	<ul style="list-style-type: none"> Discussion and Direction to the Superintendent Juanita High School Mascot OE-10, Learning Environment/Treatment of Students 10.2 Ensure an inclusive, equitable, welcoming, and safe school environment 	17	28
	<ul style="list-style-type: none"> Update to Fall Planning for Reopening Schools 	18	29
	<ul style="list-style-type: none"> 2020-21 Budget, First Reading 	19	30
	<ul style="list-style-type: none"> District Textbook Adoption English Language Arts - Gr. 6-8 	20	31
	<ul style="list-style-type: none"> Approval of Monitoring Report – Results R-3, Life Skills and Citizenship 	21	32

Superintendent Report

- Retirements/Resignations

Board Member Comments

Adjourn

Next Board Meetings:

August 10
5:00 p.m. **Study Session:** *Location: Hughes*
7:00 p.m. **Board Meeting:** *Location: Board Room*

August 24
5:00 p.m. **Study Session:** *Location: Hughes*
7:00 p.m. **Board Meeting:** *Location: Board Room*

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

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 1, 2020

The board meeting was called to order on June 1, 2020 by President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

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 3:00 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

On behalf of the Board, Siri Bliesner read the following statement:

BOARD STATEMENT -

Ahmaud Arbery, Breonna Taylor, and George Floyd. We say their names not because they are the only three. They are three of many whose lives were taken and sadly, their names are now part of our history as a country that should be better because of the promise that was put forth that all people are created equal. However, this ideal will continue to be just an ideal – an aspiration – if we only see these names of Black women, men, and children as sad markers in our history instead of a call to action to make change for a better future that is equitable for every one of our students.

We understand, as a Board, that silence is comforting for some and deafening for others. We understand that silence is also complicity. If we are silent, we are implicitly saying that the lives of Black people are less than or do not matter. We believe that the lives of Black people *do* matter. We believe that it is our responsibility to condemn and speak out against discrimination, hate, and racism. As writer and activist, Alice Walker stated, "Look closely at the present that you are constructing; it should look like the future you are dreaming."

In the present, we acknowledge that we do not have all the answers. In the present, we understand that those furthest away from economic, racial, and/or educational justice are in those places and positions because of inequities inherent in our structures, systems, and institutions.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 1, 2020

Our Strategic Plan and Board Values speak to the future that we are constructing:

- A district with access to opportunities for all students not just to survive but to thrive.
- A district with socio-emotional learning supports that are differentiated and culturally responsive.
- A district where students, staff, and families are heard and valued for their individual and collective perspectives, knowledge, and histories.
- A district where students will choose their trajectories and futures because the district staff support our students' realities and their hopes and dreams by continuing our work to be a place with a diverse, high-quality, and culturally responsive workforce.

We will be able to do the aforementioned work through being listeners and learners. Through our intentional, and many times uncomfortable work, we will collectively build a broader and more responsive community wherein our values, beliefs, and actions exemplify the brighter future where inequities have been eliminated, creating a new reality - for every single student within the Lake Washington School District.

Siri Bliesner indicated that the recognition of the PTSA Scholarship Award presentation would be moved to the June 8 study session.

APPROVAL OF AGENDA

Eric Laliberte moved to approve the agenda as amended.
Seconded by Mark Stuart.

Motion carried.

Siri Bliesner read public comments received from Lisa Guthrie and Susan Cozzens regarding the needs of special education students.

PUBLIC COMMENT

Eric Laliberte 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
June 1, 2020

The following May 2020 vouchers were approved:

APPROVAL OF
VOUCHERS

General Fund

368658-369597 \$6,429,301.85

Payroll

3038-3044 \$13,583.44

Accounts Payable Direct Deposit \$10,989,097.18

Acquisition Card 599,574.01

Deferred Comp 159,899.00

Department of Revenue 4,934.79

Dept. of Retirement Systems 3,721,184.96

Dept. of Retirement Systems 1,103,117.19

American Fidelity HSA 17,356.47

DSHS - Division of Child Support 4,142.26

Payroll Direct Deposit 15,183,420.72

Payroll Tax Withdrawal 5,467,859.94

TSA Envoy 425,720.28

VEBA 0.00

Vision/Northwest Benefit Network 0.00

Key Bank Processing Fees \$ 5,012.06

\$37,681,318.86

Capital Projects

700913-700958 \$3,899,377.29

ASB

65118-65899 \$153,811.20

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

3281-3289 and 8284 \$4,598.28

Approves minutes of the May 18 board meeting.

APPROVAL OF MINUTES

Approves June 1, 2020 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Approves the monitoring report for OE-3, Treatment of
Community Stakeholders, as presented.

APPROVAL OF
MONITORING REPORT
OE-3, TREATMENT OF
COMMUNITY
STAKEHOLDERS

Approves the monitoring report for OE-9, Communication and Engagement with the Community, as presented.

Accepts the donations/ grants as identified -

Acceptance from Lake Washington Schools Foundation to Lake Washington in the amount of \$3,793.74 to provide Reach for Success Grants at Evergreen and Finn Hill middle schools.

Acceptance from Redmond Middle School PTSA to Redmond Middle in the amount of \$1,500.00 to purchase library books.

TOTAL \$5,293.74

Mike Van Orden, Associate Superintendent, Student Academic Success Services, provided an update on summer school and services. There will be live instruction, some pre-recorded sessions in addition to printed materials provided by teachers. Each teacher will have 6-7 students. He highlighted the summer programs (by invitation): Elementary Summer Literacy Academy, Title 1 Summer School (160 students), Long-term English Learning (80-5th graders), Competency-Based Credit Recovery, EL English Credit Recovery. There will be some remote CTE courses available to Lake Washington students (WaNIC Health, Health Careers Exploration, and Fire/EMS. Lexia: Reading K-5, Dreambox Math K-5 and ALEKS Math 6-8 will be available to students through July 31 at no cost to families. Algebra 1 and Geometry will be offered as a fee-based program. Summer school students will have access to their devices.

Dr. Stavem noted that there are still many unknowns, if OSPI will open schools in July. The district is planning if schools are open or if they will remain closed.

Dr. Shannon Hitch, Director of Special Services, provided an update on extended school year (ESY) for eligible special need students in accordance with a student's IEP. Teams determine eligibility for ESY services at the annual IEP meetings. ESY will run in July in coordination with Summer School and will be a virtual instructional model. Currently,

APPROVAL OF
MONITORING REPORT
OE-9, COMMUNICATION
AND ENGAGEMENT
WITH THE COMMUNITY,
DONATIONS

UPDATE ON ATHLETICS,
ACTIVITIES, SUMMER
PROGRAMS, AND
USE OF FACILITIES

there are 22 preschool/elementary students and 17 secondary students eligible and staff is in the process of determining which of these students may be unable to access virtual 1:1 and/or small group learning. In-person services will be considered for these students based upon state allowances and availability of staff. Students in ESY will continue to have access to technology. OSPI guidelines currently state that there are no children in schools with only a few exceptions.

Dr. Stavem concurred that this has been a difficult period with schools closed, especially for our most vulnerable students. There are many factors to be considered to ensure the safety of both students and staff when schools reopen. Planning for different models are being considered. As the school year ends, there are constraints with staffing, funding, and planning for next year. She thanked staff for their intentional and thoughtful work. She acknowledged the difficulties that families have faced throughout this pandemic.

Jon Holmen, Deputy Superintendent, presented for Results 1, Mission of Lake Washington School District, for approval and responded to board members' questions.

Eric Laliberte moved that the Board approve the monitoring report for Results-1, Mission of Lake Washington School District, as presented. Seconded by Chris Carlson.

Motion carried.

APPROVAL OF
MONITORING REPORT
RESULTS-1, MISSION OF
LAKE WASHINGTON
SCHOOL DISTRICT

SIX-YEAR CAPITAL
FACILITIES PLAN, 2020-25

Barbara Posthumus, Associate Superintendent, Business and Support Services, presented the Six-Year Capital Facilities Plan, 2020-25. This Plan includes current enrollment projections and projects from the April 2016 bond measure and the April 2019 Capital Projects levy measure. It also includes the remaining projects from the February 2018 bond. Although this bond measure did not pass, the need for these projects remains. From the approved 2016 bond measure, this plan addresses the need to: rebuild and enlarge Juanita High School; from the approved 2019 levy measure this plan addresses the need to: construct an addition at one high school (Lake Washington High School); and construct additions at four elementary schools (Carson, Franklin, Rose Hill, and Twain elementary schools). From the proposed 2018 bond measure, this plan addresses the need to construct: one new Choice High School in the Sammamish area; rebuild and enlarge one middle school (Kamiakin Middle School); and rebuild and enlarge one elementary school (Alcott Elementary School).

The district formed a Facilities Advisory Committee in November 2019 to review and update the 2014 Task Force Recommendations. Because the Facility Advisory Committee recommendations will not be finalized at the time of the adoption of this plan, the proposed projects included in the plan continue to be the remaining projects from the 2018 bond. Next year's Capital Facilities Plan will be updated with the Facility Advisory Committee recommendations.

The State Environmental Policy Act (SEPA) requires that the district consider the environmental impacts of this proposal. The Director of Support Services, as the responsible official of the school district as lead agency, has determined that the proposed plan will not have a probable significant adverse impact on the environment. The notice of this determination was published on May 15, 2019 and the comment period ended on May 29, 2019. No comments were received during this period.

The 2020-25 Capital Facilities Plan establishes impact fees of \$15,070 per single-family unit and \$2,161 for each multi-family unit. The single-family fee is an increase of \$1,437 and the multi-family fee is an increase of \$773 from last year's fees. These increases are due to updated construction costs, reduction of local tax credits, and changes in student generation factors.

Barbara Posthumus responded to board members questions. Eric Laliberte noted that the district's impact fees are among the lowest of neighboring school districts. The board discussed the impact fees and the consensus was not to implement an additional discount and stepped amount to the multi-family impact fee.

Eric moved that the Board of Directors adopt the Six-Year Capital Facilities Plan, 2020-25, with the exception to amend the multi-family of \$2,701, reflecting the full amount allowed. Seconded by Mark Stuart.

Motion carried.

Barbara Posthumus and Brian Buck, Director of Support Services, provided a facility update. She highlighted and reviewed revenues and expenditures for the 2016 Bond Projects – three new schools, Timberline Middle School, Ella Baker and Clara Barton elementary schools; and Juanita High School, Old Redmond Schoolhouse, Peter Kirk, Margaret Mead, and Kirk elementary schools, and Explorer. She reviewed the 2019 six-year capital projects levy update which consisted of critical projects for growth, core expansion of facilities/common spaces, and safety and security upgrades. These projects were: Elementary Schools: Twain – 4 classroom additions, Rose Hill – 8 classroom addition, Franklin – 8 classrooms and Carson – 4 classrooms and High School: Lake Washington, 20 classroom addition and core expansion,

STRATEGIC PLAN
CONNECTION: FACILITY
UPDATE – CURRENT
PROJECTS

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 1, 2020

Dr. Stavem noted that there are three weeks of school left and working to ensure that our communities are safe and students are learning. This has been a different environment and staff have been working on summer planning. Across the nation, we are all struggling with the same questions and continue to plan in order to keep moving forward.

SUPERINTENDENT
REPORT

Cassandra Sage suggested that the board may want to consider policy language to ensure two-way dialogue with underrepresented members of our community to ensure that all voices and perspectives are heard. Siri Bliesner noted that as the board moves forward, the board will review current policies.

BOARD MEMBER
COMMENTS

Chris Carlson moved to adjourn. Seconded by Eric Laliberte.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 7:55 p.m.

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
June 8, 2020

The June 8, 2020 study session was called to order by
President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

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

ROLL CALL

Present: Superintendent Jane Stavem.

Mindy Linicome, PTSA Council President, introduced the 2020
PTSA Scholarships Co-Chairs, Andrea Stoppani and Reva
Ramachandran. They highlighted the recipients of the 2020
PTSA Scholarships.

RECOGNITION

2020 PTSA Scholarships

At Large Scholarship - \$1,250 college scholarship

Grace Zackula -Juanita High School

Perserverance - \$1,250 college scholarship

Thomas Sefair-Lopez -Eastlake High School

Turn Around - \$1,250 college scholarship

Santiago Quiroga Medina -Redmond High School

LWEA/Kevin Teeley Scholarship - \$1,250 college scholarship

Julia Raffel - Eastlake High School

Dr. L.E. Scarr Scholarship -2 Year/ \$1,250 college scholarship

Eric Michael McNeill Hiller -Emerson High School

Merit Student Scholarships - \$1,250 college scholarship

Eastlake Learning Community

Kaley Birchfield - Eastlake High School

Daniel Gaughran - Eastlake High School

Juanita Learning Community:

Allison Lofquis - Juanita High School

Annalisa Mueller-Eberstein - International Community School

Lake Washington HS Learning Community:

Jennifer Estes - Lake Washington High School

Megan Wong - Cambridge Program

Redmond Learning Community:

Arpit Ranasaria - Redmond High School

Tina Tianyi Wen - Tesla STEM High School

Staff Scholarships - \$500 college scholarship

Crystal Visperas - Eastlake High School

Victoria Vacknitz - Benjamin Rush Elementary

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
June 8, 2020

The following topics were discussed:

TOPICS

- Update on Fall Planning
- Update on 2020-21 Budget

The board met in executive session for the purpose to consider the selection of a site or the acquisition of real estate by lease or purchase and the minimum price at which real estate will be offered for sale or lease at 8:05 p.m. and reconvened at 8:45 p.m.

EXECUTIVE SESSION

The meeting was adjourned at 8:45 p.m.

ADJOURNMENT

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

June 22, 2020



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Abraham, Asha	Special Ed Para Ed	Parks Elem	\$22.50	01/06/20	Budgeted
Ackerson, Shari	Instructional Assist	Rose Hill MS	\$19.42	01/23/20	Budgeted
Adent, Emma NC	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Ames, Megan	Associate Principal	Audubon Elem	\$131,815.00	07/01/20	Repl. I. Maver
An, Ye Sol P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Anderson, Molly P3	Teacher	Lake Washington HS	C-0	08/24/20	Repl. E. Keeler
Avalos, Alessandra	Instructional Assist	Parks Elem	\$19.42	01/06/20	Repl. C. Eaton
Baptista, Lissette P3	Teacher	Kamiakin MS/LWHS	C-0	08/24/20	Repl. R. Lamaazi
Bickford, Bradley	Tech Project Manager II	Resource Center	\$106,585.00	02/24/20	Budgeted
Blocki, Gregory NC	Occupational Therapist	Special Services	C-0	08/24/20	Budgeted
Boone, Savannah P3	Teacher	Barton Elem	A-3	08/24/20	Repl. M. Eichelkraut
Castillo, Meagan	Health Services Specialist	Special Services	\$43.80	02/03/20	Repl. G. Khalsa
Caya, Jenna P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Clark, Casey NC	Teacher	Timberline MS	C-0	08/24/20	Budgeted
Clasen, Phoebe P3	Teacher	Elementary Pool	C-0	08/24/20	Budgeted
Connole, Madison P3	Teacher	McAuliffe Elem	A-0	08/24/20	Budgeted
Conroy, Melanie NC	Counselor	Eastlake HS/Renaissance	C-0	08/24/20	Repl. S. Anderson
Curry, Renee NC	Teacher	Kirkland MS	A-0	08/24/20	Leave Replacement
Danforth, Paul P3	Teacher	Redmond HS	C-0	08/24/20	Repl. T. Snow
D'Aquila, Jessica NC	Teacher	SpEd Pool	C-0	08/24/20	Budgeted
Dennis, Karen	Technology Project Coordinator	Technology	\$82,200.00	03/09/20	Budgeted
Effertz, Mason	Supervisor	Print Shop	\$82,220.00	06/15/20	Repl. J. Crouch
Evertt, Jeff P3	Teacher	Redmond HS	C-0	08/24/20	Budgeted
Ewbank, Marjorie	Health Services Specialist	Special Services	\$43.80	10/21/19	Budgeted
Fenberg, Kelly NC	Teacher	Kirk Elem	A-0	08/24/20	Leave Replacement
Fiechtner, Tera	Instructional Assist	Extended Day	\$20.89	01/27/20	Repl. B. Cooney
Formantes, Jon-Maynard P3	Teacher	Timberline MS	C-0	08/24/20	Repl. J. Henss
Foster, Melissa P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Freguia, Madeleine P3	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Gabor, Pepi	Sp Ed Para Ed/Instructional Assist	Lakeview Elem	\$22.50/\$19.42	01/27/20	Budgeted

Human Resources Board Report

June 22, 2020



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Gale, Cailyn P3	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Gill, Melissa	Teacher	Mead Elem	C-0	08/24/20	Repl. M. Chatterley
Goodrich, Carrie NC	Teacher	Bell Elem	C-10	08/24/20	Repl. M. Walderhaug
Gougeon, Helena NC	Teacher	Redmond HS	C-0	08/24/20	Budgeted
Harper, Camille P3	Teacher	Lake Washington HS	C-0	08/24/20	Budgeted
Hartman, James	Groundsperson	Facilities/Maintenance	\$33.01	02/03/20	Budgeted
Harvey, Rita NC	.5 Teacher	Redmond HS	C-0	08/24/20	Leave Replacement
Helsel, Sarah	Ready Start/Head Start Teacher	Wilder Elem	\$25.46	11/26/19	Repl. C. Jain
Hendrickson, Haley P3	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Hernandez, Ericka P3	Teacher	Einstein Elem	C-0	08/24/20	Budgeted
Hesky, Renee P1	.5 Counselor	Timberline MS	D-10	08/24/20	Budgeted
Holler, Allie P3	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Irvine, Dan	Principal	Inglewood MS	\$151,545.00	08/24/20	Budgeted
Irwin, Wesley NC	Teacher	SpEd Pool	C-0	08/24/20	Budgeted
Ivanoff, Stoycho	Plumber	Facilities/Maintenance	\$44.66	02/10/20	Repl S. Ivanoff
Janov, Erin P3	Teacher	Community School	C-0	08/24/20	Repl. M. Fullerton
Jumper, Kristen P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Karavias, Tyler	Special Ed Para Ed	Parks Elem	\$22.50	01/06/20	Repl. T. Moore
Kitayama, Ashley NC	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Kostova, Pepa	Special Ed Para Ed	Rose Hill MS	\$22.50	01/27/20	Repl. M. Gay
Kumar, Archana	Instructional Assist	Extended Day	\$20.89	01/06/20	Budgeted
Kunkel, Jessica P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Lafferty, David	Bus Driver	Transportation	\$29.66	01/22/20	Budgeted
Leake, McKenzie	Special Ed Para Ed	Frost Elem	\$22.50	12/09/19	Budgeted
Lee, Joel NC	Teacher	Elem Pool	C-0	08/24/20	Budgeted
LeeWays, Clara P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Lohr, Natalie	Special Ed Para Ed	Bell Elem	\$22.50	12/02/19	Budgeted
Madlena Biever, Megan	Associate Principal	Frost Elem	\$131,815.00	07/01/20	Repl. R Baileykaze
Magrin, Jessica P3	.6 Speech Language Path	Special Services	D-0	08/24/20	Budgeted
Marcus, Mironde NC	Teacher	Kirk Elem	C-3	08/24/20	Leave Replacement

Human Resources Board Report

June 22, 2020



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Martineau, Shelly NC	.8 Teacher	Redmond HS	C-0	08/24/20	Budgeted
Mauro, Julia NC	Teacher	Elem Pool	A-0	08/24/20	Budgeted
McGinnis, Cameron P3	.5 Counselor/.5 HSBP Adviser	Lake Washington HS	C-0	08/24/20	Budgeted
Meehan, Christina P3	Psychologist	Special Services	C-0	08/24/20	Budgeted
Minter, Sydney NC	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Mobley, Kaitlyn NC	Teacher	SpEd Pool	A-0	08/24/20	Budgeted
Mohan, Santhoshi	Instructional Assist	Baker Elem	\$19.42	12/11/19	Budgeted
Montes, JaLynn	Associate Principal	Redmond MS	\$138,270.00	07/01/20	Repl. D. Williams
Morales, Jennifer	Instructional Assist	Extended Day	\$20.89	01/16/20	Budgeted
Morris, Robert P3	Teacher	Elem Pool	C-0	08/25/20	Budgeted
Nickels, Alyssa P3	Teacher	Bell Elem	A-0	08/24/20	Repl A. Garai
Ogbevoen, Paula	Admin Prof III	Resource Center	\$29.57	01/21/20	Budgeted
O'Rourke, Shelley	Health Services Specialist	Special Services	\$43.80	01/06/20	Repl. J. Link
Potter, Carson NC	Teacher	Evergreen MS	C-0	08/24/20	Repl. C. Buffa
Ralda, Rosa	Special Ed Para Ed	Einstein Elem	\$22.50	01/10/20	Budgeted
Sakoda, Anika	Special Ed Para Ed	Kamiakin MS	\$22.50	01/06/20	Repl. G. Chock
Schwarz, Molly P3	Counselor	Int'l Community/Redmond HS	C-1	08/24/20	Budgeted
Seaman, Gregory	Bus Driver	Transportation	\$29.66	01/22/20	Budgeted
Snow, Danielle P3	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Stovall, Tyler NC	.5 Teacher	Redmond HS	A-0	08/24/20	Leave Replacement
Summers, Kristina	Secretary	Int'l Community	\$25.88	10/11/19	Repl. A. Axe
Twyman, Laura P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Van der Veen, Madison P3	Teacher	Elem Pool	A-0	08/24/20	Budgeted
Vecchiolla, Alexander NC	Teacher	Finn Hill MS	A-0	08/24/20	Repl. E. Lucke
Vuylsteke, Tanoi P3	Teacher	Elem Pool	C-0	08/24/20	Budgeted
Watson, Beth P3	Instructional Specialist	College & Career Readiness	C-0	08/24/20	Repl. K. Atvars
Weinstein, Bryan .6 P3/.4 NC	Teacher	Inglewood MS	C-0	08/24/20	Budgeted
Witt, Kaylee P3	Teacher	Kamiakin MS	C-0	08/24/20	Budgeted
Wyss, John NC	Teacher	SpEd Pool	A-0	08/24/20	Budgeted

Human Resources Board Report

June 22, 2020



RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Baileykaze, Richard	Associate Principal	Frost Elem	08/01/16	06/30/20	Resignation
Bardin, Andrea	Teacher	Muir Elem	08/28/16	06/30/20	.5 Resignation
Bebbe, Julie	Teacher	Kirk Elem	08/24/04	06/30/20	Resignation
Brace, Kathleen	School Office Professional	Redmond HS	08/24/15	08/31/20	Retirement
Branchfield, Barbara	Teacher	Muir Elem	08/26/19	06/30/20	Resignation
Brewer, Hilary	Teacher	Leaves	08/24/15	06/30/20	Resignation
Buffa, Cynthia	Teacher	Evergreen MS	12/10/92	06/30/20	Retirement
Caunca, Anna Karla	Teacher	Dickinson Elem	11/18/19	06/30/20	Resignation
Conroy, Melanie	Career Specialist	Lake Washington HS	10/14/16	06/30/20	Resignation
Dennis, Jeffery	Counselor	Lake Washington HS	08/24/09	06/30/20	Resignation
Duarte, Amanda	Teacher	Eastlake HS	08/26/19	06/30/20	Resignation
Evans, Aida	Teacher	Lake Washington HS	01/14/19	06/30/20	Resignation
Fitzpatrick, Vickie	Instructional Specialist	Special Services	09/01/88	06/30/20	.2 Resignation
Friedlander, Clare	Speech Language Path	Special Services	08/26/19	06/30/20	Resignation
Gallagher, Valerie	Teacher	Mead Elem	09/06/16	06/30/20	Resignation
Hofmeister, Janel	Teacher	Einstein Elem	08/28/17	06/30/20	Resignation
Hurd, Suzanne	Admin Prof III	Resource Center	02/06/15	07/01/20	Resignation
Killingsworth, Joan	Teacher	Frost Elem	08/29/07	06/30/20	Resignation
Lewis, Devon	Teacher	Redmond HS	08/28/17	06/30/20	Resignation
Magesh, Sribala	Head Start Teacher	Leaves	02/05/15	06/30/20	Resignation
Maisto, Meredith	Teacher	Juanita Elem	08/29/16	06/30/20	Resignation
Martinez, Kelley	Teacher	Smith Elem	08/04/15	06/30/20	Resignation
Mendez, Carla	Teacher	Timberline MS	08/26/19	06/30/20	Resignation
Olofsson, Armi	Special Ed Para Ed	Inglewood MS	03/29/00	06/30/20	Retirement
Pemble, Richard	Teacher	Inglewood MS	08/28/17	06/30/20	Resignation
Powell, Mark	Messenger	Warehouse	10/08/02	07/01/20	Retirement Rescinded
Rizo, Juan	Custodian	Franklin Elem	10/27/80	06/26/20	Resignation
Rorty, Emily	Teacher	Audubon Elem	08/28/17	06/30/20	Resignation
Schneider, Karyn	Special Ed Para Ed	Frost Elem	12/18/19	06/30/20	Resignation
Sheldon, Christina	Special Ed Para Ed	Redmond HS	09/02/19	06/30/20	Resignation

Human Resources Board Report

June 22, 2020



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Stadulis, Cathrine	Teacher	Community	10/07/19	06/30/20	Resignation
Steen, Stacy	Teacher	Community/Rockwell	08/26/19	06/30/20	Resignation
Swift, Susan	Office Asst	Kamiakin MS	06/12/17	08/31/20	Resignation
Thackray, Monique	Teacher	Frost Elem	10/02/90	08/31/20	Retirement
Trusty, Jennifer	Teacher	Juanita HS	08/26/19	06/30/20	Resignation
Zednick, Ashley	Teacher	Keller Elem	08/29/16	06/30/20	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Barashkoff, Julie	Redmond HS	.8 C to .8 C/.2 NC	08/24/20
Bardin, Andrea	Muir Elem	.5 C to 1.0 C	08/24/20
Boumenot, Stacy	Special Services	.6 C to .6 C/.1 NC (rev)	08/24/20
Chamberline, Aaron	Timberline MS	.9 P2 to 1.0 P2	08/24/20
Downs, Rebecca	Timberline MS	.7 C to 1.0 C	08/24/20
Harasimowicz, Gena	Rose Hill Elem	1.0 NC to 0.5 P3	08/24/20
Hughes, Zachary	Redmond MS	.8 P1 to 1.0 P1	08/24/20
Kosanke, Kevin	Inglewood MS	.8 NC to 1.0 NC	08/24/20
Lamaazi, Robin	Eastlake HS	.8 P1 to 1.0 P1	08/24/20
Owen-Kachikis, Ashley	SpEd Pool	.5 C to 1.0 C	08/24/20
Ryan, Nora	Special Services	.8 C to 1.0 C	08/24/20
Schautz, Katharyn	Rose Hill Elem	1.0 NC to 1.0 P3	08/24/20
Vail, Katherine	Redmond MS	1.0 NC to .6 P3/.4 NC	08/24/20

CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Cimburek, Janette	Admin Assistant	Accelerated Prgms Supervisor	02/10/19	Repl. D. Durant	\$91,450.00
Greenberg, Dana	Associate Principal	Principal	07/01/20	Repl. J. DeGallier	\$151,545.00

BASE

49844

Lake Washington School District LWEA SALARY SCHEDULE FOR 2020-21

Effective August 11, 2020

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
STAFF A																	
BA	49,844	51,245	52,680	54,160	55,681	57,241											
Factor	1.0000	1.0281	1.0569	1.0866	1.1171	1.1484											
Daily Rate	276.91	284.69	292.67	300.89	309.34	318.01											
STAFF B																	
BA + 45	54,160	55,681	57,241	58,846	60,496	62,195	63,940	65,734	67,578	69,473	71,421						
Factor	1.0866	1.1171	1.1484	1.1806	1.2137	1.2478	1.2828	1.3188	1.3558	1.3938	1.4329						
Daily Rate	300.89	309.34	318.01	326.92	336.09	345.53	355.22	365.19	375.43	385.96	396.78						
STAFF C																	
MABA+90	58,846	60,496	62,195	63,940	65,734	67,578	69,473	71,421	73,425	75,484	77,602	79,780	82,018	84,321	86,689	89,121	91,623
Factor	1.1806	1.2137	1.2478	1.2828	1.3188	1.3558	1.3938	1.4329	1.4731	1.5144	1.5569	1.6006	1.6455	1.6917	1.7392	1.7880	1.8382
Daily Rate	326.92	336.09	345.53	355.22	365.19	375.43	385.96	396.78	407.92	419.36	431.12	443.22	455.66	468.45	481.61	495.12	509.02
STAFF D																	
MA+45/BA+135*	63,940	65,734	67,578	69,473	71,421	73,425	75,484	77,602	79,780	82,018	84,321	86,689	89,121	91,623	94,195	96,837	99,553
Factor	1.2828	1.3188	1.3558	1.3938	1.4329	1.4731	1.5144	1.5569	1.6006	1.6455	1.6917	1.7392	1.7880	1.8382	1.8898	1.9428	1.9973
Daily Rate	355.22	365.19	375.43	385.96	396.78	407.92	419.36	431.12	443.22	455.66	468.45	481.61	495.12	509.02	523.31	537.98	553.07

- Placement of teachers on the salary schedule shall be according to their years of experience and education
- Teachers on the Staff D lane with a BA Degree + 135 credits who subsequently earn an MA Degree will remain in the staff D lane
- For an earned doctorate stipend add .10 of base salary (\$4,984)
- Base salary includes 180 work days, daily rate is calculated as base salary divided by 180 days
- * It is not possible to achieve this level for a BA+135 as of 9/94

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

Lake Washington School District **LWEA INFORMATIONAL SALARY SCHEDULE FOR 2020-21 LEAP DAYS (8)**

Effective August 11, 2020

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
BA	2,215	2,278	2,341	2,407	2,475	2,544											
BA + 45	2,407	2,475	2,544	2,615	2,689	2,764	2,842	2,922	3,003	3,088	3,174						
MA/BA+90	2,615	2,689	2,764	2,842	2,922	3,003	3,088	3,174	3,263	3,355	3,449	3,546	3,645	3,748	3,853	3,961	4,072
MA+45/BA+135	2,842	2,922	3,003	3,088	3,174	3,263	3,355	3,449	3,546	3,645	3,748	3,853	3,961	4,072	4,186	4,304	4,425

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

Lake Washington School District **LWEA INFORMATIONAL SALARY SCHEDULE FOR 2020-21 RESPONSIBILITY CONTRACT**

Effective August 11, 2020

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
BA	3,439	3,536	3,635	3,737	3,842	3,950											
BA + 45	3,737	3,842	3,950	4,060	4,174	4,291	4,412	4,536	4,663	4,794	4,928						
MA/BA+90	4,060	4,174	4,291	4,412	4,536	4,663	4,794	4,928	5,066	5,208	5,355	5,505	5,659	5,818	5,982	6,149	6,322
MA+45/BA+135	4,412	4,536	4,663	4,794	4,928	5,066	5,208	5,355	5,505	5,659	5,818	5,982	6,149	6,322	6,499	6,682	6,869

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

Lake Washington School District
LWEA ADDITIONAL COMPENSATION SCHEDULE FOR 2020-21

Effective August 11, 2020

Time Card Hourly Rate	\$50.00
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Professional Fund

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

Incentive for Attracting and Retaining Teachers

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

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

Technology Skill Application and Integration Contract

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

APPENDIX C - SUBSTITUTE TEACHERS

- Section C.1** In order to ensure the continuity and quality of the District's educational programs the District retains the right to determine the employment and retention of substitutes on the District substitute list. This may include limiting the buildings/grade levels available to individual substitutes.
- Section C.2** Teachers will be provided the opportunity to provide input to the District regarding the effectiveness and/or concerns they have encountered as a result of a substitute having covered their class.
- Section C.3** Selection and retention of substitute teachers is the sole discretion of the District. Any substitute who, based on information provided to the District on the Substitute Feedback form, is not recommended for consideration of substituting in the future, may be removed from the District substitute list at the sole discretion of the District.
- Section C.4** The daily rate of pay for Substitute Teachers for 2020-21 will be \$187.00. This rate shall be adjusted in accordance with Section C.9 below. In addition, daily substitute work performed on a Friday will be compensated at a Friday Super Rate of \$212.00 for a full-day and \$106.00 for a half-day (3 ½ hours).
- Section C.5** When substitutes work a half day (3 ½ hours) or less they will be paid ½ the substitute rate. When substitutes work more than three and a half (3 ½) hours they will be paid the daily substitute rate. When the regular teacher returns to the classroom prior to the conclusion of the substitute's assigned full or half day, the substitute will remain for their entire assignment (half or full-day) and may assist the teacher or perform other work as assigned by the principal.
- Section C.6** Substitutes who work six (6) to twenty (20) consecutive days in the same assignment shall be paid \$192.00 per day.
- Section C.7** Teachers who are retired from Lake Washington School District and who are placed on the substitute list shall be paid at \$212.00 per day or \$106.00 for a half (½) day. Retired District teachers who work six (6) to twenty (20) consecutive days in the same assignment shall be paid \$217.00 per day. Retired teachers who perform daily substitute work on a Friday will be compensated at a rate of \$239.00 for a full-day and \$119.50 for a half-day (3 ½ hours).
- Section C.8** Substitutes who work fifty – sixty-nine (50-69) days in one (1) school year will receive a bonus of one-thousand (\$1,000) dollars; those who work seventy – ninety-nine (70-99) days will receive one-thousand five-hundred (\$1,500) dollars; those who work one-hundred (100) or more days will receive two-thousand (\$2,000) dollars. A day shall be equal to one (1) full day or two (2) half days. This bonus will be paid at the end of the school year in the July paycheck.
- Section C.9** Long-term substitute assignments in excess of twenty (20) days will be paid at the contract teacher rate, retroactive to the first day of assignment, except that when, in the judgment of Human Resources, the assignment appears at the onset to be a long-term assignment, the contract teacher rate may be paid from the beginning of the assignment.
- Section C.10** The rates specified in C.4, C.6, and C.7 above shall be adjusted by the same percentage amount by which the regular teacher salary may be adjusted.
- Section C.11** If the daily rate for substitute teachers is adjusted during any fiscal year as a result of an adjustment to the regular teacher salary, such adjustment will only apply prospectively from the date of the agreement between the Association and the District. Substitute salary adjustments will not be retroactively applied to days worked prior to such agreement.
- Section C.12** The above salary is based on a full teacher workday, including planning time (if applicable). Whenever a substitute is required by an administrator to cover a class during his/her scheduled planning time, the substitute will receive additional

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

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

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

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

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

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

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

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

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

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

Approved: June 22, 2020

Effective: August 11, 2020

**LWEA STIPEND SCHEDULE
2020-21**

Effective: September 1, 2020

POSITION TITLE	POSITION CODE	ELEM	MIDDLE	SENIOR	DISTRICT WIDE
Activities/Athletic Coordinator	Z*AZ		3,170	8,174	
Activities Supervisor	Z*AS		2,362	5,441	
Advisory	Y*AS			2,728	
Band	Z*BD		2,687	5,751	
Choir/Chorus	Z*CH		2,362	4,724	
Class Advisors	Z*FR, Z*SO, Z*JR, Z*SR			2,362	
Curriculum	Y*CU	2,362	2,362	2,362	
Debate	Z*DE			4,425	
Drama	Z*DR			4,425	
Drug & Alcohol Prevention:	Z*DA		2,362	2,362	
Honor Society	Z*HS		2,362		
Journalism	Z*JO			3,734	
Math Olympiad	Z*MO		2,362		
Music (counts as one optional)	Z*MU	2,687			
Modernization Move (prorated by base FTE)	Z*MZ	1,427	1,427	1,427	
Orchestra	Z*OR		2,687	2,687	
Outdoor Education (overnight program)	Z*OE	2,362			
Outdoor Education (field trip program)	Z*ON	1,179			
Program Leads	Y*PL				2,687
Department Chair	Y*DC		2,134	2,672	
Staff Chairperson I	Y*C1		1,783	1,783	
Staff Chairperson II	Y*C2				4,028
Staff Development	Y*SD	2,362	2,362	2,362	
Talent Show/Yearbook	Z*YB		2,362	3,729	

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414
BUILDING ADMINISTRATORS SALARY SCHEDULE
2020-21**

APPROVED: June 22, 2020

EFFECTIVE: July 1, 2020

<u>Level</u>	<u>Position Title</u>	<u>Position Code</u>	<u>2020-21 Salary (12-month)</u>
1	Senior High Principal++	B3PP	\$172,180
2	Middle School Principal+ Alternative School Principal+ WANIC Director	B7PP B6PP B3WD	\$161,245
3	Elementary Principal+	B1PP	\$155,585
4	Senior High Associate Principal++	B3AP	\$152,520
6	Middle School Associate Principal+ Alternative School Associate Principal+	B7AP B6AP	\$145,045
7	Elementary Associate Principal+	B1AP	\$139,330
Substitute Administrator (1-5 day assignment 85% of Elementary Principal rate. If an individual works more than 5 consecutive days, rate of pay is the same as regular salary schedule for that assignment.)			\$132,247
Admin Leadership Stipend		BS	\$1,770

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

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

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

Benefits: Provided through the School Employee Benefits Board (SEBB). Employee will pay the portion determined by SEBB; employer will pay portion determined by SEBB

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414
DEPARTMENT ADMINISTRATOR SALARY SCHEDULE
2020-21**

APPROVED: June 22, 2020

EFFECTIVE: July 1, 2020

<u>Level</u>	<u>POSTION CODE</u>	<u>2020-21 SALARY</u>
10	C510	\$147,609
9	C509	\$139,679
8	C508	\$132,695
7	C507	\$126,060
6	C506	\$119,757
5	C505	\$113,769
4	C504	\$108,081
3	C503	\$102,677
2	C502	\$97,543
1	C501	\$92,666
Facility On-call stipend	XF	\$4,430

All Salary amounts are based on 1.0 FTE

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

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

Benefits: Provided through the School Employee Benefits Board (SEBB). Employee will pay the portion determined by SEBB; employer will pay portion determined by SEBB

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
ADMINISTRATOR SALARY SCHEDULE
2020-21

APPROVED: June 22, 2020

EFFECTIVE: July 1, 2020

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2020-21 SALARY</u>
Deputy Superintendent #+	A5AD	\$213,436
Associate Superintendent #+	A5AB	\$204,899
Assistant Superintendent #+	A5AC	\$196,703
Executive Director+	A5ED	\$188,835
Director Level 1+	A5D1	\$181,586
Director Level 2+	A5D2	\$174,030
Director Level 3+	A5D3	\$167,069
Director Level 4+	A5D4	\$160,386 *
Director Level 5+	A5D5	\$150,971

Plus \$5,500 annuity

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

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

Benefits: Provided through the School Employee Benefits Board (SEBB). Employee will pay the portion determined by SEBB; employer will pay portion determined by SEBB

*Two positions will be grandfathered at \$164,670 for the 20.21 school year,

SALARY SCHEDULE 2
Trades - School Bus Personnel
2020-21

APPROVED: June 22, 2020

EFFECTIVE: August 16, 2020

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2020-21 SALARY</u>
Bus Drivers		
0-3 years of service	I5D1	\$30.25
3+ - 10 years of service	I5D2	\$31.00
10+ - 15 years of service	I5D3	\$31.29
15+ or more years of service	I5D4	\$31.72
Bus Driver Rover	I5D5	\$33.32
Regular Substitute Bus Driver	I5SU	\$30.25
Standby Bus Driver	I5DX	\$18.15

SALARY SCHEDULE 3
Trades - Truck Drivers/Warehouse Personnel
2020-21

APPROVED: June 22, 2020
EFFECTIVE: August 16, 2020

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2020-21 SALARY</u>
Messenger	J5M	\$27.97
Warehouse/Curriculum Assistant	J5WC	\$27.97
Truck Driver	J5D	\$30.78
Warehouseperson	J5W	\$30.78
Warehouseperson Lead	J5WL	\$32.78

SALARY SCHEDULE 4
Trades - Automotive Machinists
2020-21

APPROVED: June 22, 2020
EFFECTIVE: August 16, 2020

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2020-21 SALARY*</u>
Bus/Truck Serviceperson	K5BS	\$32.57
Bus/Truck Mechanic	K5BM	\$38.53
Bus/Truck Mechanic Leadperson	K5BL	\$40.53
Auto & Small Equipment Mechanic	K5AM	\$38.53
Auto & Small Equipment Mechanic Lead	K5AL	\$40.53
Shop Assistant	K5SA	\$22.43

*In accordance with the negotiated agreement (Section C.1.4) an additional (\$0.25) per hour will be paid for each ASE certificate up to \$1.00 per person. If the employee becomes a Master School Bus Technician they would be eligible for compensation of two dollars (\$2.00) per hour inclusive of any other ASE certificates held during the term of the agreement. Once a Master School Bus Technician is earned, an additional (\$0.25) per hours will be paid for up to two additional certifications

SALARY SCHEDULE 5
Trades - Custodians
2020-21

APPROVED: June 22, 2020

EFFECTIVE: August 16, 2020

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>Step A</u>	<u>Step B</u>	<u>Step C</u>
Custodian/Custodian Rover	L*CU	\$25.17	\$25.71	\$26.45
Custodian (Graveyard)	L*CG	\$26.40	\$26.89	\$27.65
Lead Middle School Custodian (Swing)	L*CL	\$25.76	\$26.24	\$27.02
Head Custodian I	L*H1	\$26.59	\$27.12	\$27.86
Head Custodian II	L*H2	\$28.70	\$29.21	\$29.98
Head Custodian III	L*H3	\$30.92	\$31.44	\$32.19

NOTE: * indicates level or function.

SALARY SCHEDULE 6 **Trades - Craftspersons** **2020-21**

APPROVED: June 22, 2020
EFFECTIVE: August 16, 2020

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2020-21 SALARY</u>
Laborer	M*I	\$25.45
Groundsperson	M*A	\$33.67
Groundsperson Lead	M*AL	\$35.67
Landscape Leadperson	M*HL	\$40.95
Seasonal Laborer/Grounds	M5L	\$20.50
Carpenter	M*C	\$38.95
Carpenter Lead	M*CL	\$40.95
Locksmith	M5CH	\$38.95
Locksmith Lead	M5CD	\$40.95
Electrician	M*E	\$43.51
Electrician Lead	M*EL	\$45.51
Electrician/Intercoms, Clocks, & Alarms	M5JI	\$43.51
Electrician/Intercoms, Clocks, & Alarms Lead	M5JD	\$45.51
Electrician Asst	M5EA	\$28.98
Building Equipment Mechanic/HVAC	M*F	\$43.51
Building Equipment Mechanic Lead	M*FL	\$45.51
Building Equipment Mechanic/HVAC Asst	M*FA	\$28.98
Electronics Tech/Computer Repair	M5JC	\$38.16
Electronics Tech/Computer Repair Lead	M5JL	\$40.16
Electronics Tech/Copier Repair	M5JX	\$38.16
Electronics Tech/AV	M5JV	\$38.16
Painter	M*B	\$38.95
Painter Lead	M*BL	\$40.95
Glazier	M*D	\$38.95
Glazier Asst	M5DA	\$27.60
Plumber	M*G	\$43.51
Plumber Lead	M*GL	\$45.51
Plumber Asst	M5GA	\$28.98

NOTE: * indicates level or function

**In accordance with the negotiated agreement (Section D.3.4)
Electricians who obtain an EL01 State Electrical License and have
been certified as a Master Electrician in the State of Washington they
shall be compensated an additional one-dollar (\$1.00) per hour.

SALARY SCHEDULE 7
Trades - Para Educators
2020-21

APPROVED: June 22, 2020
EFFECTIVE: August 16, 2020

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2020-21 SALARY*</u>
Special Education Para Educator & Reserve Special Education Para Educator		
0-3 years of service	N*S1	\$22.95
3+ -9 years of service	N*S2	\$24.94
9+ -13 years of service	N*S3	\$25.17
13+ or more years of service	N*S4	\$25.54
Special Education Para Educator Support Specialists**		
0-3 years of service	N*R5	\$25.25
3+ -9 years of service	N*R6	\$27.43
9+ -13 years of service	N*R7	\$27.69
13+ or more years of service	N*R8	\$28.09
Sign Language Interpreter		
0-3 years of service	N*T1	\$37.89
3+ -9 years of service	N*T2	\$38.81
9+ -13 years of service	N*T3	\$39.14
13+ or more years of service	N*T4	\$39.74
Brailist		
0-3 years of service	N*B1	\$37.89
3+ -9 years of service	N*B2	\$38.81
9+ -13 years of service	N*B3	\$39.14
13+ or more years of service	N*B4	\$39.74

NOTE: * indicates level or function.

*In accordance with the negotiated agreement (Section A.2.8) employees who earned Training Levels 1-8 as of December 31, 2012 will continue to receive the additional \$0.20 cents per level. It is not possible to earn training levels after December 31, 2012.

**In accordance with the negotiated agreement (Section A.2.10) Para Educators who are designated as a Support Specialists shall be paid at 10% above their base hourly rate of pay.

SALARY SCHEDULE 8
Lake Washington Educational Support Professionals
2020-21

APPROVED: June 22, 2020
EFFECTIVE: September 1, 2020

SALARY RANGE	JOB TITLE	POSITION CODE	YEARS								
			<u>1-2</u>	<u>3-4</u>	<u>5-6</u>	<u>7-8</u>	<u>9-10</u>	<u>11-14</u>	<u>15-17</u>	<u>18-20</u>	<u>21+</u>
0	Clerical Assistant	O*0A	\$18.19	\$18.70	\$19.21	\$19.72	\$20.23	\$20.74	\$21.25	\$21.76	\$22.78
1	Accounting Technician I Office Assistant	O*1T O*1A	\$24.26	\$24.77	\$25.28	\$25.79	\$26.30	\$26.81	\$27.32	\$27.83	\$28.85
2	Receptionist Administrative Professional I	O*2R O*2S	\$25.04	\$25.55	\$26.06	\$26.57	\$27.08	\$27.59	\$28.10	\$28.61	\$29.63
3	School Office Professional Data Processors Library Catalogers Health Room Office Professional	O*3S O*3D O*3L O*3H	\$26.40	\$26.91	\$27.42	\$27.93	\$28.44	\$28.95	\$29.46	\$29.97	\$30.99
4	Office Manager I Administrative Professional II Accounting Technician II Middle School AP Assistant	O*4M O*4S O*4T O*4A	\$27.60	\$28.11	\$28.62	\$29.13	\$29.64	\$30.15	\$30.66	\$31.17	\$32.19
5	Office Manager II Administrative Professional III Accounting Technician III	O*5M O*5S O*5T	\$30.16	\$30.67	\$31.18	\$31.69	\$32.20	\$32.71	\$33.22	\$33.73	\$34.75
6	Administrative Professional IV	O*6S	\$31.96	\$32.47	\$32.98	\$33.49	\$34.00	\$34.51	\$35.02	\$35.53	\$36.55

SALARY SCHEDULE 11
Service Employees International
2020-21

APPROVED: June 22, 2020
EFFECTIVE: August 16, 2020

<u>POSITION TITLE</u>	<u>JOB TYPE CODE</u>	<u>SALARY</u>	<u>Level</u>
Instructional Assistant			
0-5 years of service	P*IA	\$19.83	A
6-10 years of service	P*IB	\$20.62	B
11-15 years of service	P*IC	\$21.45	C
16+ years of service	P*ID	\$22.31	D
Extended Day Instructional Assistant			
0-5 years of service	P5EXA	\$21.33	A
6-10 years of service	P5EXB	\$22.19	B
11-15 years of service	P5EXC	\$23.06	C
16+ years of service	P5EXD	\$23.99	D
Technical Support Specialist			
0-5 years of service	P5TS1	\$30.40	A
6+ years of service	P5TS2	\$31.61	B
Headstart Assistant Teacher			
0-5 years of service	P1AT	\$20.19	A
6-10 years of service	P2AT	\$20.99	B
11-15 years of service	P3AT	\$21.83	C
16+ years of service	P4AT	\$22.71	D
Headstart/Readystart Teacher			
0-5 years of service	R1PT	\$25.99	A
6-10 years of service	R2PT	\$27.04	B
11-15 years of service	R3PT	\$28.12	C
16+ years of service	R4PT	\$29.24	D
Family Support Specialist			
0-5 years of service	P1FS	\$31.45	A
6-10 years of service	P2FS	\$32.70	B
11-15 years of service	P3FS	\$34.01	C
16+ years of service	P4FS	\$35.38	D

*In accordance with the negotiated agreement (Section 11.2) an additional \$0.50 cents per hour will be paid for employees with 21-25 years of experience.
An additional \$0.75 cents per hour will be paid for employees with 26+ years of experience

INSTRUCTIONAL MATERIALS ADOPTION

June 22, 2020

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: Marine Science The Dynamic Ocean
Author: Meghan E. Marrero, Ed.D & Glen Schuster, M.S
Publisher: Pearson & Satellite Laboratory Inc.
Copyright: 2012
No. of Copies: 35
Price: \$94.97
School Requesting: Eastlake High School
Classification: Grades 10-12

Title: Marketing Essentials
Author: Schneider Fares, Kimbrell, Woloszyk
Publisher: Glencoe/McGraw Hill
Copyright: 2019
No. of Copies: 573 Licenses (digital only)
Price: \$18.51 per License
School Requesting: CTE Department
Classification: Grade 9-12

Title: MindTap Century 21 Accounting: General Journal
Author: Gilbertson & Lehman
Publisher: Cengage
Copyright: 2019
No. of Copies: 52 Licenses (digital only)
Price: \$119 per License
School Requesting: CTE Department
Classification: Grades 10-12

Title: Skillstreaming – A Guide for Teaching Prosocial Skills
Author: Dr. Arnold P. Goldstein and Associates
Publisher: Research Press
Copyright: 2005 - 2020
No. of Copies: Various books and paper resources
Price: \$25,000
School Requesting: Special Services
Classification: Grades K-12

Instructional Materials Adoption

June 22, 2020

Page 2

Title:	Psychology
Author:	Spencer Rathus
Publisher:	Holt McDougal
Copyright:	2018
No. of Copies:	58 copies and one classroom resource pkg
Price:	\$75 per copy (text and license); \$5,900 classroom resource pkg
School Requesting:	Eastlake High School
Classification:	Grades 11-12

Title:	Amplify ELA
Author:	Amplify
Publisher:	Amplify
Copyright:	2019
No. of Copies:	8,600 Student and 210 Teacher Licenses (digital only) 10 year term
Price:	\$817,700
School Requesting:	District ELA Adoption Committee
Classification:	Grades 6-8

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.

2020-21 BOARD MEETING SCHEDULE

June 22, 2020

SITUATION

The board meeting schedule for 2020-21 school year is being submitted for board approval. The schedule reflects consistent meeting times with study sessions starting at 5:00 p.m. in Hughes and board meetings starting at 7:00 p.m. in the board room. All board meeting agendas will include opportunity for public comment.

A copy of the 2020-21 board meeting schedule is attached.

RECOMMENDATION

The Board of Directors approves the 2020-21 board meeting schedule as presented.

Lake Washington School District

2020-21 Board Meeting Dates

September 14	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
October 5	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
October 26	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
November 9	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
November 23	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
December 14	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
January 11	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
January 25	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
January 30 (Saturday)	Study Session – 8:30 a.m., Hughes
February 8	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
March 1	Study Session– 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
March 15	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
March 19-22 (Fri-Sun)	Study Session, Sleeping Lady, Leavenworth
April 19	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
May 3	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
May 17	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
June 7	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
June 28	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
August 9	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
August 23	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room

APPROVAL OF MONITORING REPORT
OE-10, LEARNING ENVIRONMENT/TREATMENT OF STUDENTS

June 22, 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-10, Learning Environment/Treatment of Students, is now being presented for approval.

It should be noted that this is being submitted in 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-10, Learning Environment/Treatment of Students, as presented.

OE-10 Monitoring Report Learning Environment June 22, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY

OE-10 Learning Environment/Treatment of Students

<u> </u>	Reasonable Interpretation and Indicators (RI)	<u>June 22, 2020</u>	Date
<u> X </u>	Monitoring Report	<u> </u>	Date for re-monitoring

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy, OE-10, Learning Environment/Treatment of Students, 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 seven sections of the OE-10 Learning Environment/Treatment of Students policy for compliance. All seven of the sections are designated as in compliance when aligning with the indicators with the evidence. Some of the data that we anticipated collecting this spring was delayed due to COVID-19 closures. The district has implemented a number of new policies which guide the work of creating effective learning environments and will continue to focus on designating indicators that reflect the level of effectiveness at how the policies result in improved experiences for students. The district has very low discipline incidence data compared to the state, however, disproportionality is still a factor and ongoing training and implementation of best practices in schools is viewed as a priority.

Signed: 
Superintendent

Date: June 22, 2020

BOARD ACTION:

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

- _____ Has reasonably interpreted the Board's values
- _____ Has failed to reasonably interpret the Board's values
- _____ Is compliant
- _____ Is compliant, with the exception of specific policy sub-parts
- _____ Is non-compliant

Commendations/Direction:

Signed: _____
Board President

Date: _____

OE-10: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS

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

Superintendent Interpretation:

I interpret this to mean that the District's role is to develop and maintain schools that keep students safe and secure from physical and emotional danger or harm. Further, I interpret this to mean that our campuses will be places of mutual respect, where adults and students in our school system have a strong sense of belonging and regard for each other with consideration and appreciation.

I interpret "safe" to be physically, emotionally, socially, and academically secure.

I interpret "respectful" to mean a place where students, staff, and visitors feel valued and treated with kindness.

Finally, I interpret "environment...conducive to effective learning" to mean that schools will establish and maintain conditions that support students in learning the habits, skills and knowledge necessary to become lifelong learners ready for college, careers, and the global workplace.

The Superintendent will:

10.1 Maintain a collaborative school culture that ensures high expectations and success for all children in all classrooms through equitable and aligned systems and supports.

Superintendent Interpretation:

I interpret this to mean that high level of pro-active strategies and supports for students are implemented within the learning environment to promote learning and increase academic success.

I interpret "collaborative school culture" to mean the organizational attitudes and behaviors that result in a positive learning environment that fosters academic success for all students.

I interpret "high expectations" to mean that conditions are in place with the instructional practices and mindsets that allow every student to be engaged in their learning and achieving at their fullest capacity.

I interpret "equitable and aligned systems and supports" to mean the resources, systems, strategies, and interventions that are available and activated for all schools and for all students with the intent of keeping students on track to graduate.

Indicators of Compliance:

- Building School Improvement Plans (SIP) are developed collaboratively and include goals and strategies that are aligned with the district Strategic Plan and district-wide initiatives.
- Schools have developed and implemented expected teaming structures to support effective instruction and district-wide initiatives. (PLCs, Rtl, PBIS, etc.)

In Compliance

X

Not In Compliance

Evidence of Compliance:

- All schools have completed SIPs which are published on each school's website.
- All schools utilize the teaming structures as outlined in the LWSD-LWEA collective bargaining agreement, Appendix Q.

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:**10.2 Ensure an inclusive, equitable, welcoming and safe school environment.****Superintendent Interpretation:**

I interpret this to mean that every student and adult is part of a school that values them as a unique person and provides a strong sense of connection and belonging.

I interpret “inclusive” to mean that all students can access the curriculum, activities, and opportunities that support student learning and a sense of belonging.

I interpret “equitable” to mean that all students have opportunities to explore a range of interests and activities without unnecessary or arbitrary barriers.

I interpret “welcoming and safe” to mean a place where students feel physically, emotionally, socially, and academically secure with a strong sense of belonging.

Indicators of Compliance:

- Percent of students who indicate on the Panorama survey that they believe their school is a place that reflects an inclusive, equitable, welcoming, and safe environment. (Baseline year)
- The District has adopted specific policies proscribing behaviors which promote inclusive, equitable, welcoming and safe environments as well as specific policies prohibiting behaviors that inhibit this type of environment.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- Due to the closure of schools in March, the Panorama survey was not administered this Spring.
- The District has the following policies which are consistent with applicable federal and state laws. These policies include:
 - o 3205 – Sexual Harassment of Students (adopted 09/01/19)
 - o 3205P – Procedure Sexual Harassment of Students (adopted 09/01/19)
 - o 3207 – Prohibition of Harassment, Intimidation, and Bullying (adopted 09/01/19)
 - o 3207P – Procedure Prohibition of Harassment, Intimidation, and Bullying (09/01/19)
 - o 3210 – Nondiscrimination (adopted 09/01/19)
 - o 3210P – Procedure Nondiscrimination (adopted 09/01/19)
 - o 3211 – Transgender Students (adopted 01/01/20)
 - o 3211P – Procedure Transgender Students (adopted 01/01/20)

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:

10.3 Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.

Superintendent Interpretation:

I interpret this to mean that the school district assures that the practices and strategies outlined in the Code of Conduct and Handbook are followed with the appropriate judgment for each student discipline case by all staff.

I interpret “discipline” to mean infractions that occur within the School District’s purview and responsibility for supervision.

I interpret “collaboratively developed” to mean that there are opportunities for feedback when appropriate to modify established guidance for the codes of conduct.

I interpret “appropriately communicated” to mean that information is communicated in a variety of formats through district communication tools, including handbooks, web sites, and school/district events.

I interpret “enforced” to mean monitored and acted upon based on the guidelines in the student handbook.

I interpret “consistently” to mean that all staff follow established guidelines with fidelity in alignment with district policy and applicable state and federal laws.

I interpret “reasonable judgment” to mean conducted in a manner informed by fact, information, and a level of expertise that is expected to make a valid and defensible decision.

Indicators of Compliance:

- The school district and schools receive input from stakeholders regarding annual updates to discipline guidelines.
- Student discipline is applied consistently across the district as evidenced by low variability with respect to duration or form of exclusionary discipline relative to a specific disciplinary code.
- Student expectations are available in multiple formats and multiple languages.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- The Director of Student Services convened external and internal stakeholders in late May and early June to review potential changes to student guidelines specifically in light of the impact of COVID-19 has had and is likely to continue to have on our students.
- The Student Handbook is available online or in print. On the website, the handbook is able to be translated into 108 languages.
- The exclusionary discipline rate for the Lake Washington School District was 1.4% for the 2018-19 school year (the most recent year data is available). According to OSPI, the state average rate is 4.0% for that same year. Source: <https://washingtonstatereportcard.ospi.k12.wa.us/>
- The following is an analysis of Tobacco Violations in 2018-19 which is one of the few exclusionary disciplinary codes where there are ten (10) or more incidents at several schools to allow for comparison. Schools that had 10 or more incidents are displayed below along with the calculated the median for those schools. There is variation between the median days for these schools by +/- one day of exclusion. (It should be noted that a new diversion program for vaping was put into place for the 2019-20 school year).

School	Distinct count of Incidents	Sum of Intervention Days for all Incidents	Average Days/Incident	Median Days per Incident
Eastlake High School	12	14	1.2	1
Finn Hill Middle School	20	34.8	1.7	1
Juanita High	29	75.3	2.6	2
Kamiakin Middle School	20	49.5	2.5	2.5
Lake Washington High	12	18	1.5	1
Redmond High	25	46.5	1.9	1.5
Rose Hill Middle School	23	80	3.5	3
District-Wide	172	376.1	2.2	2

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:**10.4 Appropriately collect, use, and protect confidential student information.****Superintendent Interpretation:**

I interpret this to mean that the school district will follow applicable state and federal laws regarding the appropriate handling of student information and will apply reasonable safeguards to ensure the integrity and privacy of student information.

I interpret that “confidential student information” to mean cumulative records, Special Education records and data that is in the student information system. Further, I interpret this provision to mean that only relevant and needed records are collected and that access to data is limited to staff with passwords or keys. Also, I interpret this to mean that the transmittal of this data through email, text messages, mail and phone conversation and storage of records (in locked areas or on password protected computers) shall be protected against access by:

- Adult volunteers
- The general public
- Student assistants in offices and classrooms
- Staff with no clear professional interest in a student matter of record

Indicators of Compliance:

- The absence of audit findings with respect to the collection or use of student information.
- The presence of policies governing the collection and use of student information in alignment with applicable state and federal laws.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- There were no audit findings this year with respect to the collection or use of student data.
- The District has the following policies which are consistent with applicable federal and state laws. These policies include:
 - 3231 – Student Records (adopted 09/01/19)
 - 3231P – Procedure Student Records (adopted 09/01/19)
 - 3232 – Parent and Student Rights in Administration of Surveys, Analysis or Evaluations (adopted 09/01/19)
 - 3232P – Procedure Parent and Student Rights in Administration of Surveys, Analysis or Evaluations (adopted 09/01/19)

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:

10.5 Assure that no volunteer has unsupervised contact with students without first clearing reasonable background inquiries and checks.

Superintendent Interpretation:

I interpret "reasonable background inquiries and checks" to mean those checks available to school districts within the State of Washington that would be likely to identify if an individual has been convicted of a felony or is registered as a sex offender and would therefore be disqualified from volunteering.

Indicators of Compliance:

- The district has clearly definable processes for onboarding procedures and the verification of volunteers.
- The district has evidence in the form of reports for the number of volunteers that have applied, submitted background checks, and were rejected by virtue of indicators from a background check.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- All volunteers are verified through our application process. This application process includes a background check with the Washington State Patrol WATCH program. For any community members who want to volunteer in our schools, we verify on their application that they have a stated reason for being in our schools and are working with a staff member. For those community members who don't specify a reason or a staff contact, the Volunteer Program Supervisor contacts them for more information and to offer assistance in finding a volunteer opportunity.
- All volunteers sign off on having read and agreed to abide by the expectations listed in the LWSD Volunteer Handbook (<https://resources.finalsite.net/images/v1563290909/lwsdorg/qcyd7gnw2qihycyzvz5a/VolunteerHandbook2019-2020.pdf>).
- During the 2019-20 school year to-date, the District had 7,214 volunteers apply. All volunteers were submitted for background checks. 3 volunteers were rejected due to the background check.

Board Findings:

In Compliance

Not In Compliance

The Superintendent may not:

10.6 Tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

Superintendent Interpretation:

I interpret this to mean that the Superintendent upholds expectations for how adults interact with students in the school environment, ensuring that all adults have the common goal of being supportive and acting with the students' best interest in mind.

I interpret "tolerate" to mean the acceptance or condoning of actions that negatively affect students or the learning environment.

I interpret "behaviors and actions" to be verbal comments/statements or physical actions directed toward students.

I interpret "attitudes" to mean a mindset or position that influences the actions toward students.

I interpret "contact" to mean acting in the role of a teacher, coach, supervisor, or support to students.

I interpret "well-being" to mean the sense of health, safety, and belonging in the learning environment.

Indicator of Compliance:

- The district has specific policies outlining expectations for adult behaviors with respect to student welfare.
- The district provides appropriate notice of policies and expectations to staff, volunteers and other adults who have contact with students.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- In addition to the policies listed in 10.2 and 10.4, the District has the following policies which are consistent with applicable federal and state laws. These policies include:
 - o 5253 – Maintaining Professional Staff Student Boundaries (adopted 09/01/19)
 - o 3421 – Child Abuse, Neglect and Exploitation Prevention (adopted 09/01/19)
 - o 3421P – Procedure Child Abuse, Neglect and Exploitation Prevention (adopted 09/01/19)
 - o 3246 – Restraint, Isolation and Other Uses of Reasonable Force (adopted 09/01/19)
 - o 3246P – Procedure Restraint, Isolation and Other Uses of Reasonable Force (adopted 09/01/19)
 - o 3240 – Student Conduct and Reasonable Sanctions (adopted 09/01/19)
 - o 3240P – Procedure Student Conduct and Reasonable Sanctions (adopted 09/01/19)
 - o 3230 – Student Privacy Searches (adopted 09/01/19)
 - o 3230P – Procedure Student Privacy Searches (adopted 09/01/19)
- All staff new to the District must first complete a New Employee Orientation which includes mandatory training requirements on the prohibition and expectation of reporting abuse and harassment. Staff partake in annual mandatory training on these topics as well.
- All volunteers sign off on having read and agreed to abide by the expectations listed in the LWSD Volunteer Handbook (<https://resources.finalsite.net/images/v1563290909/lwsdorg/qcyd7gnw2qihycyzvz5a/VolunteerHandbook2019-2020.pdf>).
- All LINKS Mentors receive additional training.

Board Findings:

In Compliance

Not In Compliance

The Superintendent may not:

10.7 Permit unruly behaviors on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.

Superintendent Interpretation:

I interpret this to mean that the Superintendent shall reasonably prevent, discourage or ban any incident that negatively impacts student learning. As defined in district and board policy in alignment with state and federal laws, any illegal activity shall be banned.

I interpret “unruly” to mean behavior that disrupts or has a negative or unsafe impact on the learning environment or any school activity.

I interpret “disrespectful or dangerous” to mean those things that are specifically prohibited or forbidden on school grounds and during any school-sponsored activity as indicated in school, district, and state level established codes of conduct, and in alignment with all applicable state and federal laws.

Indicator of Compliance:

- The district has specific policies prohibiting behaviors by adults and students.
- The district provides notice to students and community regarding prohibition of such behavior.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- The District has the following policies which are consistent with applicable federal and state laws. These policies include:
 - o 4010 – Human Dignity (adopted 09/01/19)
 - o 4011 – Civility Policy (adopted 09/01/19)
 - o 4200 – Safe and Orderly Learning Environment (adopted 09/01/19)
 - o 4200P – Procedure Safe and Orderly Learning Environment (adopted 09/01/19)
 - o 4210 – Regulation of Dangerous Weapons on School Premises (adopted 09/01/19)
 - o 4215 – Use of Tobacco, Nicotine Products and Delivery Devices (adopted 09/01/19)
 - o 4215P – Procedure Use of Tobacco, Nicotine Products and Delivery Devices (adopted 09/01/19)
- Notice is provided to student through the Student Rights and Responsibilities Handbook.
- Notice regarding prohibition of weapons and controlled substances are posted at the front of each school building.
- All policies are accessible on the District website.

Board Findings:

In Compliance

Not In Compliance

APPROVAL OF MONITORING REPORT
OE-11, INSTRUCTIONAL PROGRAM

June 22, 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-11, Instructional Program, is now being presented for approval.

It should be noted that this is being submitted in 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-11, Learning Environment/Treatment of Students, as presented.

OE-11 Monitoring Report Instructional Program Lake Washington School District June 22, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY

OE-11 Instructional Program

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

SUPERINTENDENT CERTIFICATION:

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

☐ Has reasonably interpreted the Board's values

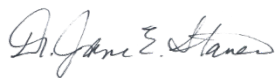
☒ Is compliant

☐ Is compliant with the exceptions noted

☐ Is non-compliant

Executive Summary: This report is submitted with all fourteen areas of the policy being designated as compliant. The evidence demonstrates a high commitment to designing, maintaining, and developing a high-quality curriculum to serve the needs of our students. The district uses processes that allow for feedback from many different people within the organization, ensuring that evaluations result in selections that will continue to support student achievement in ways that eliminate bias, provide appropriate rigor, and engage staff and students with tools for learning. Unfortunately, many things that would fall within this category were somewhat halted due to the closure of schools and transition to remote learning, however, opportunities have also emerged for new learning platforms and distance capabilities that might not have been present if typical processes were used for implementation. It should also be noted that LWSD was able to move to a remote environment because of the work that had been done before the closure due to the work related to this policy.

Signed:



Superintendent

Date:

June 22, 2020

BOARD ACTION:

With respect to Operational Expectations Policy, OE-11, Instructional Program, 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: _____

Board President

Date: _____

OE-11: Instructional Program

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

Superintendent Interpretation:

I interpret a "program of instruction" to mean:

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

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

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

The Superintendent will:

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

Superintendent Interpretation:

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

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

<p>Indicators of Compliance:</p> <p>The district documents processes and outcomes based on the following practices:</p> <ul style="list-style-type: none"> • Administrative Policy 2020 and Procedures 2020P, Textbook Section and Adoption, are used for the adoption of materials. • <i>Lake Washington School District Curriculum Adoption and Assessment Cycle</i> was followed and updated consistently. • The district develops and uses rubrics based on effective practices identified in research to evaluate instructional programs. • The district prepares for program evaluations and acts on program evaluation feedback from external reviewers including the Washington Integrated System of Monitoring for special education conducted by the Office of Superintendent of Public Instruction (OSPI); the Consolidated Program Review, of selected state and federally funded programs including the Learning Assistance Program, Title Programs, Highly Capable, CTE, Civil Rights and Tribal consultation, conducted by OSPI; and accreditation processes for our high schools. 	<p>In Compliance</p> <p style="text-align: center;">X</p>	<p>Not In Compliance</p>
<p>Evidence of Compliance:</p> <ul style="list-style-type: none"> • The district evaluated the 6-12 English Language Arts (ELA) curriculum as part of the LWSD Curriculum Adoption and Assessment Cycle. Per policy and procedures 2020 and 2020P, a diverse committee of 35 people representing secondary schools engaged in professional development about standards and curriculum with OSPI, researched effective practices in teaching ELA aligned to Common Core State Standards (CCSS), were trained in the elements of equity in curricular resources and evaluated curriculum using OSPI recommended rubrics and district rubrics to inform adoption recommendations. • The district conducted a program evaluation of our K-5 Math curriculum. A diverse review committee was formed this year to evaluate our K-5 Math curriculum materials and make a recommendation for the next steps in ensuring quality materials. This committee of 43 represented every elementary school and included administrators and specialists from multiple departments. The committee engaged in professional development with the PSESD, reviewed research and guiding information from the National Council of Teachers of Mathematics and other articles, and analyzed student achievement data to inform recommendations. In January, the committee recommended moving the adoption process for K-5 to the 2020-21 school year. As part of this process, the committee will review and adjust district rubrics to evaluate curricula in the fall. • For the district's 2019 Safety Net application, OSPI found 100% compliance, and no corrective action was required. The Safety Net application, as part of the special education process, requires that districts are compliant with IEPs to apply and receive reimbursement for students with greater needs. If errors are found, funding is not provided and the district is required to complete corrective action. • The Special Education Department completed a program review with Connections, an outside agency, on the Intervention Center (IC) programs. As a result of this program review, additional mental health staffing was provided, training was provided to IC staff and the IC team began implementing a new social-emotional curriculum aligned to cognitive behavior therapy practices. 		
<p>Board Findings:</p>	<p>In Compliance</p>	<p>Not In Compliance</p>

The Superintendent will:

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

Superintendent Interpretation:

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

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

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

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

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

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

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

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

Indicators of Compliance:

The district documents processes and outcomes based on the following practices:

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

In Compliance

Not In Compliance

X

Evidence of Compliance:

- All instructional materials submitted to the Instructional Materials Committee (IMC) were evaluated to determine how they addressed course standards before consideration. This year, 36 requests have been reviewed by the IMC. Of these, 2 were not approved by the IMC for submission to the Board. There were no reconsideration requests.
- Standards alignment rubrics were developed and used for the evaluation of 6-12 English Language Arts and K-5 Math curriculum as part of our curriculum evaluation process this year.
- Approximately 170 elementary teachers were trained to use standards-aligned instructional strategies connected to our science curriculum and assessment framework instruction at the elementary level in an intensive two-day workshop.
- All secondary teachers engaged in a full day of learning and collaboration with content area colleagues as part of their professional learning time in August. The learning focused on providing standards-based instruction to students connected to our curriculum and assessment framework.
- All elementary teachers engaged in a full day of professional learning with grade-level colleagues as part of their professional learning time in August. The learning focused on developing an understanding of how to provide standards-based instruction using the curriculum, resources, and/or instructional strategies connected to our curriculum and assessment framework.

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:**11.3 Align curriculum with the standards.****Superintendent Interpretation:**

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

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

Indicators of Compliance:

The district documents processes and outcomes based on the following practices:

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

I In Compliance

Not In Compliance

X

Evidence of Compliance:

- As part of the first year of implementing Amplify as our new K-5 Science curriculum, grade-level teams of teachers developed pacing and standards alignment guides for all units of the curriculum to be included in our Curriculum and Assessment Framework.
- Per Policy 2020 and Procedures 2020P, and the LWSD Curriculum Adoption and Assessment Cycle, English Language Arts curricula for grades 6-12 were reviewed using standards-alignment rubrics to identify four programs for further review and piloting.
- A team of elementary band and orchestra teachers aligned our program to the state music standards adopted by OSPI. The workgroup also aligned the curriculum scope and sequence of this enrichment program across the district.
- At the secondary level, advisory committees composed of teachers and administrators representing multiple schools were formed in the content areas of science, social studies, and world language. Advisories were also formed with K-12 teachers in the content areas of physical education and health, fine arts, and computer science. These advisories met over the year to review and update standards alignment guides and to create further guidance and resources for teachers to support them in teaching to the standards in their content area.

Board Findings:

In Compliance

Not In Compliance

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

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

Indicators of Compliance:

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

In Compliance

Not In Compliance

X

Evidence of Compliance:

- Staff received the annual 2019-20 Assessment Calendar via the June 10, 2019 and August 26, 2019 District Digests. The calendar included sections for “Required Assessments” and “Other Available Assessments.”
- The annual report verifying the use of instruction and assessments in social studies, the arts, health, and physical education and educational technology were submitted and received by OSPI on June 27, 2019 (before the June 30 deadline).
- The Annual State Accountability Report participation rates for students who were expected to be assessed were:
 - Smarter Balanced Grades 3-8, 10 Math: 97.9% (16056/16395).
 - Smarter Balanced Grades 3-8, 10 ELA: 98.2% (16070/16364).
 - Washington Comprehensive Science Assessment Grades 5,8: 97.8% (4599/4703).
 - Washington Comprehensive Science Assessment Grade 11: 26.2% (520/1988).
 - DIBELS EOY for grade 2: 98.2% (2616/2662).

Source: SBA/WCAS: OSPI WAMS Assessment File 2019. DIBELS: EOY scores compared to CEDARS Enrollment Report for Grade 2 as of 6/1/2019.
- Under direction of the Teaching and Learning Department, teams of teachers created standards aligned benchmark assessments and guidance for reporting student progress for Amplify Science, our new K-5 Science curriculum.

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:

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

Superintendent interpretation

I interpret “opportunities for students to develop talents and interests in their specialized areas” to mean a diverse variety of experiences within courses, course sequences, other co-curricular, or extra-curricular learning experiences that allow students to develop skills and knowledge related to their goals and aspirations.

Indicators of Compliance:

- Lake Washington School District Strategic Plan Career, Technical and College Pathways Initiative is developed and implemented in all middle and high schools. This initiative includes:
 - Expanding comprehensive career and technical course pathways including middle school exploration.
 - Increasing dual credit course offerings and connections to higher education opportunities.
 - Expanding opportunities for career-connected learning such as internships and youth apprenticeships in high schools and the 18-21 Transition Academy program.
- The High School and Beyond Plan is implemented and includes the following for each student in grades 8-12:
 - Identification of career goals.
 - Identification of educational goals related to students’ career goals.
 - Completion of a four-year plan for course-taking that fulfills graduation requirements and aligns with educational and career goals.

In Compliance

Not In Compliance

X

<ul style="list-style-type: none"> • Administrative Policy: <i>District Choice Programs and Schools</i> is monitored and implemented. • A course addition and approval processes are shared with secondary administrators that include strategies for identifying student interests and talents when developing and offering new courses. • Student climate survey data on student interests are developed, collected, and used to develop programs for students. <ul style="list-style-type: none"> ○ An annual strategic work planning process is used to develop new programs and supports for students based on student needs and interests. 		
<p>Evidence of Compliance:</p> <ul style="list-style-type: none"> • The College and Career Readiness Department developed course pathways for courses in high school that are offered districtwide, and a progression of courses starting at middle school that aligns to high school pathways. This included establishing consistent course offerings districtwide, using the same course titles, course codes, dual college credits, credit equivalencies, instructional frameworks, and curriculum at both the middle and high school levels. • The College and Career Readiness Department established consistent course offerings districtwide allowing access to dual college credit. Dual college credit courses are no longer school or teacher dependent – all courses eligible for dual credit now receive dual credit based on the content of their instructional framework and identified core competencies. This work resulted in an increase from 129 courses offering dual college credit to 167. • The College and Career Readiness Department established/developed partnerships with the following groups/agencies: <ul style="list-style-type: none"> ○ AGC Biotech – student internships ○ Kirkland Chamber – including student participation in events ○ Redmond Rotary – including student scholarships ○ Career Specialists – Career Panels, Post-secondary fairs, industry field trips ○ Worksite Learning – students earn credits while working ○ First time - Future Ready Fair in partnership with LWTech – had approximately 75 vendors from colleges, trades, apprenticeships, military, and community ready to attend but had to be postponed due to COVID. • The High School and Beyond plan tasks were implemented in all schools grades 8-12. • The Choice Schools process is documented on the LWSD website with printed copies of lottery selection and spreadsheets for each site and grade level. • The course addition and approval processes were shared with secondary administrators and counselors on October 15, 2019. • Planned student climate and interest surveys scheduled for the spring were not distributed due to school closures. • Special Education worked collaboratively with King County School-to-Work to support job training and internships for students within the transition academies, partnering with Provail and Northwest Center. Also, we provided teachers with guidance and resources on pre-employment transition services for high school students that receive special education services or who qualify for 504 plans. 		
<p>Board Findings:</p>	<p>In Compliance</p>	<p>Not In Compliance</p>

The Superintendent will:

11.6 Assure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.

Superintendent interpretation

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

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

Indicators of Compliance:

- The Lake Washington School District Strategic Plan Multi-Tiered System of Supports (MTSS) Initiative is developed and implemented with fidelity. This initiative includes:
 - Support for school leadership and teacher teams to use assessments to measure and monitor student growth, use evidence-based interventions for literacy and math, improve instruction and accelerate learning, and develop equitable and inclusive school communities
 - Training (including frequency) on specific evidence-based instructional strategies and curriculum resources to support all students and close achievement gaps
- Instructional programs are in place to meet the needs of students, including:
 - Special Education and 504 Plans
 - English Language Learner and Dual Language Programs
 - Highly Capable Program
 - State and Federal Programs including Title and Safety Net
 - Native American Education Program

In Compliance

Not In Compliance

X

Evidence of Compliance:

- MTSS leadership team training was provided for 21 school teams as part of a phased approach to implementation. An additional 15 schools per year were scheduled to receive leadership team training over the next two years as part of these efforts. This implementation timeline will be reviewed in light of COVID school closures.
- Six schools were selected to serve as MTSS and inclusionary practices demonstration sites for the district.
- Highly Capable Program – Students that qualify for services have access to full-time, pull-out, or K5-HC programming according to their eligibility at the elementary level. Middle school programming is full-time and math pathways according to student eligibility. High School students have access to honors and AP courses as their basic education without prerequisites.
- Special Services worked in partnership with Teaching and Learning and Intervention Programs to introduce Universal Design for Learning (UDL). Specialists received training on UDL concepts and additional training is being planned for the 2020-21 school year.
- Both staff and parents were provided training from Special Services on the use of Assistive Technology and Microsoft Accessibility Features.

<ul style="list-style-type: none"> • Early Learning programs implemented a full-inclusion model of instruction and continued professional learning on inclusive practices and curriculum. • All multilingual students were screened with an English proficiency assessment to determine if English Learner services should be provided. The language proficiency assessment determines a student's overall ability to communicate and understand English through speaking, listening, reading, and writing. All students who qualified for the EL program were served by EL-endorsed teachers, with the support of EL Instructional Assistants, in their home schools. This year, LWSD served 3342 students with 52.6 FTE in certificated staff. • The Eastside Native American Education Program served students from Lake Washington, Bellevue and Northshore providing services that include after-school activities, homework support, mentoring, student advocacy, cultural events, assessment preparation and job shadowing. 		
Board Findings:	In Compliance	Not In Compliance
<p>The Superintendent will:</p> <p>11.7 Ensure students, starting in elementary school and continuing throughout high school, have opportunities and experiences to actively explore options for their futures in ways that are relevant to them.</p> <p>Superintendent interpretation</p> <p>I interpret "opportunities and experiences to actively explore options for their futures in ways that are relevant to them" to mean the curricular, co-curricular and extra-curricular ways in which students are guided to think about their future and to develop plans for the future that are personalized and designed to achieve interest and academic goals.</p>		
<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • The Lake Washington School District Strategic Plan Innovative Learning Opportunities Initiative is developed and implemented. This initiative includes: <ul style="list-style-type: none"> ○ The identification and expansion of innovative learning experiences and curriculum in specific areas, including, but not limited to: <ul style="list-style-type: none"> ▪ Computer Science and Coding. ▪ Science, Technology, Engineering, and Mathematics (STEM). ▪ Fine Arts. ▪ Dual Language. ○ Identifying and expanding learning experiences, opportunities, and curriculum resources in all content areas. ○ Engaging with regional and national networks of school districts to learn from model programs and practices that enhance teaching and learning. ○ Increasing the strategic partnerships with organizations that enhance the core curriculum. • The High School and Beyond Plan is implemented and maintained in grades 8-12, and students in grades K-5 are provided with opportunities to connect learning to future careers. 	X	

Evidence of Compliance:

- LWSD received a computer science grant from OSPI that supported the formation of a diverse team of teachers, administrators, librarians, and specialists. The grant required the team to engage with other districts who were grant recipients in collaborating and planning for implementing a K-12 computer science program.
- The Teaching and Learning Department collaborated with Technology Operations to identify resources to computer science instruction. This set of resources will be piloted as a Digital Clubhouse enrichment program in the 2020-21 school year at multiple schools.
- Resources for the K-5 Art Docent program continued to be developed in the 2019-20 school year; each grade level now has multiple art projects available for docents to use with students.
- Lake Washington School District developed a dual language Spanish-English program at Einstein Elementary School. This year, the program served students from Kindergarten through second grade. One additional grade level will be added each following year.
- The district partnered with the SWIFT Education Center out of the University of Kansas to develop training and support for the use of core curriculum and instruction for all students.
- The High School and Beyond Plan was supported by coordinators in each high school and a district specialist. All students in grades 8-12 completed high school and beyond tasks. Some of these tasks were administered remotely this year due to COVID closures.

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:

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

Superintendent interpretation

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

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

Indicators of Compliance:

- Innovative programs are implemented and maintained.
- Updates are provided to the Board and community about programs that are under consideration, being developed or are being implemented.
- Innovative Programs Grants are administered and implemented.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- LWSD was awarded multiple OSPI inclusionary practice grants to support innovation in the area of inclusive education. These include grants for staff training in the area of Universal Design for Learning sponsored by the Washington Association of School Administrators, a partnership with the TIES Center out of the University of Minnesota and the Haring Center at the University of Washington to build inclusive school communities in three pilot schools, and the selection of Twain Elementary as a state inclusionary practices demonstration site. Each grant involves the collection of Least Restrictive Environment (LRE), and staff, parent, and student perception data that will serve as a baseline for program evaluation. Information about these grants were shared with the Board and community.

<ul style="list-style-type: none"> Following a review of the K-5 Dual language program, it was expanded into 2nd grade in the 2019-20 school year and will expand into 3rd grade in the 2020-21 school year. Innovative program grants were not administered this year as the application window fell during the COVID closures. 		
Board Findings:	In Compliance	Not In Compliance
<p>The Superintendent will:</p> <p>11.9 Assure that the instructional program includes a compelling and realistic vision of technology that specifies:</p> <ul style="list-style-type: none"> a. Technology use in the learning environment; b. Integration of technology into content areas across all grade levels; c. Integration of adaptive technology, as appropriate. <p>Superintendent interpretation</p> <p>I interpret “a compelling vision” to mean to specify the knowledge, skills, and attributes that all students need to be future-ready, including how teachers use technology in the classroom and school to enhance learning; how students use technology to acquire, make sense of, communicate and use knowledge and information in an educational setting; and how technology is to be used to eliminate barriers to student learning.</p>		
<p>Indicator of Compliance:</p> <ul style="list-style-type: none"> The Lake Washington School District Strategic Plan Integrated Instructional Technology initiative is developed and implemented. This initiative includes: <ul style="list-style-type: none"> Training all staff on digital integration strategies to transform student learning. Implementing new instructional and accessibility technology to improve learning. 	X	
<p>Evidence of Compliance:</p> <ul style="list-style-type: none"> Training was provided to all staff in the use of Instructional Technology in August, October and December. Additional mandatory Instructional Technology training was developed and provided to all staff as we moved to remote learning in March. Guiding documents and resources in the use of Instructional Technology were developed and provided for all staff as we transitioned to remote learning. Scheduled training in the use of accessibility features in Microsoft Tools was provided for administrators and teachers was postponed due to COVID closures. 		
Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

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

Superintendent interpretation

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

Indicators of Compliance:

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

In Compliance

Not In Compliance

X

Evidence of Compliance:

- Curriculum programs were evaluated in secondary English Language Arts and elementary Math. The review of the elementary Math program resulted in a recommendation for an accelerated adoption cycle.
- The annual staff and community feedback surveys were not administered this year due to COVID closures. Surveys related to remote learning are being administered in place of the traditional annual surveys and are being used by our Return to School workgroups to plan for 2020-21.
- Student outcome data were used to update the Algebra placement process; develop guidance for grading in remote settings; make adjustments to the EL and Safety Net programs; develop a plan for increasing inclusionary practices; and to identify students for summer programs.

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:

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

Superintendent interpretation

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

Indicators of Compliance: <ul style="list-style-type: none"> • 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. Starting in October 2019 or later: 82 digital tool requests were reviewed. This number excludes many reviews that were “version reviews” of previously approved tools that weren’t approved properly the first time. • Web filters are used to control access to unsafe or inappropriate content. 	In Compliance	Not In Compliance
Evidence of Compliance: <ul style="list-style-type: none"> • All software and web applications were reviewed before use in classrooms. • Web filters were installed and maintained on all district devices. 		
Board Findings:	In Compliance	Not In Compliance
The Superintendent will: 11.12 Protect the instructional time provided for students during the academic day. Superintendent interpretation I interpret “protect instructional time” to mean to ensure that state requirements for instructional time are met and, to the extent possible, outside influences do not interfere with periods of the school day in which curricular and co-curricular teaching and learning take place and that instructional time is focused on student learning.		
Indicators of Compliance: <ul style="list-style-type: none"> • Instructional time allocation guidance is made available to schools and updated as new local and state requirements take effect. • The average hours of state-required and district testing time report are made annually to OSPI. • Instructional hour offerings of at least a district-wide average of 1,080 hours in grades 9-12 and at least a district-wide average of 1,000 hours in grades 1-8 are provided to students. • A minimum of 180 school days is available to students each school year. • Administrative policy 2331 and procedures 2331P are followed to ensure guest speakers support the instructional program. • Administrative policy on the use of videos and film is followed to ensure such use has an instructional objective. 	In Compliance	Not In Compliance
Evidence of Compliance: <ul style="list-style-type: none"> • Recommended instructional time allocations were provided to principals in August. • Because of COVID closures, the district submitted an emergency waiver to OSPI for instructional hours and school day offerings on May 29. • Policy on the use of film and video is available for all administrators and teachers. • Administrative policy 2331 and procedures 2331P are currently being reviewed. 		
Board Findings:	In Compliance	Not In Compliance
The Superintendent will: 11.13 Review school attendance boundaries as needed to assure reasonable balance in student enrollment.		

Superintendent interpretation

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

Indicators of Compliance:	In Compliance	Not In Compliance
<ul style="list-style-type: none"> The annual enrollment report indicating areas of growth and population density is reviewed during a public Board meeting. When the boundary study is conducted, a thorough school attendance boundary recommendation to reasonably balance student enrollment will be presented at a public Board meeting. 	X	

Evidence of Compliance:

- The annual enrollment report indicating areas of growth and population density was reviewed during a public Board meeting in October.

Board Findings:	In Compliance	Not In Compliance

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

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

Superintendent interpretation

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

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

Indicators of Compliance:	In Compliance	Not In Compliance
<ul style="list-style-type: none"> The annual district calendar is developed to include holidays and religious observances before the start of the school year and published on the district website and online calendar systems. A district calendar is consistently communicated to all administrator calendars. WIAA, KingCo Athletics, and District guidelines are shared and followed regarding athletics on religious or cultural holidays. 	X	

Evidence of Compliance:

- District calendars, including holidays and religious observances, were published before the start of the school year. These calendars are available on the district website and online calendaring systems.
- The district calendar was communicated to all administrators in August.
- WIAA, KingCo Athletics, and District guidelines were shared and followed regarding athletics on religious or cultural holidays.

Board Findings:

In Compliance

Not In Compliance

AUTHORIZATION TO PROCEED WITH INITIAL CONSTRUCTION
MARK TWAIN ELEMENTARY SCHOOL ADDITION (SITE 14)
RESOLUTION NO. 2293

June 22, 2020

SITUATION

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

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

BNBuilders, Inc. is the selected GC/CM contractor for the Mark Twain Elementary School Addition project and has entered into a pre-construction and construction services agreement with the District.

The following table summarizes the scope of work included in proposed Amendment No. 1 to the current preconstruction and construction services contract:

Scope of Work	Amendment No. 1
Earthwork & Utilities	\$1,400,100
Demolition	\$123,352
Structures (Steel)	\$341,844
Asphalt Paving	\$62,616
Negotiated Support Services	\$1,083,095
Specified General Conditions	\$523,685
General Contract Fee	\$104,339
Contingency Allowance	\$38,558
Total Amendment No. 1 (plus sales tax)	\$3,677,590

Amendment No. 1 will be incorporated into the GC/CM contract and final GMP. Approval for these initial items will facilitate maintaining the schedule for completion of the project. Amendment No. 1 when combined with the preconstruction services agreement establishes a current contract amount of \$3,737,499.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2293 authorizing the superintendent or her designee to approve contract modifications with BNBuilders, Inc. to proceed with the initial site construction and structural items as identified in Amendment No. 1 for the Mark Twain Elementary School Addition project in the amount of \$3,677,590, plus sales tax.

AUTHORIZATION TO PROCEED WITH INTIAL CONSTRUCTION
MARK TWAIN ELEMENTARY SCHOOL ADDITION (SITE 14)
RESOLUTION NO. 2293

WHEREAS, the Board of Directors approved Resolution No. 2269 on May 6, 2019 authorizing the use of the General Contractor/Construction Management (GC/CM) procedure for the Mark Twain Elementary School Addition; and

WHEREAS, BNBuilders, Inc. has been selected to serve as the GC/CM for the Mark Twain Elementary School Addition project; and

WHEREAS, RCW 39.10.380 authorizes the GC/CM to solicit and receive subcontractor bids in packages and in any determined order as presented by the GC/CM and approved by the District; and

WHEREAS, District staff recommends that the first phase of the project demolition, earthwork and utilities, steel and asphalt paving commence this summer in advance of establishing the Guaranteed Maximum Price (GMP) for the project;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors authorizes the Director, Support Services, to approve an amendment to the pre-construction services agreement with BNBuilders, Inc. for the scope of services detailed in Amendment No. 1 for the Mark Twain Elementary School Addition project in the amount of \$3,677,590 plus sales tax.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 22nd day of June 2020.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

AUTHORIZATION TO PROCEED WITH INITIAL CONSTRUCTION
ROSE HILL ELEMENTARY SCHOOL ADDITION (SITE 15)
RESOLUTION NO. 2294

June 22, 2020

SITUATION

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

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

BNBuilders, Inc. is the selected GC/CM contractor for the Rose Hill Elementary School Addition project and has entered into a pre-construction and construction services agreement with the District.

The following table summarizes the scope of work included in proposed Amendment No. 1 to the current preconstruction and construction services contract:

Scope of Work	Amendment No. 1
Earthwork & Utilities	\$707,100
Demolition	\$65,055
Structures (Steel)	\$919,944
Asphalt Paving	\$16,810
Negotiated Support Services	\$1,026,118
Specified General Conditions	\$523,685
General Contract Fee	\$96,152
Contingency Allowance	\$34,178
Total Amendment No. 1 (plus sales tax)	\$3,389,043

Amendment No. 1 will be incorporated into the GC/CM contract and final GMP. Approval for these initial items will facilitate maintaining the schedule for completion of the project. Amendment No. 1 when combined with the preconstruction services agreement establishes a current contract amount of \$3,448,952.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2293 authorizing the superintendent or her designee to approve contract modifications with BNBuilders, Inc. to proceed with the initial site construction and structural items as identified in Amendment No. 1 for the Rose Hill Elementary School Addition project in the amount of \$3,389,043 plus sales tax.

AUTHORIZATION TO PROCEED WITH INTIAL CONSTRUCTION
ROSE HILL ELEMENTARY SCHOOL ADDITION (SITE 15)
RESOLUTION NO. 2294

WHEREAS, the Board of Directors approved Resolution No. 2269 on May 6, 2019 authorizing the use of the General Contractor/Construction Management (GC/CM) procedure for the Rose Hill Elementary School Addition; and

WHEREAS, BNBuilders, Inc. has been selected to serve as the GC/CM for the Rose Hill Elementary School Addition project;

WHEREAS, RCW 39.10.380 authorizes the GC/CM to solicit and receive subcontractor bids in packages and in any determined order as presented by the GC/CM and approved by the District; and

WHEREAS, District staff recommends that the first phase of the project including demolition, steel, earthwork and utilities and asphalt paving commence this summer in advance of establishing the Guaranteed Maximum Price (GMP) for the project;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors authorizes the Director, Support Services, to approve an amendment to the pre-construction services agreement with BNBuilders, Inc. for the scope of services detailed in Amendment No. 1 for the Rose Hill Elementary School Addition project in the amount of \$3,389,043, plus sales tax.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 22nd day of June 2020.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

AUTHORIZATION TO PROCEED WITH INITIAL CONSTRUCTION
BENJAMIN FRANKLIN ELEMENTARY SCHOOL ADDITION (SITE 16)
RESOLUTION NO. 2295

June 22, 2020

SITUATION

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

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

BNBuilders, Inc. is the selected GC/CM contractor for the Benjamin Franklin Elementary School Addition project and has entered into a pre-construction and construction services agreement with the District.

The following table summarizes the scope of work included in proposed Amendment No. 1 to the current preconstruction and construction services contract:

Scope of Work	Amendment No. 1
Earthwork & Utilities	\$1,021,100
Demolition	\$57,980
Structures (Steel)	\$735,944
Asphalt Paving	\$55,740
Negotiated Support Services	\$1,084,170
Specified General Conditions	\$523,685
General Contract Fee	\$102,668
Contingency Allowance	\$37,415
Total Amendment No. 1 (plus sales tax)	\$3,618,702

Amendment No. 1 will be incorporated into the GC/CM contract and final GMP. Approval for these initial items will facilitate maintaining the schedule for completion of the project. Amendment No. 1 when combined with the preconstruction services agreement establishes a current contract amount of \$3,678,611.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2295 authorizing the superintendent or her designee to approve contract modifications with BNBuilders, Inc. to proceed with the initial site construction and structural items as identified in Amendment No. 1 for the Benjamin Franklin Elementary School Addition project in the amount of \$3,618,702, plus sales tax.

AUTHORIZATION TO PROCEED WITH INITIAL CONSTRUCTION
BENJAMIN FRANKLIN ELEMENTARY SCHOOL ADDITION (SITE 16)
RESOLUTION NO. 2295

WHEREAS, the Board of Directors approved Resolution No. 2269 on May 6, 2019 authorizing the use of the General Contractor/Construction Management (GC/CM) procedure for the Benjamin Franklin Elementary School Addition; and

WHEREAS, BNBuilders, Inc. has been selected to serve as the GC/CM for the Benjamin Franklin Elementary School Addition project; and

WHEREAS, RCW 39.10.380 authorizes the GC/CM to solicit and receive subcontractor bids in packages and in any determined order as presented by the GC/CM and approved by the District; and

WHEREAS, District staff recommends that the first phase of the project including demolition, earthwork and utilities, steel and asphalt paving commence this summer in advance of establishing the Guaranteed Maximum Price (GMP) for the project;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors authorizes the Director, Support Services, to approve an amendment to the pre-construction services agreement with BNBuilders, Inc. for the scope of services detailed in Amendment No. 1 for the Benjamin Franklin Elementary School Addition project in the amount of \$3,618,702 plus sales tax.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 22nd day of June 2020.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

GC/CM CONSTRUCTION CHANGE ORDER NO. 5
ELLA BAKER ELEMENTARY SCHOOL (SITE 31)

June 22, 2020

SITUATION

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

Construction Change Order No. 5 for Ella Baker Elementary School is attached for your review. The change order includes one (1) change to the construction contract for the Ella Baker Elementary School project. The one (1) change is a deductive cost. This final change order to the construction contract for the Ella Baker Elementary School project confirms that the contract is closed.

One (1) COP is for an owner requested change:

- COP 300 reconciles final GCCM costs (deductive)

The total of the change orders for this project is 3.31% of the established construction GMP. The cost of the changes from Change Order No. 5 is within the budget estimated for this program.

Board Approved Final GMP Construction Contract Amount	\$33,793,086
Current Change Order	
Change Order No. 5	\$(380,505)
Total Change Orders	
Change Orders No. 1 through 5	\$1,119,163
Contract Amount including this Change Order	\$34,912,249

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 5 with Lydig Construction, Inc. for the Ella Baker Elementary School project in the amount of \$(380,505) plus sales tax. Approval of this change order results in a revised GMP of \$34,912,249.

**CHANGE ORDER NO.****05**

Project: Ella Baker Elementary School (Site 31)

Contractor: Lydig Construction



Date: 6/22/2020

Project #: 3160

Contract #: 2000400149

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

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

Individual COP/CCD Description:

COP	CCD	Description	Amount
300		Reconciles final GCCM costs	(380,504.68)

Combined Total: (380,504.68)

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

The Original Contract Sum was \$33,793,086

Net Change by previously authorized Change Orders..... CO 01 through CO 04 \$1,499,668

The Contract Sum prior to this Change Order was..... \$35,292,754


The Contract Sum will be ~~increased~~ **decreased** ~~unchanged~~ by this Change Order..... (\$380,505)

The new Contract Sum including this Change Order is \$34,912,249


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

The date of Substantial Completion as of the date of this Change Order June 30, 2019

Amounts exclude State Sales Tax.**CONTRACTOR'S ACCEPTANCE**

BY: 
 SIGNED: Kevin McCarry
 TITLE: Project Executive - Lydig
 DATE: 6/10/2020


ARCHITECT'S RECOMMENDATION

BY: 
 SIGNED: Miranda Karli
 TITLE: DLR Group
 DATE: June 06, 2020

OWNER'S ACCEPTANCE

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

PROGRAM MANAGER'S RECOMMENDATION

BY: 
 SIGNED: Jon Shepherd
 TITLE: Program Manager
 DATE: 6/10/2020

FINAL ACCEPTANCE
ELLA BAKER ELEMENTARY SCHOOL (SITE 31)
RESOLUTION NO. 2296

June 22, 2020

SITUATION

The architect of the Ella Baker Elementary School project, DLR Group, and Lake Washington School District staff have reviewed the work of the general contractor, Lydig Construction, Inc., and have determined the project is complete. DLR Group has submitted a letter dated January 29, 2019 recommending acceptance, a copy of which is attached. Washington Administrative Code (WAC) 392-344-160 requires that final acceptance of a school construction project be made by the Board of Directors. Release of retention, or release of a retention bond provided in lieu of retention, will take place when the requirements of WAC 392-344-165 are satisfied.

RECOMMENDATION

The Board of Directors approves Resolution No. 2296 to accept the work of Lydig Construction, Inc. on the Ella Baker Elementary School project.

FINAL ACCEPTANCE
ELLA BAKER ELEMENTARY SCHOOL (SITE 31)
RESOLUTION NO. 2296

WHEREAS, the Ella Baker Elementary School project has been completed and occupancy granted by King County; and

WHEREAS, the project architect, DLR Group, in a letter dated January 29, 2019 stated the project has been completed in accordance with the contract documents; and

WHEREAS, the Washington Administrative Code (WAC) 392-344-160 requires the Board of Directors to accept a project as complete.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors accepts the contract work on the Ella Baker Elementary School project by Lydig Construction, Inc. as complete.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 22nd day of June 2020.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors



DLR Group

Architecture Engineering Planning Interiors

51 University Street
Suite 600
Seattle, WA 98101

o: 206/461-6000
f: 206/461-6049

January 29, 2019

Brian Buck
Director, Support Services
Lake Washington School District
15212 NE 95th Street
Redmond, Washington 98052

Re: Project Name: Ella Baker Elementary
DLR Group Project No.: 73-16119-00

Dear Brian:

Pursuant to WAC 392-344-155 (Requirements for Final Acceptance of School Projects by Architect/Engineer), this correspondence is to recommend final acceptance of Ella Baker Elementary School by the Lake Washington School District Board of Directors. Pursuant to WAC 392-343-019, work completed includes 79,056 sf. of modernization.

Based on our best knowledge, information, and belief, and based on in-field observations, the contract work by Lydig Construction is complete and in accordance with the terms and conditions of the contract documents.

In conclusion, I would like to thank the Board of Directors and the District Administration for the opportunity to serve as your architects. DLR Group is very pleased to continue our relationship with Lake Washington School District.

Sincerely,
DLR Group

Noah G. Greenberg, AIA
Principal

cc:

GC/CM CONSTRUCTION CHANGE ORDER NO. 4
CLARA BARTON ELEMENTARY SCHOOL (SITE 28)

June 22, 2020

SITUATION

On June 26, 2017, the Board of Directors approved the Guaranteed Maximum Price (GMP) for preconstruction and construction services of the Clara Barton Elementary School (the New Elementary School in North Redmond).

Construction Change Order No. 4 for Clara Barton Elementary School is attached for your review. This final change order to the construction contract for the Clara Barton Elementary School project does not include any changes in cost but confirms that the contract is closed.

The total of the change orders for this project is 2.68% of the established construction GMP. The cost of the changes from Change Order No. 4 is within the budget estimated for this program.

Board Approved Final GMP Construction Contract Amount	\$38,500,871
Current Change Order	
Change Order No. 4	\$0
Total Change Orders	
Change Orders No. 1 through 4	\$1,031,679
Contract Amount including this Change Order	\$39,532,550

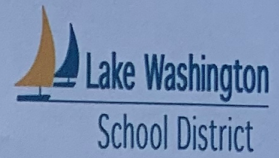
RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 4 with BNBuilders, Inc. for the Clara Barton Elementary School project in the amount of \$0. Approval of this change order results in a GMP of \$39,532,550.

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

Project: Clara Barton Elementary School (Site 28)

Contractor: BNBuilders



Date: 6/22/2020

Project #: 2860

Contract #: 2000400337

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

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

Individual COP/CCD Description:

COP	CCD	Description	Amount
		This zero cost change order effectively closes the contract.	0.00

Combined Total: \$0

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

The Original Contract Sum was \$38,500,871

Net Change by previously authorized Change Orders..... CO 01 through CO 03 \$1,031,679

The Contract Sum prior to this Change Order was..... \$39,532,550

The Contract Sum will be increased decreased **unchanged** by this Change Order..... \$0

The new Contract Sum including this Change Order is \$39,532,550

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

The date of Substantial Completion as of the date of this Change Order June 30, 2019

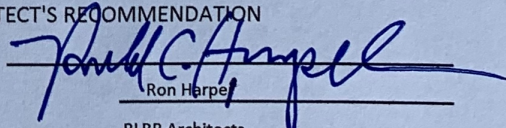
Amounts exclude State Sales Tax.**CONTRACTOR'S ACCEPTANCE**

BY: _____
SIGNED: Mark Ronish
TITLE: Project Executive - BNBuilders
DATE: _____

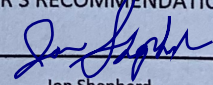
OWNER'S ACCEPTANCE

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

ARCHITECT'S RECOMMENDATION

BY: 
SIGNED: Ron Herpel
TITLE: BLRB Architects
DATE: 6/10/20

PROGRAM MANAGER'S RECOMMENDATION

BY: 
SIGNED: Jon Shepherd
TITLE: Program Manager
DATE: 6/11/20

FINAL ACCEPTANCE
CLARA BARTON ELEMENTARY SCHOOL (SITE 28)
RESOLUTION NO. 2297

June 22, 2020

SITUATION

The architect of the Clara Barton Elementary School project, BLRB Architects, and Lake Washington School District staff have reviewed the work of the general contractor, BNBuilders, Inc., and have determined the project is complete. BLRB Architects has submitted a letter dated April 24, 2020 recommending acceptance, a copy of which is attached. Washington Administrative Code (WAC) 392-344-160 requires that final acceptance of a school construction project be made by the Board of Directors. Release of retention, or release of a retention bond provided in lieu of retention, will take place when the requirements of WAC 392-344-165 are satisfied.

RECOMMENDATION

The Board of Directors approves Resolution No. 2297 to accept the work of BNBuilders, Inc. on the Clara Barton Elementary School project.

April 24, 2020

BLRBarchitects

Mr. Andrew Sahl, Manager
Lake Washington School District
Support Services Center
15212 NE 95th Street
Redmond, WA 98052

SUBJECT: CLARA BARTON ELEMENTARY SCHOOL | LAKE WASHINGTON SD
RECOMMENDATION FOR FINAL ACCEPTANCE

Dear Mr. Sahl;

Pursuant to WAC 392-344-155 (Requirements for Final Acceptance of School Projects by Architect/Engineer), this correspondence is to recommend final acceptance of Clara Barton Elementary School by the Lake Washington School District Board of Directors. Pursuant to WAC 392-343-019, work completed includes 79,500 square feet of new construction.

Based on our best knowledge, information, and belief, and in-field observations, the contract work by BNBuilders is complete and in accordance with the terms and conditions of the contract documents. The extended review and requirements for right-of-way improvements by the City of Redmond resulted in a delayed close-out period.

In conclusion, I would like to thank the Board of Directors and the District Administration for the opportunity to serve as your architects. BLRB Architects is very proud to have been a team member on such a rewarding project. We look forward to serving the District in the future.

Sincerely,



Ronald C. Harpel, AIA, WRP, Assoc. DBIA
Principal

kgb.lwsd.1416/044_R

cc: Joshua Cloud, OAC

GC/CM CONTRACT AMENDMENT NO. 6
LAKE WASHINGTON HIGH SCHOOL ADDITION PROJECT (SITE 84)

June 22, 2020

SITUATION

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

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

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

The Board has previously approved five (5) contract amendments on May 20, 2019, June 24, 2019, August 12, 2019, October 7, 2019, and March 30, 2020 with Lydig Construction, Inc. for a current contract amount of \$25,278,323 plus sales tax.

The following table summarizes the scope of work included in proposed Amendment No .6 to the current preconstruction and construction services contract:

Scope of Work	Amendment No. 6
Earthwork & Utilities	\$ 1,440,586
Structures (Concrete, Steel)	\$ 1,839,321
Mechanical	\$ 1,047,667
Electrical	\$ 1,244,312
Fire Protection	\$ 209,040
Masonry	\$ 1,242,395
Metal Flashings	\$ 293,399
Roofing & Flashings	\$ 367,196
Specialties, Doors, Hardware & Equipment	\$ 1,349,829
Glazing & Aluminum Systems	\$ 420,976
GWB, Framing & Insulation	\$ 462,477
Acoustical Ceilings	\$ 55,616
Paint & Wall Coverings	\$ 207,178
Flooring	\$ 119,400
Casework & Finish Carpentry	\$ 71,086
Negotiated Support Services	\$ 964,379
Specified General Conditions	\$ 551,304
General Contract Fee	\$ 528,934
Total Amendment No. 6 (plus sales tax)	\$12,415,095

Amendment No. 6 will be incorporated into the GC/CM contract and final GMP. Approval for these items will facilitate maintaining the schedule for completion of the project.

Amendment No. 6 establishes a GMP of \$14,305,280 for the Gym & Commons Addition, and a total GMP of \$37,693,418 for the Lake Washington High School Addition project.

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed Amendment No. 6 for the Lake Washington High School Addition project in the amount of \$12,415,095 plus sales tax.

CONSTRUCTABILITY REVIEW REPORT
LAKE WASHINGTON HIGH SCHOOL ADDITION PROJECT (SITE 84)

June 22, 2020

SITUATION

In accordance with WAC 392-344-066 and WAC 392-344-085, in order to receive State Construction Assistance Program (SCAP) funds for replacement, a constructability review must be completed for the Lake Washington High School Gym & Commons Addition project. OSPI's form D-9, Application for Authorization to Sign Contracts, requires school boards to accept the constructability review report and implementation.

The intent of the constructability review process is to improve the overall quality of the design documents which helps achieve competitive bids and reduces the number of change orders during construction.

The constructability review was completed by an independent team of experienced professionals with the goal of finding discrepancies, conflicts, omissions, and errors in the design drawings. The interdisciplinary team consisted of a contractor and a team of professionals with expertise in structural, civil, mechanical, and electrical engineering disciplines. The review was performed on a full set of construction documents which included the site, landscape, architectural, kitchen, structural, mechanical, and electrical design drawings and specifications. The construction documents reviewed were approximately 95% complete, allowing the team to review a thorough design. The team completed its review on December 27, 2019 after a two-week review period and submitted their findings in the report dated April 3, 2020.

The constructability review comments were reviewed by the design team, contractors and project manager. The architect and district project manager reviewed the document and prepared a response to the specific comments. All comments and concerns raised in the report have been implemented in the final documents for construction.

RECOMMENDATION

The Board of Director accepts the constructability review report for the Lake Washington High School Gym & Commons Addition project.

2111 Pacific, Suite 100 Tacoma, Washington 98402



April 14, 2020

Ina Holzer
Senior Project Manager
Lake Washington School District No. 414
15212 NE 95th Street
Redmond, WA 98052

*Re: Lake Washington High School – Gym and Commons Addition
Constructability Review*

Dear Mrs. Holzer:

This letter is to certify, in accordance with WAC 392-343-066, a Constructability Review of the contract documents was completed by LRC Consultants, via Lydig Construction, for the Lake Washington High School Commons and Gym Addition projects performed from December 12th-27th, 2019. We have reviewed the report and found it to be thorough and beneficial. Along with our engineering team we have completed a review of each comment and, where appropriate, made the necessary modifications to our contract documents prior to issuing the bidding documents.

Sincerely,

Dion Serra
Project Designer

LRC CONSULTANTS, INC.

CONSTRUCTABILITY REVIEW COMMENTS

**LAKE WASHINGTON SCHOOL DISTRICT #414
LAKE WASHINGTON HIGH SCHOOL GYM AND
COMMONS ADDITIONS PHASE 4**

April 3, 2020

PERMIT SET CONSTRUCTION DOCUMENTS



April 3, 2020

Lydig Construction
Project Manager: Kevin McCarry
3180 139th Avenue SE, Suite 110
Bellevue, WA 98005

RE: Constructability Review of Lake Washington High School Gym and Commons addition

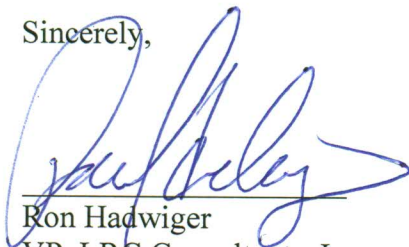
Dear Mr. McCarry,

This document contains the comments from LRC Consultants, Inc. for the Lake Washington High School Gym and Commons addition project. Specifically, this document includes the comments from the Phase 4 Gym Addition Design Development drawing set dated November 25, 2019 and the Commons Addition Permit drawing set dated November 25, 2019. Our comments are categorized by the major design disciplines. The comment section labeled "Coordination" represents comments involving multiple disciplines. This section should be reviewed by all disciplines.

We have tried to present our comments in a clear matter of fact approach. We hope our findings help to provide a more complete set of documents to benefit your project. Should any questions arise regarding the enclosed review, please feel free to contact Larry or Ron at 509-466-0419.

Thank you for having LRC Consultants, Inc. be a part of your building project.

Sincerely,



Ron Hadwiger
VP, LRC Consultants, Inc.



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Listing of Owner/ Design Team and Constructability Review Team

Summary of review

Constructability Review construction document comment summary

SPECIFICATION/PLAN REVIEW COMMENTS

CIVIL, LANDSCAPE

Civil, Landscape, Architectural site drawing and specification comments (designated with C/L). Additional comments concerning site are in the Coordination section.

ARCHITECTURAL

Architectural drawing and specification comments on building (designated with A). Additional comments concerning Architectural are in the coordination section.

STRUCTURAL

Structural drawing and specification comments on building (designated with S). Additional comments concerning Structural are in the coordination section.

MECHANICAL HVAC

Mechanical HVAC drawing and specification comments on building (designated with MH). Additional comments concerning Mechanical are in the coordination section.

MECHANICAL PIPING

Mechanical Piping drawing and specification comments on building (designated with MP). Additional comments concerning Mechanical are in the coordination section

ELECTRICAL

Electrical, Low Voltage and Fire Alarm drawing and specification comments on building (designated with E). Additional comments concerning Electrical are in the coordination section.

COORDINATION

Coordination comments of building involving multiple disciplines (designated with C). This section should be reviewed by all disciplines as resolutions may affect all disciplines.

LAKE WASHINGTON HIGH SCHOOL GYM AND COMMONS ADDITIONS

DESIGN TEAM

<u>OWNER:</u>		LAKE WASHINGTON SD
<u>PROGRAM MANAGER:</u>		OAC SERVICES
	Tel: (206) 284-4300	
<u>ARCHITECT:</u>	Contact: Tel: (253) 383-3084	McGRANAHAN ARCHITECTS
<u>GENERAL CONTRACTOR:</u>	Contact: Kevin McCarry Tel: (425) 885-3314	LYDIG CONSTRUCTION
<u>CIVIL ENGINEERS:</u>	Contact: Tel: (206) 399-6233	JACOBSON CONSULTING ENGINEERS
<u>LANDSCAPE ARCHITECTS:</u>	Contact: Tel: (253) 678-4173	LYON LANDSCAPE ARCHITECTS
<u>STRUCTURAL ENGINEERS:</u>	Contact: Tel: (253) 383-2797	PCS STRUCTURAL SOLUTIONS
<u>MECHANICAL ENGINEERS:</u>	Contact: Tel: (253) 448-3376	BCE ENGINEERS
<u>ELECTRICAL ENGINEERS:</u>	Contact: Tel: (206) 448-3376	HARGIS ENGINEERS
<u>ACOUSTICAL:</u>	Contact: Tel: (206) 270-8910	BRC ACOUSTICS

CONSTRUCTABILITY REVIEW TEAM LRC CONSULTANTS, INC.

<u>CIVIL/LANDSCAPE:</u>	LRC Consultants, Inc.	Larry Cargile
<u>ARCHITECTURAL:</u>	LRC Consultants, Inc.	Ron Hadwiger
<u>STRUCTURAL:</u>	LRC Consultants, Inc.	Larry Cargile/ Ron Hadwiger
<u>MECHANICAL HVAC:</u>	LRC Consultants, Inc.	Terry Nemitz
<u>MECHANICAL PIPING:</u>	DMS Consulting, LLC	Doug Schindler
<u>ELECTRICAL:</u>	RWS Consulting	Wayne Stevers
<u>COORDINATION:</u>	All consultants noted above	

Constructability Review –Lake Washington High School Gym and Commons Additions

BACKGROUND:

LRC Consultants was retained to perform a Constructability Review of the Lake Washington High School Gym and Commons Addition projects (Phase 4). The Phase 4 review was performed from December 12th, 2019 to December 27th, 2019 on the set of documents dated November 25, 2019. We utilized a (5) person review team consisting of construction professionals with specific trade experience for the major design disciplines.

CONTENTS OF DOCUMENT:

This document contains the original comments organized by the major design disciplines. The section labeled Coordination contains comments that involve multiple disciplines regarding single issues. The A/E responses are included with the comments with the following abbreviations identifying the respondents:

McG : McGranahan Architects

JCE: Jacobsen Consulting Engineers

LLA: Lyon Landscape Architects

PCS: PCS Structural Solutions

BCE: BCE Engineers

HEI: Hargis Engineers, Inc

Areas of concern we found on the documents that could require more time for the Design Team to resolve are as follows:

- Provide site concrete seat wall details for gym and commons. Comments C/L1A-D and 4A-F.
- Clarify if salvaged doors/frames are to be reused on project. Comments A3A and B.
- Provide details of custom wood bench area. Comment A4
- Details needed for vertical installations of AHU-2, DOAS-2, and roof top supports of refrigeration piping. Comments MH7a and b.
- Verify dedicated floor drain for fire service is needed, none shown. Comment MP4.
- Restroom piping and M1.03 piping is not sized. Comments MP5 and 6.
- Update fire alarm devices. Currently none are shown. Comment E29.
- Coordinate demolition of existing materials and any Structural supports of existing for new HVAC, piping and relite frames. Comments C1A-C, C2, C3A-C, C4A-D.
- Coordinate ships ladder location up to mezzanine with Structural and Mechanical. Comments C8A-C.
- Clarify intermediate vestibule framing and canopy framing. Comments C11A-G.

- Coordinate ships ladder to intermediate roof with Structural and Mechanical. Comment C13A-D.
- Coordinate details with intended site grades along north exterior wall and provide details at stair elevation transition. Comments C15A-G.
- Clarify scope and provide details at grid area GC-GB/G1. Comments C17A-K.
- Coordinate Commons SOG demolition/replacement between Architectural and Structural. Comment C30.
- Coordinate concrete seat wall with Structural columns and storm drain piping. Comment C35A-C.
- Clarify existing stair materials demolition and replacement materials. Comment C40A-C.

SUMMARY:

LRC Consultants, Inc. through the Constructability Review process identifies discrepancies within the Contract Documents. Careful attention is taken with all major disciplines in addition to the coordination of those disciplines integrated together to create your building. When the comments contained herein are integrated into the Contract Documents, all parties should expect tighter bids, achievable schedules, and reduced change orders. We firmly believe this process helps prevent change orders above acceptable levels and helps maintain overall project schedules.

DISCLAIMER:

Our review process doesn't guarantee that all issues will have been identified and corrected. These comments are to assist the Design Team with their own quality control of the Contract Documents. These comments are not intended to direct or imply design direction.

DISCIPLINES REVIEWED:

Civil/Landscape, Architectural, Structural, Mechanical, Electrical, All Related Specifications

DONATIONS

June 22, 2020

SITUATION

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed \$1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Ben Franklin PTA to Franklin Elementary School	\$6,836.73	To provide stipends for talent show and Watch DOGS (\$3,699.23); and support field trips (\$1,600.00) and extracurricular activities (\$1,537.50).
Redmond Elementary PTSA to Redmond Elementary School	\$1,500.00	To support building activities.
Rosa Parks PTSA to Rosa Parks Elementary School	\$1,017.95	To support field trips.
Carl Sandburg PTSA to Sandburg Elementary School	\$2,096.24	To support field trips.
Samantha Smith PTSA to Smith Elementary School	\$1,945.00	To purchase classroom supplies.
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary School	\$2,597.61	To provide stipend for Math Olympiad (\$2,466.15); and purchase library books (\$131.46).
Finn Hill Middle School PTSA to Finn Hill Middle School	\$1,233.08	To provide stipend for spring play.
Redmond Middle School PTSA for Redmond Middle School	\$1,500.00	To purchase library books.
Tesla STEM PTSA to Tesla STEM High School	\$21,508.23	To purchase classroom equipment.
TOTAL	\$40,234.84	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the June 22, 2020 board meeting.

DISCUSSION AND DIRECTION TO THE SUPERINTENDENT
JUANITA HIGH SCHOOL MASCOT
OPERATIONAL EXPECTATIONS-10: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS
10.2 ENSURE AN INCLUSIVE, EQUITABLE, WELCOMING, AND SAFE SCHOOL ENVIRONMENT

June 22, 2020

SITUATION

In 2018, a number of students, staff, parents, and community members expressed concern over the Juanita High School (JHS) Mascot. At that time, the administrative policy identified a process for how a school would adopt a mascot but was silent on changing a mascot. Policy 6970 and Procedure 6970P, Naming Facilities and Mascots, was updated to identify a process for how a school could change a current mascot. Ultimately, this policy allows a student body to vote and change a mascot. At that time, the student body voted and a majority vote led to the existing mascot being retained, with some changes occurring to update graphics and images used for the mascot.

Therefore, the current JHS mascot is the Rebel. This mascot was selected in 1971 when JHS opened. In a statement on the website, it describes the inception of the term “Rebel”:

Juanita High School has been a “Rebel” since its inception. It began as an idea as part of the 1960’s educational change. In the early days, known as the “Juanita Concept”, JHS was developed and nurtured in the late 1960’s by John Strauss, Juanita’s first principal, and came to fruition with the opening of Juanita in 1971. The concept included an open architectural design sometimes compared to the architecture of a warehouse. Juanita’s large open area was surrounded by an auditorium, music area, industrial arts, and art area, photo and business rooms, the KIVA, science room and the main office. The Juanita concept embraced innovative educational concepts, like respect for the student, mastery learning, performance- based learning, credit for work completed, individualized instruction, and the development of life-long learning skills. Ironically, some of these concepts have reemerged as hallmarks of recent education reform.

The term, Rebel, also has significant and historical roots related to the Confederacy, and in that context is widely considered to be both derogatory and discriminatory.

The Board and District leadership have received communication from students, parents, staff, and community members related to the current JHS mascot. Primarily, this communication has voiced concern that the term/mascot, Rebel, is discriminatory, racially derogatory, and offensive with a request to remove the mascot.

The Board and District leadership have also received communication from parents and community members related the JHS mascot with a request to maintain the current mascot, noting the importance of the democratic process of the study body and the positive connotations that can come from being a “rebel” or agent of change.

RECOMMENDATION

The Board of Directors request the Superintendent to analyze the communication and situation related to the Juanita High School mascot in order to bring a recommendation for Board action at the July board meeting.

UPDATE TO FALL PLANNING FOR REOPENING SCHOOLS

June 22, 2020

SITUATION

The district continues to review and monitor current conditions and official guidance from Office of Superintendent of Public Instruction, Public Health, and the Center for Disease Control (CDC) to determine appropriate measures for re-opening school in the fall of 2020. Regular updates are provided to the Board of Directors and the community as plans take shape, noting the possible scenarios and precautions that may be required for the health and safety of staff and students.

RECOMMENDATION

Information only.

2020-21 BUDGET
FIRST READING

June 22, 2020

SITUATION

A proposed budget for 2020-21 has been prepared in accordance with state laws, rules, and regulations.

Input on the proposed budget was solicited from departments and a process for prioritizing requests was done by the Strategic Advisory Leadership Team (SALT). As shared at the June 8 study session, approved priority staffing, safety and program needs have been incorporated into the proposed budget. Other changes in planned 2020-21 revenues and expenditures, such as enrollment, staffing, grant, fixed costs adjustments and legislative changes have also been incorporated.

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

An overview of the proposed 2020-21 budget will be presented at the board meeting.

A copy of the summary budget is available from the business office or the district website. Feedback can also be provided via the website or email. A public hearing of the 2020-21 budget is scheduled for the next regular board meeting on August 10, 2020.

DISTRICT TEXTBOOK ADOPTION
ENGLISH LANGUAGE ART GR. 6-8

June 22, 2020

SITUATION

During the 2018-2019 school year, the 6-12 English Language Arts (ELA) Adoption Committee reviewed research regarding effective practices and standards in ELA and developed rubrics to use for the evaluation of various ELA curricula. These rubrics included: Effective Practice Alignment, Standards Alignment, Assessment Alignment, Organization and Design, and Digital Resources.

During the 2019-2020 school year, the Committee heard presentations from publishers, evaluated curricula for English Language Arts using rubrics, piloted materials in classrooms, and narrowed options to a final recommendation for grades 6-8. When schools closed because of Covid-19, teachers in grades 6-8 successfully proceeded with the pilot remotely and unanimously recommended Amplify ELA for adoption. The district's Instructional Materials Committee reviewed the grade 6-8 materials and recommended them for adoption at its June 4 meeting.

An opportunity to give written feedback was provided for public review and comment of instructional materials under consideration for adoption. Materials were on display outside of the Curriculum Library at the Resource Center from January 27 – March 11. Parents and community members were also able to review and comment on materials online for that time period.

Middle school teachers will have multiple opportunities to participate in professional development in English Language Arts standards and curriculum materials. Training through professional learning sessions will occur through the summer and in August during the week prior to our LEAP days. Training in the ELA standards and collaboration time to learn and implement the new materials will be provided throughout the 2020 -21 school year.

Teacher and student materials will be accessible and online the first week of August 2020. The curriculum materials will be implemented in the 2020-21 school year.

Title:	Amplify ELA
Author:	Amplify
Publisher:	Amplify
Copyright:	2019
No. of Copies:	8,600 Licenses (10 years)
Price:	\$85.25 Teacher License/\$93.00 Student License
School Requesting:	District 6-12 ELA Adoption Committee
Classification:	Grades 6-8

RECOMMENDATION

The Board of Directors approves the recommendation from the Instructional Materials Committee to adopt Amplify ELA, Grades 6-8, for use in the district.

APPROVAL OF MONITORING REPORT
RESULT-3, LIFE SKILLS AND CITIZENSHIP

June 22, 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-3, Life Skills and Citizenship, is now being presented for approval.

It should be noted that this is being submitted in 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-3, Life Skills and Citizenship, as presented.

Board Results Report – R-3

JUNE 22, 2020

LIFE SKILLS AND CITIZENSHIP

RESULTS (R) POLICY

R-3 Life Skills and Citizenship

_____ Reasonable Interpretation and Indicators (RI)	<u>June 22, 2020</u>	Date
<u>X</u> Monitoring Report	_____	Date for Re-monitoring

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy, R-3, Life Skills and Citizenship, 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-3 under the revised policy/indicators, which is both very extensive and, unfortunately, not as targeted as we would like. The recommendation for next year would be to revise the indicators to be more targeted specifically to each policy item and eventually to rely more on perception data. We met the target for all students in those indicators that used a single metric; however, in those indicators that required students to meet a standard in multiple areas at once we found that we did not meet the targets nor did this approach meet the interest of each particular indicator. Appendix A contains a crosswalk table of all the indicators. Appendix B contains the complete data tables. Appendix C provides data figures.

Signed: 
Superintendent

Date: June 22, 2020

BOARD ACTION:

With respect to Results Policy, R-3, Life Skills and Citizenship, the Board finds that the organization is:

_____ 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: _____
Board President

Date: _____

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R-3: LIFE SKILLS AND CITIZENSHIP

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

Accordingly, graduates from Lake Washington will be able to:

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

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

Superintendent Interpretation:

Students must have the supports necessary for them to grow and develop into adults that are prepared for college, the global workplace, and personal success. Today's students must have the ability to live and work in a diverse, complex, and rapidly changing world. Students need a variety of abilities to apply knowledge and skills to multiple situations relevant to the 21st century learner. These skills must be embedded throughout academic content areas.

3.1 Question and think critically and creatively

Superintendent Interpretation:

Critical and creative thinking skills are necessary in for students to make predictions, draw conclusions, analyze processes and solutions, and form reasonable explanations.

Indicators and Targets: 3.1 Question and think critically and creatively

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 8 and 10 with C+ or higher in at least one core ⁴ academic course	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.1 Question and think critically and creatively

Table 3. Percent of grade 8 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	97.1	+0.7	n/a	2286

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 4. Percent of grade 10 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	96.5	+0.3	n/a	2099

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.1 Questions and think creatively and creatively

Overall, students in all groups are meeting or approaching the target indicators of having a C+ or higher in at least one core course in 8th grade and 10th grade. While most student groups in these indicators are meeting the target, the ELL and Low-income groups at both grade levels are approaching. Additionally, the 4-year trend for Hispanic/Latino and ELL for the 10th grade is showing a 4.1% decline which is an area of concern that merits the continued attention of the District.

No groups of students met the target of having a C+ or higher in at least one course in all core academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly with respect to students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

Board Findings: 3.1 Question and think critically and creatively

3.2 Solve problems effectively

Superintendent Interpretation:

Students must be able to follow processes and apply reasoning to arrive at solutions that can be justified and defended.

Indicators and Targets: 3.2 Solve problems effectively

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 8 and 10 with C+ or higher in at least one core ⁴ academic course	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts ²
% of students that report opportunities for involvement in school activities as self-reported on the HYS ⁵	>75%	

Overall Results: 3.2 Solve problems effectively

Table 3. Percent of grade 8 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	97.1	+0.7	n/a	2286

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 4. Percent of grade 10 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	96.5	+0.3	n/a	2099

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 7. Percent of students avoiding behaviors resulting in discipline (suspension/expulsion)

Student Group	2018-19 % avoiding behaviors resulting in discipline	4-year Trend	Benchmark Districts Ranking	n
All	98.6	-0.2	5	31843

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 8. Percent of students that report opportunities for involvement in school activities as self-reported on the Healthy Youth Survey (grades 8, 10)

Student Group	2018-19 % reporting involvement in school activities	4-year Trend	Benchmark Districts Ranking	n
All	93.7	+0.4	n/a	1736

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Demographic data not available for all groups due to suppression and/or information not collected during Healthy Youth Survey (HYS). n value is lower than full class since not all students receive this question on the HYS. Asian 4-year trend only based on two available years.

Data Summary and What the Data Tell Us: 3.2 Solve problems effectively

Overall, students in all groups are meeting or approaching the target indicators of having a C+ or higher in at least one core course in 8th grade and 10th grade. While most student groups in these indicators are meeting the target, the ELL and Low-income groups at both grade levels are approaching. Additionally, the 4-year trend for Hispanic/Latino and ELL for the 10th grade is showing a 4.1% decline which is an area of concern that merits the continued attention of the District.

No groups of students met the target of having a C+ or higher in at least one course in all core academic areas by the end of 12th grade and only two sub groups are approaching this target (Asian and Female). We see positive trends, however, particularly with respect to students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

Overall, all groups of students either met or are approaching the target of avoiding behavior which results in exclusionary discipline. The ranking against benchmarking districts is not where we would like it to be, nor where we believe it has been in previous years. Several of the student groups that are in the approaching category (Black/African American, Hispanic/Latino, From Low-Income Households, and Receiving Special Education Services) also showed slight declines.

This year, we expanded the number of schools participating in training and coaching on implementing Positive Behavior Intervention and Supports, commonly referred to as PBIS, to 24. Additionally, this was the first year of implementation of Social Emotional Learning (SEL) curriculum at the middle level, which builds upon the intentional teaching of SEL at the elementary schools. We believe that the continuation of these efforts along with efforts to increase the capacity of our staff to engage in Culturally Responsive Teaching will aid us in better supporting each of our students.

All groups which were not suppressed met the target for reporting opportunities for involvement in school.

Board Findings: 3.2 Solve problems effectively

3.3 Make connections

Superintendent Interpretation:

Students must have the ability to draw on prior knowledge and experiences to make meaning and apply learning to multiple situations and subject areas. Students must be given opportunities to see how multiple ideas relate and connect to one another and to a variety of real-life experiences.

Indicators and Targets: 3.3 Make connections

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 8 and 10 with C+ or higher in at least one core ⁴ academic course	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.3 Make connections

Table 3. Percent of grade 8 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	97.1	+0.7	n/a	2286

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 4. Percent of grade 10 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	96.5	+0.3	n/a	2099

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.3 Make connections

Overall, students in all groups are meeting or approaching the target indicators of having a C+ or higher in at least one core course in 8th grade and 10th grade. While most student groups in these indicators are meeting the target, the ELL and Low-income groups at both grade levels are approaching. Additionally, the 4-year trend for Hispanic/Latino and ELL for the 10th grade is showing a 4.1% decline which is an area of concern that merits the continued attention of the District.

No groups of students met the target of having a C+ or higher in at least one course in all core

academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly for students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

Board Findings: 3.3 Make connections

3.4 Offer ideas and make contributions

Superintendent Interpretation:

Students must have the ability to communicate the relationships between concepts and ideas, explain the value of these relationships, and offer their thinking and support to others in useful and helpful ways.

Indicators and Targets: 3.4 Offer ideas and make contributions

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 8 and 10 with C+ or higher in at least one core ⁴ academic course	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.4 Offer ideas and make contributions

Table 3. Percent of grade 8 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	97.1	+0.7	n/a	2286

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Table 4. Percent of grade 10 students with a grade of C+ or higher in at least one core academic course

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Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.4 Offer ideas and make contributions

Overall, students in all groups are meeting or approaching the target indicators of having a C+ or higher in at least one core course in 8th grade and 10th grade. While most student groups in these indicators are meeting the target, the ELL and Low-income groups at both grade levels are approaching. Additionally, the 4-year trend for Hispanic/Latino and ELL for the 10th grade is showing a 4.1% decline which is an area of concern that merits the continued attention of the District.

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academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly for students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

Board Findings: 3.4 Offer ideas and make contributions

3.5 Work well with others

Superintendent Interpretation:

Students must be able to collaborate with other students in multiple settings, including small and large groups. They must interact with others around a central goal, learning and working together productively while also learning from one another.

Indicators and Targets: 3.5 Work well with others

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 3 and 5 with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands of the elementary report card	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students reporting positively as to how well they consider the perspectives of others and empathize with them on the Panorama: Social Awareness survey	>75%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students reporting positively as to how well they regulate their emotions on the Panorama: Emotional Regulation survey	>75%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts ²
% of students that report opportunities for involvement in school activities as self-reported on the HYS ⁵	>75%	
% of students participating in district athletics	>33%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.5 Work well with others

Table 1. Percent of grade 3 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	57.2	-1.0	n/a	2585

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 2. Percent of grade 5 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	66.6	-0.7	n/a	2493

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 7. Percent of students avoiding behaviors resulting in discipline (suspension/expulsion)

Student Group	2018-19 % avoiding behaviors resulting in discipline	4-year Trend	Benchmark Districts Ranking	n
All	98.6	-0.2	5	31843

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 8. Percent of students that report opportunities for involvement in school activities as self-reported on the Healthy Youth Survey (grades 8, 10)

Student Group	2018-19 % reporting involvement in school activities	4-year Trend	Benchmark Districts Ranking	n
All	93.7	+0.4	n/a	1736

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Demographic data not available for all groups due to suppression and/or information not collected during Healthy Youth Survey (HYS). n value is lower than full class since not all students receive this question on the HYS. Asian 4-year trend only based on two available years.

Table 9. Percent of students participating in district athletics

Student Group	2018-19 % participating in district athletics	4-year Trend	Benchmark Districts Ranking	n
All	32.9	-0.7	n/a	8353

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.5 Works well with others

None of the student groups in either the 3rd grade or 5th grade are meeting or approaching the target for having earned a 3 or higher in all of the interdisciplinary skills and attributes. We do see an increase in the percentage of students earning a 3 or higher in all subgroups from third grade to fifth grade, but how this indicator was established makes it such that a single score of 2 in any indicator disqualifies the student.

No groups of students met the target of having a C+ or higher in at least one course in all core academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly for students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

There are not currently data related to how well students consider the perspectives of others or how well students report being able to regulate their emotions as the Panorama survey was not administered. This data will be helpful as we begin using this survey with all students as it more closely aligns with the Board's interests in helping students develop the ability to work well with others.

Overall, all groups of students either met or are approaching the target of avoiding behavior which results in exclusionary discipline. The ranking against benchmarking districts is not where we would like it to be, nor where we believe it has been in previous years. Several of the student groups that are in the approaching category (Black/African American, Hispanic/Latino, From Low-Income Households, and Receiving Special Education Services) also showed slight declines.

This year, we expanded the number of schools participating in training and coaching on implementing Positive Behavior Intervention and Supports, commonly referred to as PBIS, to 24. Additionally, this was the first year of implementation of Social Emotional Learning (SEL) curriculum at the middle level, which builds upon the intentional teaching of SEL at the elementary schools. We believe that the continuation of these efforts along with efforts to increase the capacity of our staff to engage in Culturally Responsive Teaching will aid us in better supporting each of our students.

All groups which were not suppressed met the target for reporting opportunities for involvement in school.

We nearly met the target for all students participating in athletics at 32.9% compared to a target of 33%. Females and Black/African American students were two of the five subgroups that met the target and all other subgroups were approaching with the noted exception of students that are categorized as English Language Learners, from Low-Income households, or are receiving Special Education services. These groups also did not see any positive four-year trend. As a District, plans have been underway to expand opportunities for students receiving special education services through the development of unified sports. We had developed a plan for a unified track program this year that was unfortunately canceled along with other spring sports due to the school closures.

Board Findings: 3.5 Work well with others

3.6 Respect and value others

Superintendent Interpretation:

Students must have the ability to work with students from a variety of cultures, backgrounds, and experiences. Students must understand their own experience in relationship to the perspectives of others.

Indicators and Targets: 3.6 Respect and value others

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 3 and 5 with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands of the elementary report card	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students reporting positively as to how well they consider the perspectives of others and empathize with them on the Panorama: Social Awareness survey	>75%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.6 Respect and value others

Table 1. Percent of grade 3 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	57.2	-1.0	n/a	2585

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 2. Percent of grade 5 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	66.6	-0.7	n/a	2493

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.6 Respect and value others

Overall, students in all groups are meeting or approaching the target indicators of having a C+ or higher in at least one core course in 8th grade and 10th grade. While most student groups in these indicators are meeting the target, the ELL and Low-income groups at both grade levels are approaching. Additionally, the 4-year trend for Hispanic/Latino and ELL for the 10th grade is showing a 4.1% decline which is an area of concern that merits the continued attention of the District.

No groups of students met the target of having a C+ or higher in at least one course in all core academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly for students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

There are not currently data related to how well students consider the perspectives of others as the Panorama survey was not administered. This data will be helpful as we begin using this survey with all students as it more closely aligns with the Board's interests in helping students develop the ability to work well with others.

Board Findings: 3.6 Respect and value others

3.7 Exhibit civic responsibility

Superintendent Interpretation:

Students must have opportunities that are helpful to the community and involve citizens working for the common good. The goal of the Lake Washington School District is to foster a lifelong commitment to active community engagement that identifies and addresses challenges and needs both locally and globally.

Indicators and Targets: 3.7 Exhibit civic responsibility

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 3 and 5 with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands of the elementary report card	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmark districts ²
% of students that report opportunities for involvement in school activities as self-reported on the HYS ⁵	>75%	

Overall Results: 3.7 Exhibit civic responsibility

Table 1. Percent of grade 3 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	57.2	-1.0	n/a	2585

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Table 2. Percent of grade 5 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	66.6	-0.7	n/a	2493

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

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Table 7. Percent of students avoiding behaviors resulting in discipline (suspension/expulsion)

Student Group	2018-19 % avoiding behaviors resulting in discipline	4-year Trend	Benchmark Districts Ranking	n
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Table 8. Percent of students that report opportunities for involvement in school activities as self-reported on the Healthy Youth Survey (grades 8, 10)

Student Group	2018-19 % reporting involvement in school activities	4-year Trend	Benchmark Districts Ranking	n
All	93.7	+0.4	n/a	1736

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Demographic data not available for all groups due to suppression and/or information not collected during Healthy Youth Survey (HYS). n value is lower than full class since not all students receive this question on the HYS. Asian 4-year trend only based on two available years.

Data Summary and What the Data Tell Us: 3.7 Exhibit civic responsibility

None of the student groups in either the 3rd grade or 5th grade are meeting or approaching the target for having earned a 3 or higher in all of the interdisciplinary skills and attributes. We do see an increase in the percentage of students earning a 3 or higher in all subgroups from third grade to fifth grade, but how this indicator was established makes it such that a single score of 2 in any indicator disqualifies the student.

No groups of students met the target of having a C+ or higher in at least one course in all core academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly for students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

Overall, all groups of students either met or are approaching the target of avoiding behavior which results in exclusionary discipline. The ranking against benchmarking districts is not where we would like it to be, nor where we believe it has been in previous years. Several of the student groups that are in the approaching category (Black/African American, Hispanic/Latino, From Low-Income Households,

and Receiving Special Education Services) also showed slight declines.

This year, we expanded the number of schools participating in training and coaching on implementing Positive Behavior Intervention and Supports, commonly referred to as PBIS, to 24. Additionally, this was the first year of implementation of Social Emotional Learning (SEL) curriculum at the middle level, which builds upon the intentional teaching of SEL at the elementary schools. We believe that the continuation of these efforts along with efforts to increase the capacity of our staff to engage in Culturally Responsive Teaching will aid us in better supporting each of our students.

All groups which were not suppressed met the target for reporting opportunities for involvement in school.

Board Findings: 3.7 Exhibit civic responsibility

3.8 Maintain a local and global perspective

Superintendent Interpretation:

Students must be able to understand issues and ideas within the context of their communities and a wider context. Students must have the opportunity to interact with complex social, economic, and political issues and understand the resulting impact on communities and people.

Indicators and Targets: 3.8 Maintain a local and global perspective

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 8 and 10 with C+ or higher in at least one core ⁴ academic course	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students that report opportunities for involvement in school activities as self-reported on the HYS ⁵	>75%	

Overall Results: 3.8 Maintain a local and global perspective

Table 3. Percent of grade 8 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	97.1	+0.7	n/a	2286

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 4. Percent of grade 10 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
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Data Summary and What the Data Tell Us: 3.8 Maintain a local and global perspective

Overall, students in all groups are meeting or approaching the target indicators of having a C+ or higher in at least one core course in 8th grade and 10th grade. While most student groups in these indicators are meeting the target, the ELL and Low-income groups at both grade levels are approaching. Additionally, the 4-year trend for Hispanic/Latino and ELL for the 10th grade is showing a 4.1% decline which is an area of concern that merits the continued attention of the District.

No groups of students met the target of having a C+ or higher in at least one course in all core academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly for students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

All groups which were not suppressed met the target for reporting opportunities for involvement in school.

Board Findings: 3.8 Maintain a local and global perspective

3.9 Exhibit a strong work ethic

Superintendent Interpretation:

Students must understand the importance of developing good habits necessary for a successful future. Students must develop the ability to focus on a specific task, stay motivated to persevere over time to complete work on a designated schedule, demonstrate excellence and attention to quality, and understand the daily demands of the modern workplace such as punctuality and responsibility. Students also need to experience the satisfaction that results when good work is recognized.

Indicators and Targets: 3.9 Exhibit a strong work ethic

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 3 and 5 with a grade of 3 or higher on all the "Interdisciplinary Skills and Attributes" strands of the elementary report card	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students participating in district athletics	>33%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.9 Exhibit a strong work ethic

Table 1. Percent of grade 3 students with a grade of 3 or higher on all the "Interdisciplinary Skills and Attributes" strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	57.2	-1.0	n/a	2585

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 2. Percent of grade 5 students with a grade of 3 or higher on all the "Interdisciplinary Skills and Attributes" strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	66.6	-0.7	n/a	2493

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 9. Percent of students participating in district athletics

Student Group	2018-19 % participating in district athletics	4-year Trend	Benchmark Districts Ranking	n
All	32.9	-0.7	n/a	8353

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.9 Exhibit a strong work ethic

None of the student groups in either the 3rd grade or 5th grade are meeting or approaching the target for having earned a 3 or higher in all of the interdisciplinary skills and attributes. We do see an increase in the percentage of students earning a 3 or higher in all subgroups from third grade to fifth grade, but how this indicator was established makes it such that a single score of 2 in any indicator disqualifies the student.

We nearly met the target for all students participating in athletics at 32.9% compared to a target of 33%. Females and Black/African American students were two of the five subgroups that met the target and all other subgroups were approaching with the noted exception of students that are categorized as English Language Learners, from Low-Income households, or are receiving Special Education services. These groups also did not see any positive four-year trend. As a District, plans have been underway to expand opportunities for students receiving special education services through the development of unified sports. We had developed a plan for a unified track program this year that was unfortunately canceled along with other spring sports due to the school closures.

Board Findings: 3.9 Exhibit a strong work ethic

3.10 Take personal responsibility

Superintendent Interpretation:

Students must develop the ability to take ownership of their behavior and the consequences – positive and negative – that come from their choices. Students must also make the connection between their actions and their ability to experience joy and control of their circumstances.

Indicators and Targets: 3.10 Take personal responsibility

Indicators	Targets	
	All	Student Groups ¹
% of students in grades 3 and 5 with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands of the elementary report card	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students reporting positively as to how well they consider the perspectives of others and empathize with them on the Panorama: Social Awareness survey	>75%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students reporting positively as to how well they regulate their emotions on the Panorama: Emotional Regulation survey	>75%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students avoiding chronic absenteeism	>90%	Top 2 of 10 benchmarking districts ²
% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts ²
% of students that report opportunities for involvement in school activities as self-reported on the HYS ⁵	>75%	
% of students participating in district athletics	>33%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.10 Take personal responsibility

Table 1. Percent of grade 3 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	57.2	-1.0	n/a	2585

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 2. Percent of grade 5 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	66.6	-0.7	n/a	2493

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 6. Percent of students avoiding chronic absenteeism

Student Group	2018-19 % avoiding chronic absenteeism	4-year Trend	Benchmark Districts Ranking	n
All	90.5	-0.3	5	30959

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 7. Percent of students avoiding behaviors resulting in discipline (suspension/expulsion)

Student Group	2018-19 % avoiding behaviors resulting in discipline	4-year Trend	Benchmark Districts Ranking	n
All	98.6	-0.2	5	31843

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 8. Percent of students that report opportunities for involvement in school activities as self-reported on the Healthy Youth Survey (grades 8, 10)

Student Group	2018-19 % reporting involvement in school activities	4-year Trend	Benchmark Districts Ranking	n
All	93.7	+0.4	n/a	1736

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Demographic data not available for all groups due to suppression and/or information not collected during Healthy Youth Survey (HYS). n value is lower than full class since not all students receive this question on the HYS. Asian 4-year trend only based on two available years.

Table 9. Percent of students participating in district athletics

Student Group	2018-19 % participating in district athletics	4-year Trend	Benchmark Districts Ranking	n
All	32.9	-0.7	n/a	8353

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.10 Take personal responsibility

None of the student groups in either the 3rd grade or 5th grade are meeting or approaching the target for having earned a 3 or higher in all of the interdisciplinary skills and attributes. We do see an increase in the percentage of students earning a 3 or higher in all subgroups from third grade to fifth grade, but how this indicator was established makes it such that a single score of 2 in any indicator disqualifies the student.

No groups of students met the target of having a C+ or higher in at least one course in all core academic areas by the end of 12th grade and only two subgroups are approaching this target (Asian and Female). We see positive trends, however, particularly for students who identify as Hispanic/Latino, English Language Learners, and Student receiving Special Education Services. Black/African American students and Students from Low-Income Households saw a 4-year trend decline slightly.

Given the relation of the 12th-grade data relative to the target, additional data analysis will be necessary to identify potential actions that can support student growth in this area.

There are not currently data related to how well students consider the perspectives of others or how well students report being able to regulate their emotions as the Panorama survey was not administered. This data will be helpful as we begin using this survey with all students as it more closely aligns with the Board's interests in helping students develop the ability to take personal responsibility.

The District met its target for avoiding chronic absenteeism for all students and for all subgroups except for the subgroups of students that identify as Black/African American, Hispanic/Latino, English Language Learners, or as receiving Special Education Services which are approaching this target. Of these subgroups that are approaching the target, the four-year trend for Hispanic/Latino students shows a decline of more than one percent. Efforts to increase levels of engagement through family outreach and staff training in culturally responsive teaching are aimed at reversing this trend as well as supporting each of these subgroups in meeting this target. The one group that did not meet or approach the target is the subgroup of students who are from low-income households. Additionally, this group has a negative four-year trend. This will be a group that may require particular attention moving forward, specifically in light of the impacts of COVID-19 on raising additional barriers for students.

Overall, all groups of students either met or are approaching the target of avoiding behavior which results in exclusionary discipline. The ranking against benchmarking districts is not where we would like it to be, nor where we believe it has been in previous years. Several of the student groups that are in the approaching category (Black/African American, Hispanic/Latino, From Low-Income Households, and Receiving Special Education Services) also showed slight declines.

This year, we expanded the number of schools participating in training and coaching on implementing Positive Behavior Intervention and Supports, commonly referred to as PBIS, to 24. Additionally, this was the first year of implementation of Social Emotional Learning (SEL) curriculum at the middle level, which builds upon the intentional teaching of SEL at the elementary schools. We believe that the continuation of these efforts along with efforts to increase the capacity of our staff to engage in Culturally Responsive Teaching will aid us in better supporting each of our students.

All groups which were not suppressed met the target for reporting opportunities for involvement in school.

We nearly met the target for all students participating in athletics at 32.9% compared to a target of 33%. Females and Black/African American students were two of the five subgroups that met the target and all other subgroups were approaching with the noted exception of students that are categorized as English Language

Learners, from Low-Income households, or are receiving Special Education services. These groups also did not see any positive four-year trend. As a District, plans have been underway to expand opportunities for students receiving special education services through the development of unified sports. We had developed a plan for a unified track program this year that was unfortunately cancelled along with other spring sports due to the school closures.

Board Findings: 3.10 Take personal responsibility

3.11 Demonstrate resiliency

Superintendent Interpretation:

Students must develop the ability to overcome challenges of all kinds and continue to grow, getting stronger, wiser, and more personally able to face additional challenges and difficult circumstances. Students must understand the importance of maintaining a positive attitude while taking steps to deal with adverse situations over time, understanding that stress and hardships are part of life and they are capable of successfully overcoming challenges.

Indicators and Targets: 3.11 Demonstrate resiliency

Indicators	Targets	
	All	Student Groups ¹
% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts ² 4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students that report opportunities for involvement in school activities as self-reported on the HYS ⁵	>75%	

Overall Results: 3.11 Demonstrate resiliency

Table 7. Percent of students avoiding behaviors resulting in discipline (suspension/expulsion)

Student Group	2018-19 % avoiding behaviors resulting in discipline	4-year Trend	Benchmark Districts Ranking	n
All	98.6	-0.2	5	31843

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 8. Percent of students that report opportunities for involvement in school activities as self-reported on the Healthy Youth Survey (grades 8, 10)

Student Group	2018-19 % reporting involvement in school activities	4-year Trend	Benchmark Districts Ranking	n
All	93.7	+0.4	n/a	1736

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Demographic data not available for all groups due to suppression and/or information not collected during Healthy Youth Survey (HYS). n value is lower than full class since not all students receive this question on the HYS. Asian 4-year trend only based on two available years.

Data Summary and What the Data Tell Us: 3.11 Demonstrate resiliency

Overall, all groups of students either met or are approaching the target of avoiding behavior which results in exclusionary discipline. The ranking against benchmarking districts is not where we would like it to be, nor where we believe it has been in previous years. Several of the student groups that are in the approaching category (Black/African American, Hispanic/Latino, From Low-Income Households, and Receiving Special Education Services) also showed slight declines.

This year, we expanded the number of schools participating in training and coaching on implementing Positive Behavior Intervention and Supports, commonly referred to as PBIS, to 24. Additionally, this was the first year of implementation of Social Emotional Learning (SEL) curriculum at the middle level, which builds upon the intentional teaching of SEL at the elementary schools. We believe that the continuation of these efforts along with efforts to increase the capacity of our staff to engage in Culturally Responsive Teaching will aid us in better supporting each of our students.

All groups which were not suppressed met the target for reporting opportunities for involvement in school.

Board Findings: 3.11 Demonstrate resiliency

3.12 Maintain balance

Superintendent Interpretation:

Students must develop healthy habits that support the ability to prioritize responsibilities and commitments with personal activities that promote health and well-being. Students also need to understand that balance is not a final goal but rather an ongoing process that will be part of adult life.

Indicators and Targets: 3.12 Maintain balance

Indicators	Targets	
	All	Student Groups ¹
% of students avoiding chronic absenteeism	>90%	Top 2 of 10 benchmarking districts ² 4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts ²
% of students that report opportunities for involvement in school activities as self-reported on the HYS ⁵	>75%	
% of students participating in district athletics	>33%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups

Overall Results: 3.12 Maintain balance

Table 6. Percent of students avoiding chronic absenteeism

Student Group	2018-19 % avoiding chronic absenteeism	4-year Trend	Benchmark Districts Ranking	n
All	90.5	-0.3	5	30959

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 7. Percent of students avoiding behaviors resulting in discipline (suspension/expulsion)

Student Group	2018-19 % avoiding behaviors resulting in discipline	4-year Trend	Benchmark Districts Ranking	n
All	98.6	-0.2	5	31843

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 8. Percent of students that report opportunities for involvement in school activities as self-reported on the Healthy Youth Survey (grades 8, 10)

Student Group	2018-19 % reporting involvement in school activities	4-year Trend	Benchmark Districts Ranking	n
All	93.7	+0.4	n/a	1736

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Demographic data not available for all groups due to suppression and/or information not collected during Healthy Youth Survey (HYS). n value is lower than full class since not all students receive this question on the HYS. Asian 4-year trend only based on two available years.

Table 9. Percent of students participating in district athletics

Student Group	2018-19 % participating in district athletics	4-year Trend	Benchmark Districts Ranking	n
All	32.9	-0.7	n/a	8353

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tell Us: 3.12 Maintain balance

The District met its target for avoiding chronic absenteeism for all students and for all subgroups except for the subgroups of students that identify as Black/African American, Hispanic/Latino, English Language Learners, or as receiving Special Education Services which are approaching this target. Of these subgroups that are approaching the target, the four-year trend for Hispanic/Latino students shows a decline of more than one percent. Efforts to increase levels of engagement through family outreach and staff training in culturally responsive teaching are aimed at reversing this trend as well as supporting each of these subgroups in meeting this target. The one group that did not meet or approach the target is the subgroup of students who are from low-income households. Additionally, this group has a negative four-year trend. This will be a group that may require particular attention moving forward, specifically in light of the impacts of COVID-19 on raising additional barriers for students.

Overall, all groups of students either met or are approaching the target of avoiding behavior which results in exclusionary discipline. The ranking against benchmarking districts is not where we would like it to be, nor where we believe it has been in previous years. Several of the student groups that are in the approaching category (Black/African American, Hispanic/Latino, From Low-Income Households, and Receiving Special Education Services) also showed slight declines.

This year, we expanded the number of schools participating in training and coaching on implementing Positive Behavior Intervention and Supports, commonly referred to as PBIS, to 24. Additionally, this was the first year of implementation of Social Emotional Learning (SEL) curriculum at the middle level, which builds upon the intentional teaching of SEL at the elementary schools. We believe that the continuation of these efforts along with efforts to increase the capacity of our staff to engage in Culturally Responsive Teaching will aid us in better supporting each of our students.

All groups which were not suppressed met the target for reporting opportunities for involvement in school.

We nearly met the target for all students participating in athletics at 32.9% compared to a target of 33%.

Females and Black/African American students were two of the five subgroups that met the target and all other

subgroups were approaching with the noted exception of students that are categorized as English Language Learners, from Low-Income households, or are receiving Special Education services. These groups also did not see any positive four-year trend. As a District, plans have been underway to expand opportunities for students receiving special education services through the development of unified sports. We had developed a plan for a unified track program this year that was unfortunately canceled along with other spring sports due to the school closures.

Board Findings: 3.12 Maintain balance

Appendix A: Indicators for Results R3

Attributes *	Indicators	Targets	
		All	Student Groups ¹
3.5, 3.6, 3.7, 3.9, 3.10	% of students in grades 3 and 5 with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands of the elementary report card	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
3.1, 3.2, 3.3, 3.4, 3.8	% of students in grades 8 and 10 with C+ or higher in at least one core ⁴ academic course	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10	% of students in grade 12 with a C+ or higher in courses in at least one course in all core ⁴ academic areas	>90%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
3.5, 3.6, 3.10	% of students reporting positively as to how well they consider the perspectives of others and empathize with them on the Panorama: Social Awareness survey	>75%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
3.5, 3.10	% of students reporting positively as to how well they regulate their emotions on the Panorama: Emotional Regulation survey	>75%	4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
3.10, 3.12	% of students avoiding chronic absenteeism	>90%	Top 2 of 10 benchmarking districts ² 4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
3.2, 3.5, 3.7, 3.10, 3.11, 3.12	% of students avoiding behaviors resulting in discipline (suspension/expulsion)	>98%	Top 2 of 10 benchmarking districts ² 4-year trend for focus student groups ³ is positive and greater than the rate of change for comparative groups
3.2, 3.5, 3.7, 3.8, 3.10, 3.11, 3.12	% of students that report opportunities for involvement in school activities as self-reported on the HYS5	>75%	
3.5, 3.9, 3.10, 3.12	% of students participating in district athletics	>33%	4-year trend 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 free and reduced lunch (FRL) of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, and 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. Multi-year trend is our measure to monitor the progress of an indicator over a specific time period. The trend is determined by drawing a best-fit line through the data points from the last several years. The slope of this best-fit line is the trend. The trend may be positive or negative, depending on whether scores are improving over time. A positive trend means the trajectory is in a positive direction. A negative trend means the trajectory is in a negative direction. Year over year values are plotted in the figures in the Appendix.

⁴ Core academic courses include English Language Arts, math, social studies, arts, PE, health, science, CTE, and world language

⁵ Healthy Youth Survey (HYS): Percent of students that said ‘yes’ or ‘YES!’ to “There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.”

Appendix B: Tables for Results R3

Table 1. Percent of grade 3 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	57.2	-1.0	n/a	2585
Asian	66.8	-0.3	n/a	933
Black/African American	40.4	-4.6	n/a	45
Hispanic/Latino of any race(s)	37.6	-1.5	n/a	244
Two or more races	55.5	-2.4	n/a	198
White	53.9	-1.5	n/a	1160
English Language Learners	37.8	+2.6	n/a	248
Non-EL	59.1	-0.9	n/a	2337
Students from low income households	35.4	-0.1	n/a	277
Non-Low Income	59.6	-1.3	n/a	2308
Students receiving Special Education services	25.4	-0.3	n/a	264
Non-Special Education	60.6	-1.1	n/a	2321
Female	66.5	-1.5	n/a	1263
Male	47.8	-0.4	n/a	1321

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 2. Percent of grade 5 students with a grade of 3 or higher on all the “Interdisciplinary Skills and Attributes” strands on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Trend	Benchmark Districts Ranking	n
All	66.6	-0.7	n/a	2493
Asian	75.5	0.1	n/a	831
Black/African American	45.5	-0.4	n/a	53
Hispanic/Latino of any race(s)	48.9	-1.7	n/a	259
Two or more races	69.9	0.0	n/a	193
White	63.9	-1.4	n/a	1151
English Language Learners	42.0	+3.2	n/a	144
Non-EL	67.8	-0.6	n/a	2349
Students from low income households	41.3	-2.0	n/a	287
Non-Low Income	69.6	-0.8	n/a	2206
Students receiving Special Education services	30.9	-0.9	n/a	277
Non-Special Education	70.7	-0.7	n/a	2216
Female	76.0	-1.4	n/a	1207
Male	57.1	-0.1	n/a	1285

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 3. Percent of grade 8 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	97.1	+0.7	n/a	2286
Asian	99.3	+1.0	n/a	612
Black/African American	96.6	-1.1	n/a	58
Hispanic/Latino of any race(s)	91.5	-0.2	n/a	246
Two or more races	98.9	+0.6	n/a	185
White	96.9	+0.8	n/a	1181
English Language Learners	84.3	+0.1	n/a	115
Non-EL	97.7	+0.9	n/a	2171
Students from low income households	89.7	+0.2	n/a	321
Non-Low Income	98.3	+0.8	n/a	1965
Students receiving Special Education services	87.7	+2.6	n/a	236
Non-Special Education	98.1	+0.3	n/a	2050
Female	98.0	+0.6	n/a	1074
Male	96.2	+0.8	n/a	1211

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 4. Percent of grade 10 students with a grade of C+ or higher in at least one core academic course

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	96.5	+0.3	n/a	2099
Asian	99.4	+0.2	n/a	508
Black/African American	85.7	-0.3	n/a	35
Hispanic/Latino of any race(s)	88.0	-4.1	n/a	250
Two or more races	93.8	+1.3	n/a	145
White	97.7	-0.4	n/a	1154
English Language Learners	85.1	-4.1	n/a	87
Non-EL	97.0	+1.3	n/a	2012
Students from low income households	81.9	-0.2	n/a	271
Non-Low Income	98.6	+1.5	n/a	1828
Students receiving Special Education services	90.0	0.0	n/a	221
Non-Special Education	97.2	+2.7	n/a	1878
Female	97.5	+1.3	n/a	1034
Male	95.5	0.2	n/a	1065

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of grade 12 students with a grade of C+ or higher in at least one course in all core academic areas

Student Group	2018-19 % with C+ or higher	4-year Trend	Benchmark Districts Ranking	n
All	74.2	+2.3	n/a	1525
Asian	87.5	+1.8	n/a	328
Black/African American	32.1	-1.7	n/a	28
Hispanic/Latino of any race(s)	50.0	+2.4	n/a	166
Two or more races	72.4	+2.2	n/a	116
White	75.3	+2.3	n/a	880
English Language Learners	44.4	+10.3	n/a	27
Non-EL	74.7	+2.3	n/a	1498
Students from low income households	36.3	-1.9	n/a	171
Non-Low Income	79.0	+2.7	n/a	1343
Students receiving Special Education services	38.5	+3.4	n/a	182
Non-Special Education	79.0	+1.7	n/a	1343
Female	81.2	+2.5	n/a	711
Male	68.1	+2.2	n/a	814

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 6. Percent of students avoiding chronic absenteeism

Student Group	2018-19 % avoiding chronic absenteeism	4-year Trend	Benchmark Districts Ranking	n
All	90.5	-0.3	5	30959
Asian	92.3	+0.1	n/a	9398
Black/African American	86.0	-0.3	n/a	592
Hispanic/Latino of any race(s)	83.5	-1.2	n/a	3251
Two or more races	91.2	-0.4	n/a	2488
White	91.0	-0.4	n/a	15143
English Language Learners	86.2	-0.1	n/a	3275
Non-EL	91.0	-0.3	n/a	27684
Students from low income households	78.1	-1.4	n/a	3601
Non-Low Income	92.1	-0.3	n/a	27358
Students receiving Special Education services	82.8	-0.8	n/a	3345
Non-Special Education	91.4	-0.3	n/a	27614
Female	90.1	n/a	n/a	n/a
Male	90.8	-0.3	n/a	16055

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 7. Percent of students avoiding behaviors resulting in discipline (suspension/expulsion)

R-3 Life Skills and Citizenship - Reasonable Interpretation/Indicators

Student Group	2018-19 % avoiding behaviors resulting in discipline	4-year Trend	Benchmark Districts Ranking	n
All	98.6	-0.2	5	31843
Asian	99.0	0.0	n/a	9712
Black/African American	95.4	-1.0	n/a	651
Hispanic/Latino of any race(s)	97.2	-0.5	n/a	3393
Two or more races	98.0	-0.3	n/a	2553
White	98.6	-0.1	n/a	15438
English Language Learners	98.4	-0.3	n/a	3527
Non-EL	98.7	-0.1	n/a	28316
Students from low income households	95.3	-1.0	n/a	3868
Non-Low Income	99.0	0.0	n/a	28037
Students receiving Special Education services	95.4	-0.5	n/a	3481
Non-Special Education	99.0	0.0	n/a	28380
Female	99.0	0.0	n/a	15330
Male	97.9	-0.3	n/a	16515

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Benchmark district only shown for "All" due to suppressed values from OSPI.

Table 8. Percent of students that report opportunities for involvement in school activities as self-reported on the Healthy Youth Survey (grades 8, 10)

Student Group	2018-19 % reporting involvement in school activities	4-year Trend	Benchmark Districts Ranking	n
All	93.7	+0.4	n/a	1736
Asian	94.3	+0.8	n/a	465
Black/African American	Suppressed	n/a	n/a	n/a
Hispanic/Latino of any race(s)	Suppressed	n/a	n/a	n/a
Two or more races	n/a	n/a	n/a	n/a
White	94.5	+0.3	n/a	889
English Language Learners	n/a	n/a	n/a	n/a
Non-EL	n/a	n/a	n/a	n/a
Students from low income households	n/a	n/a	n/a	n/a
Non-Low Income	n/a	n/a	n/a	n/a
Students receiving Special Education services	n/a	n/a	n/a	n/a
Non-Special Education	n/a	n/a	n/a	n/a
Female	93.4	+0.2	n/a	835
Male	94.0	+0.6	n/a	866

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values. Demographic data not available for all groups due to suppression and/or information not collected during Healthy Youth Survey (HYS). n value is lower than full class since not all students receive this question on the HYS. Asian 4-year trend only based on two available years.

Table 9. Percent of students participating in district athletics

Student Group	2018-19 % participating in district athletics	4-year Trend	Benchmark Districts Ranking	n
All	32.9	-0.7	n/a	8353
Asian	26.7	-0.8	n/a	1899
Black/African American	31.2	+0.9	n/a	157
Hispanic/Latino of any race(s)	24.4	-0.7	n/a	910
Two or more races	39.3	-0.8	n/a	626
White	36.4	-0.4	n/a	4734
English Language Learners	13.4	0.0	n/a	305
Non-EL	33.7	-0.6	n/a	8048
Students from low income households	20.7	-0.8	n/a	983
Non-Low Income	34.6	-0.8	n/a	7370
Students receiving Special Education services	14.8	-0.9	n/a	845
Non-Special Education	35.0	-0.9	n/a	7508
Female	33.0	-0.5	n/a	3986
Male	32.8	-0.9	n/a	4367

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Appendix C: Figures for Results R3

Figure 1.1

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

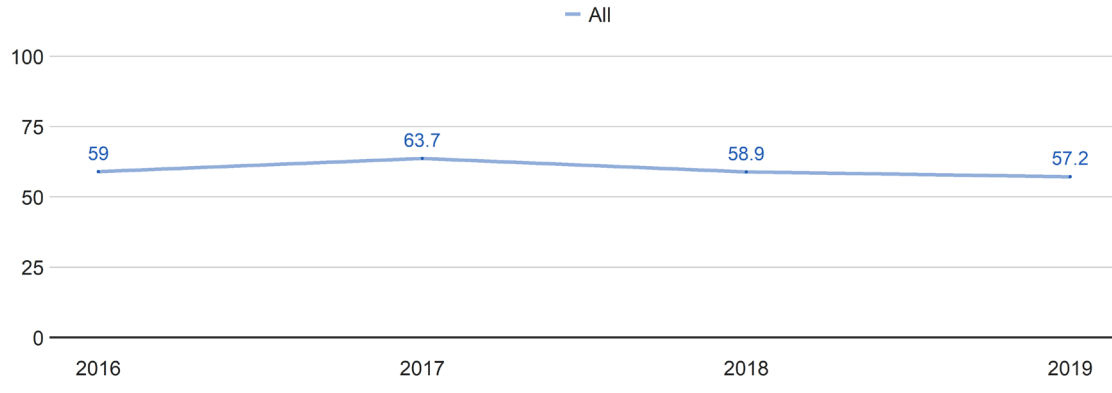


Figure 1.2

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

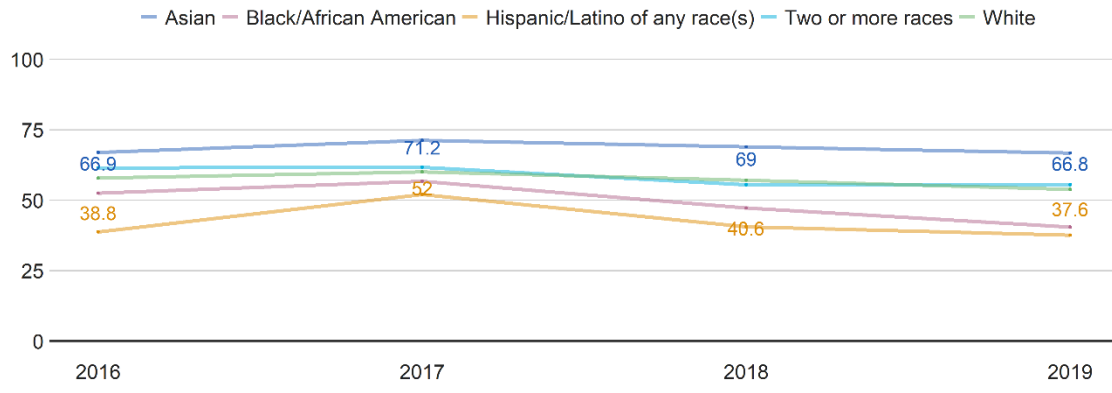


Figure 1.3

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

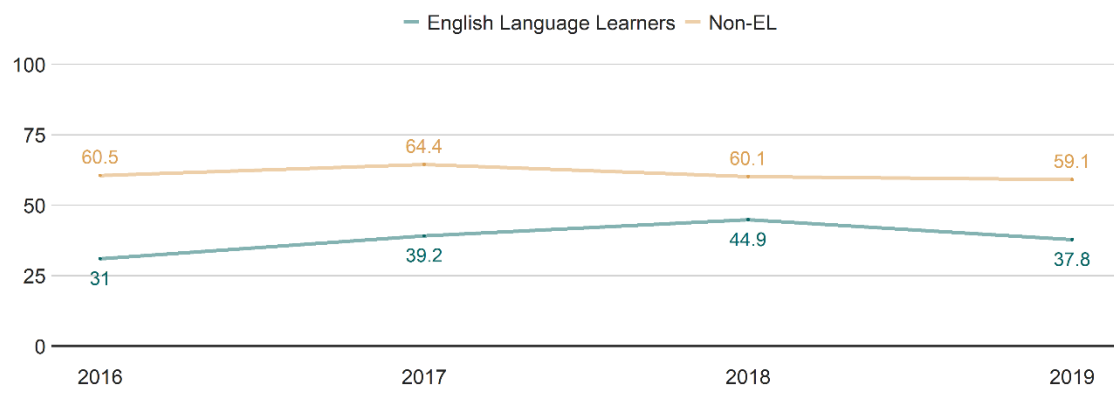


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Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

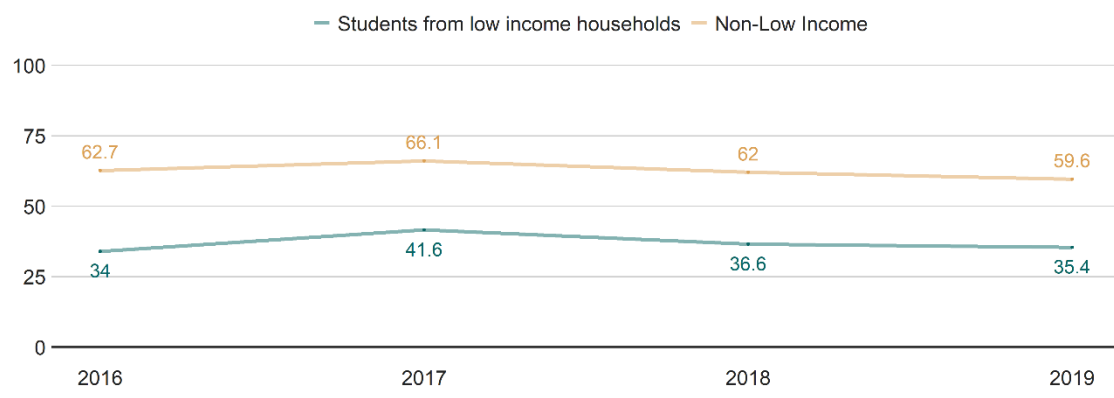


Figure 1.5

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

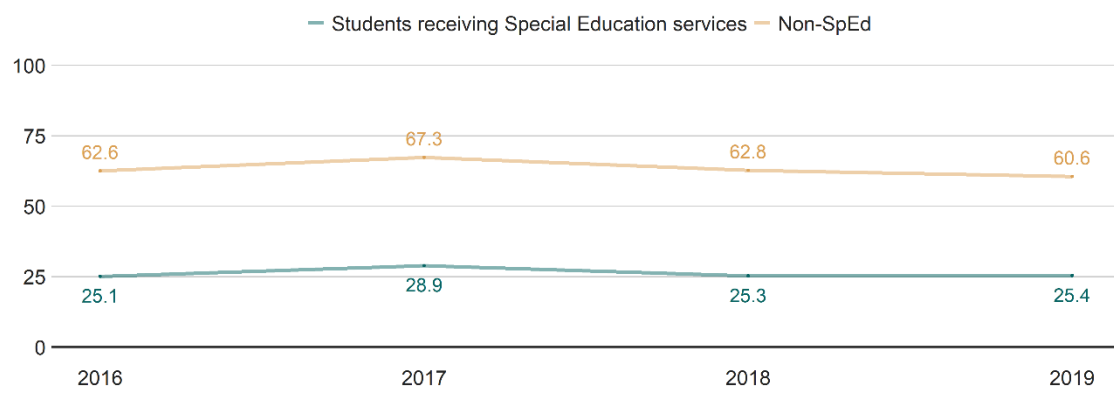


Figure 1.6

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

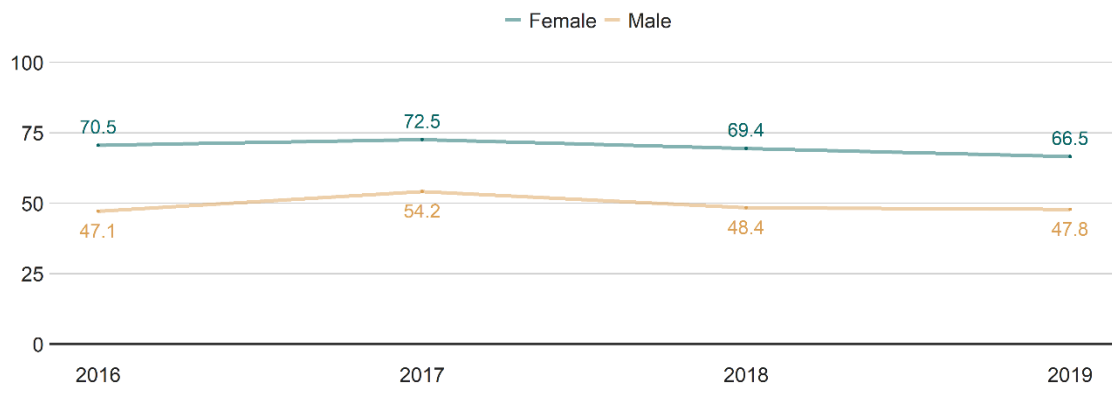


Figure 2.1

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

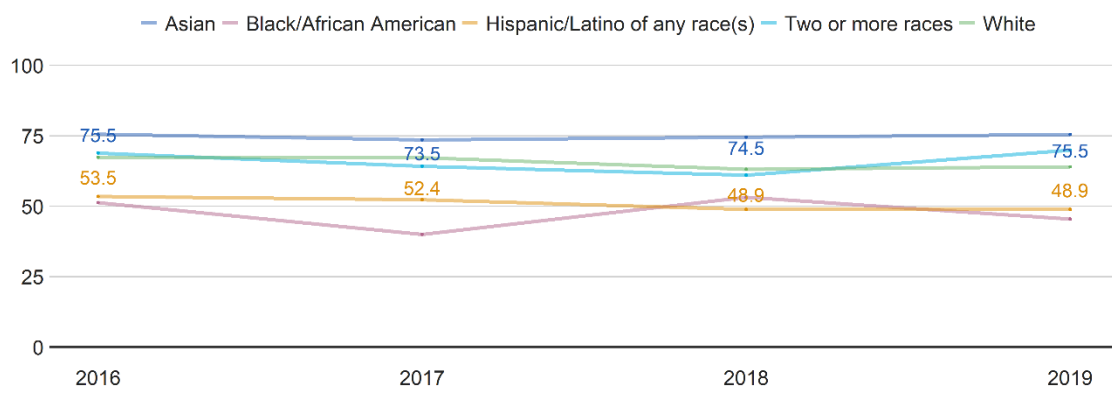


Figure 2.2

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

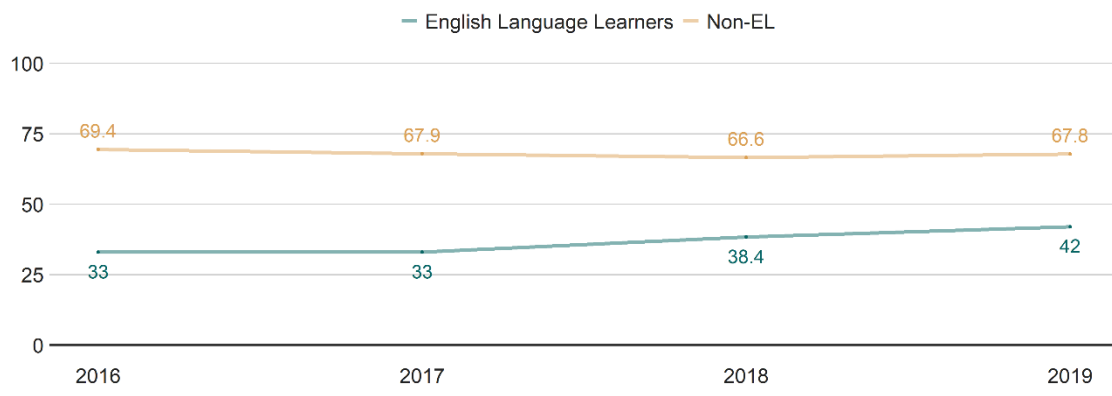


Figure 2.3

Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

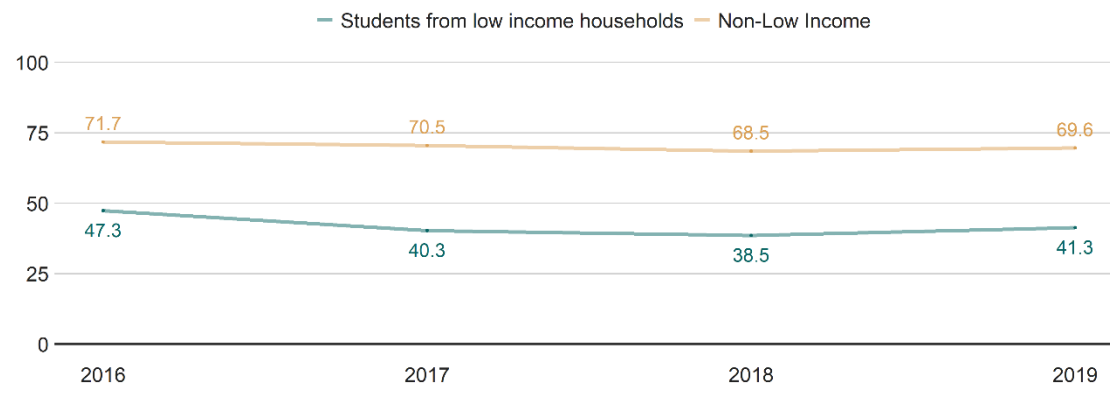


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Percent of third graders with 3 or higher in all Interdisciplinary Skills and Attributes strands

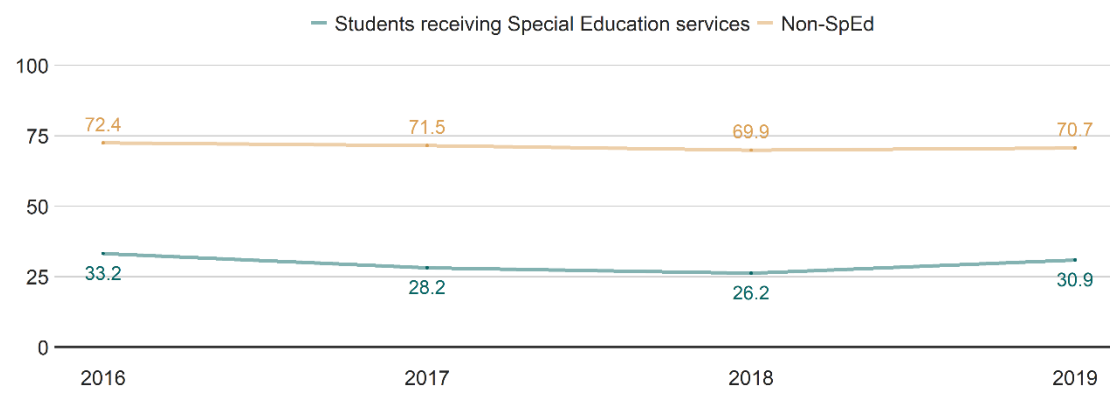


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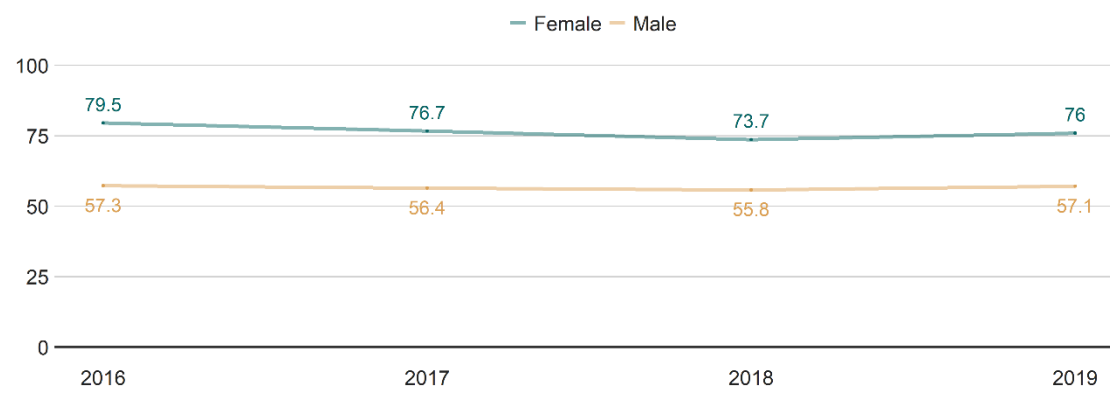


Figure 3.1

Percent of eighth graders with a grade of C+ or higher in at least one core course

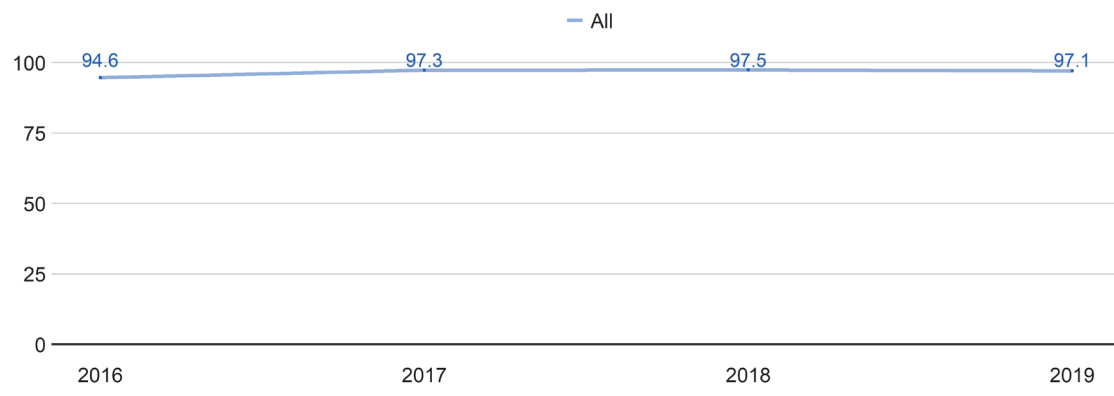


Figure 3.2

Percent of eighth graders with a grade of C+ or higher in at least one core course

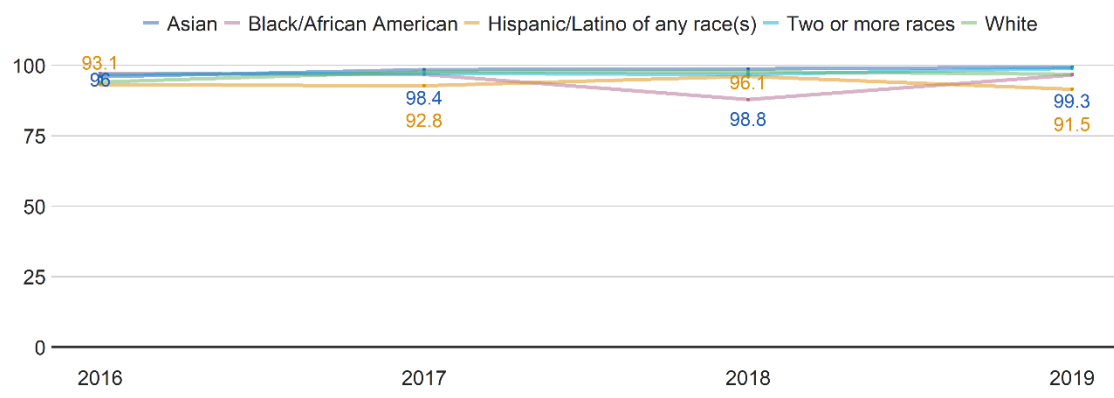


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Percent of eighth graders with a grade of C+ or higher in at least one core course

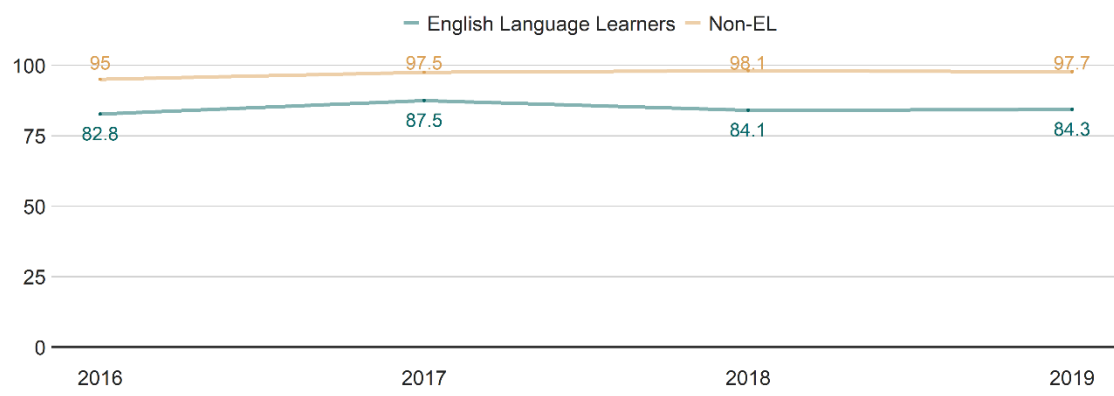


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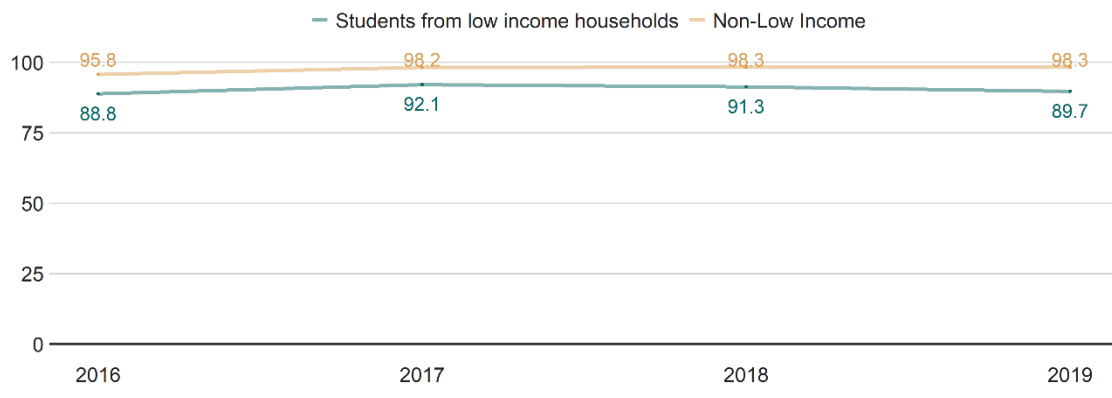


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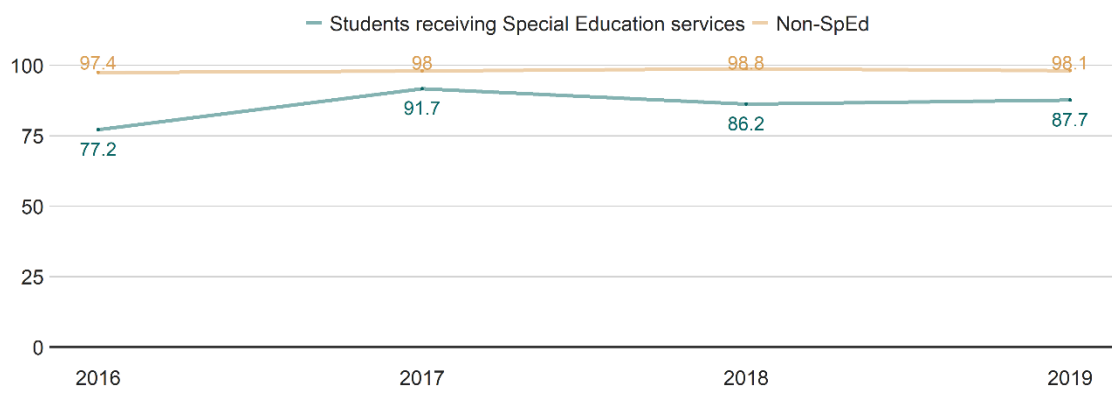


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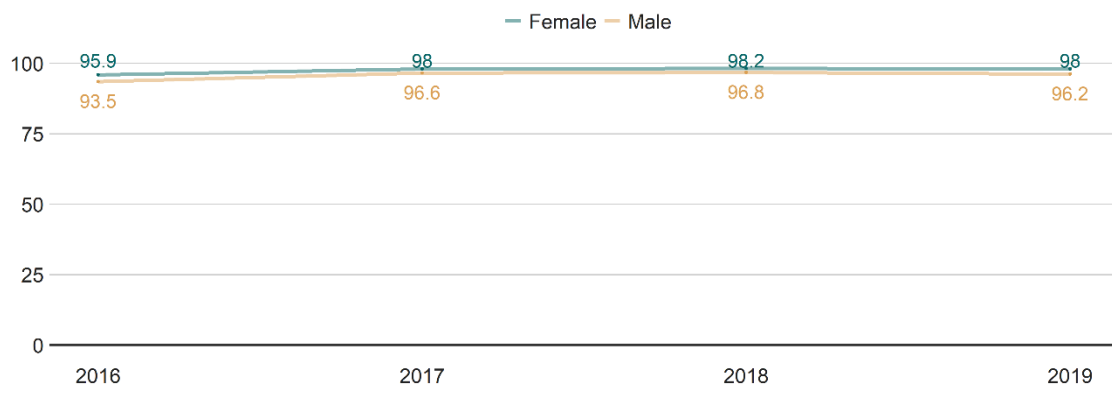


Figure 4.1

Percent of tenth graders with a grade of C+ or higher in at least one core course

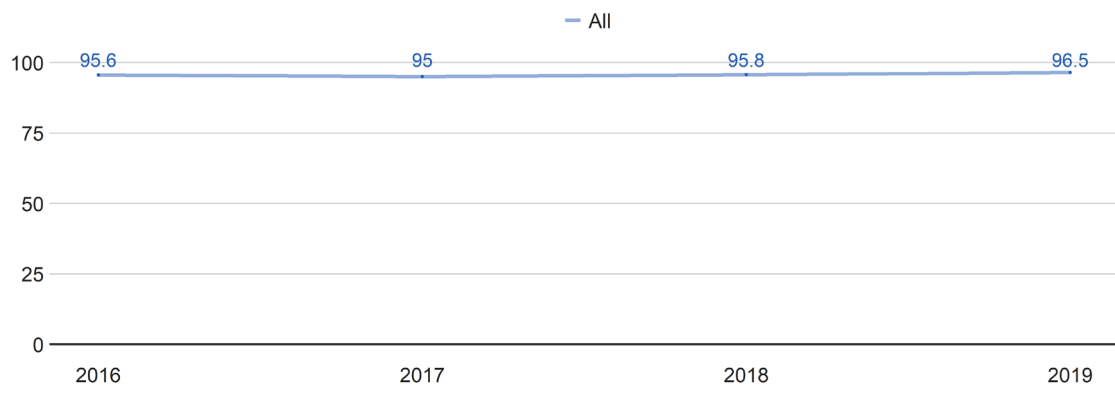


Figure 4.2

Percent of tenth graders with a grade of C+ or higher in at least one core course

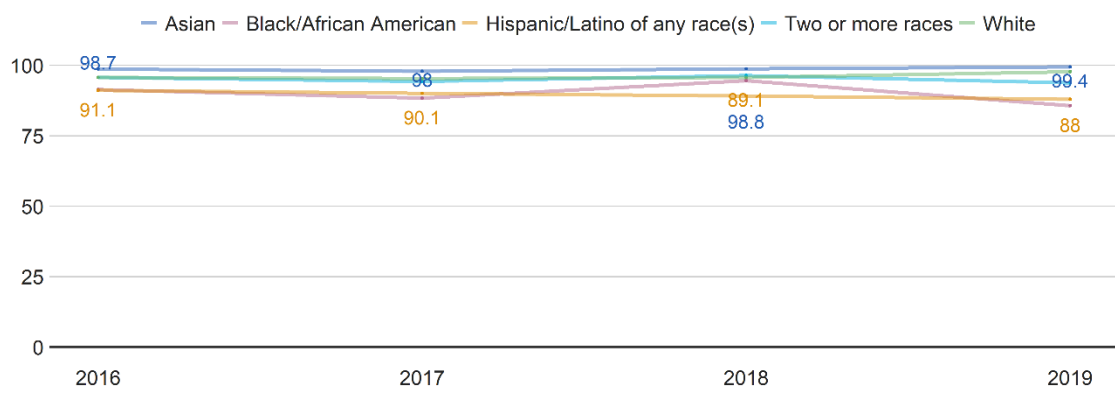


Figure 4.3

Percent of tenth graders with a grade of C+ or higher in at least one core course

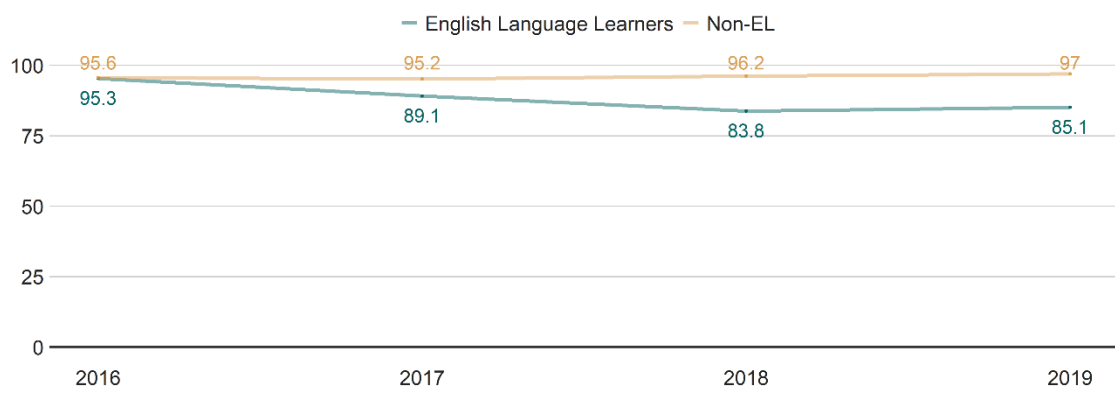


Figure 4.4

Percent of tenth graders with a grade of C+ or higher in at least one core course

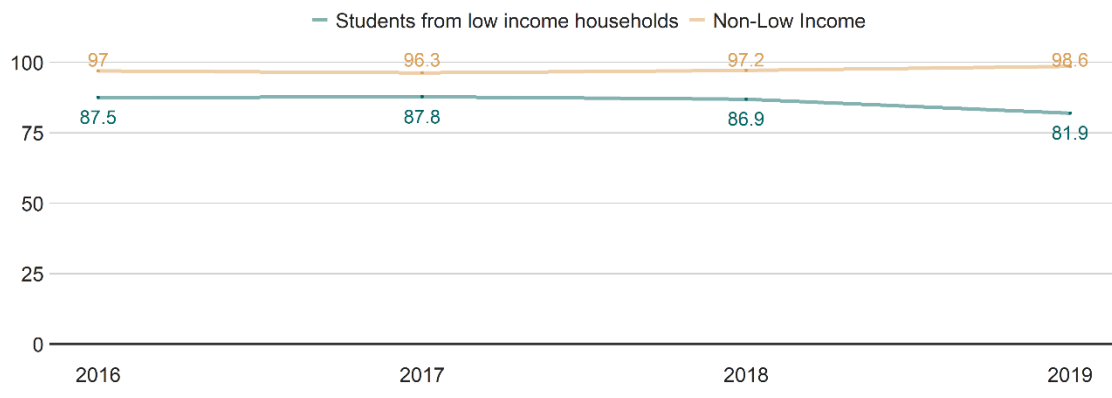


Figure 4.5

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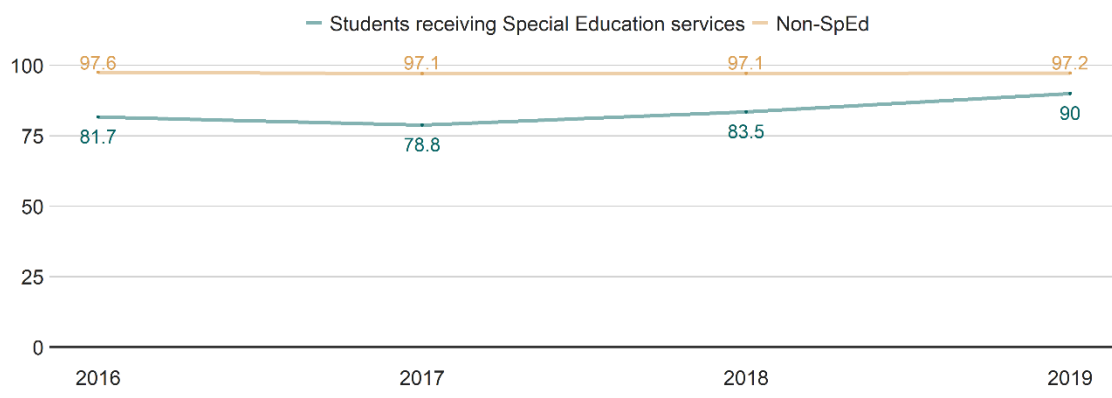


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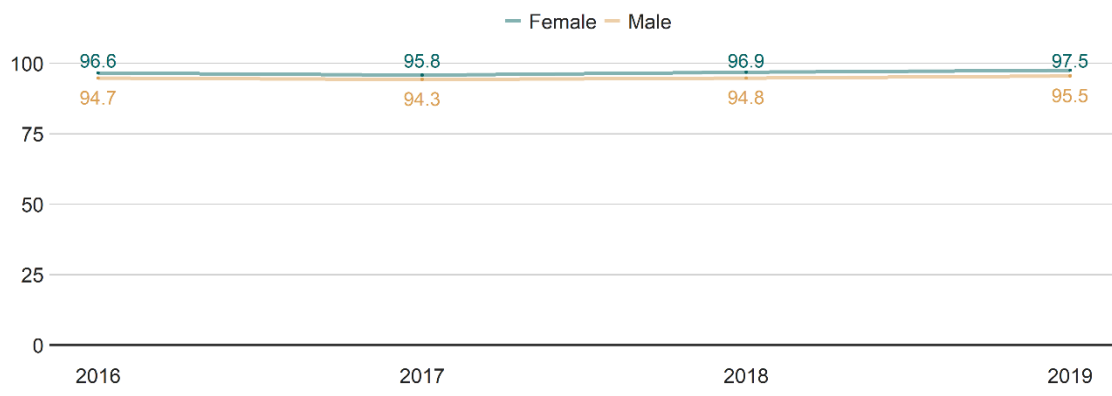


Figure 5.1

Percent of high school seniors with a grade of C+ or higher in at least one course in all core academic

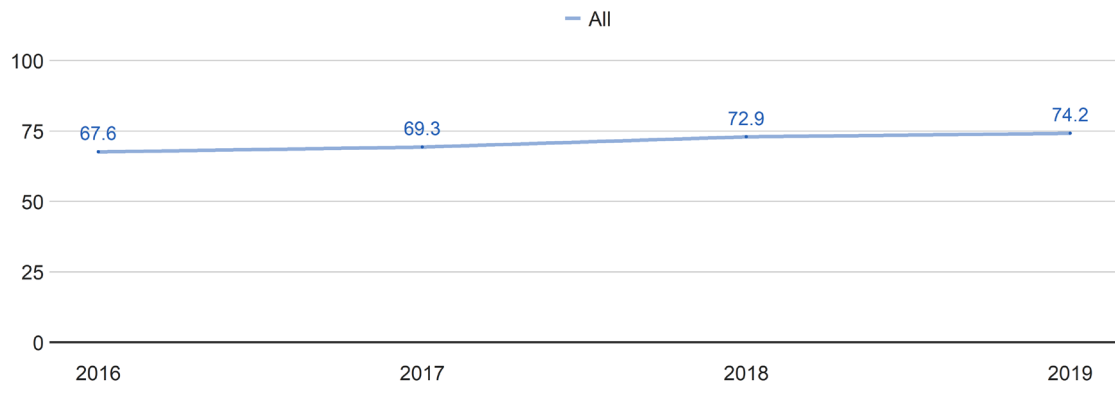


Figure 5.2

Percent of high school seniors with a grade of C+ or higher in at least one course in all core academic

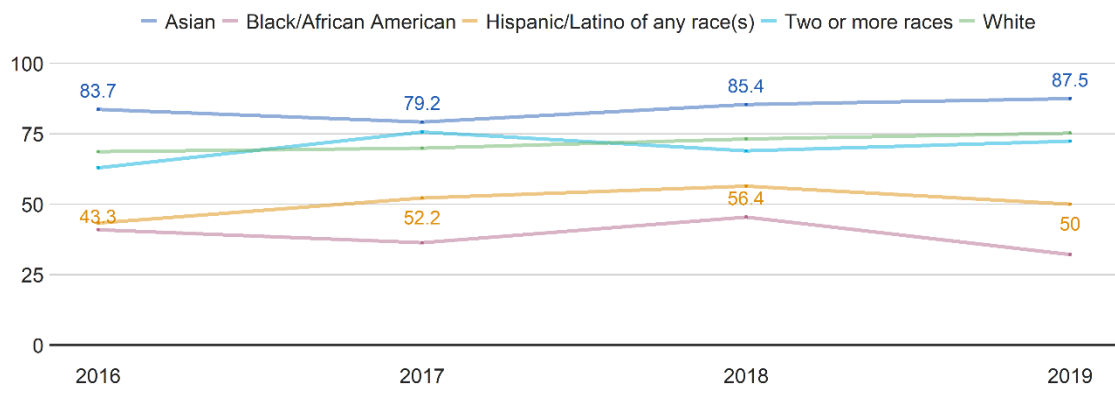


Figure 5.3

Percent of high school seniors with a grade of C+ or higher in at least one course in all core academic

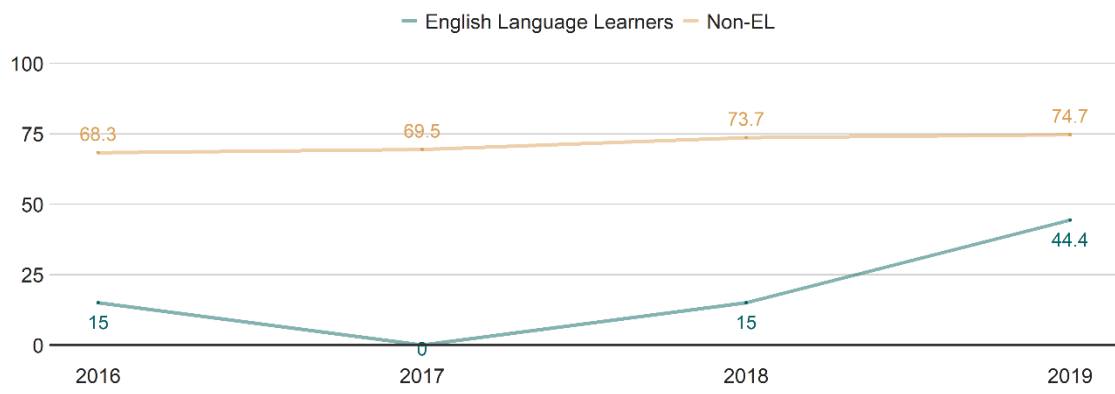


Figure 5.4

Percent of high school seniors with a grade of C+ or higher in at least one course in all core academic

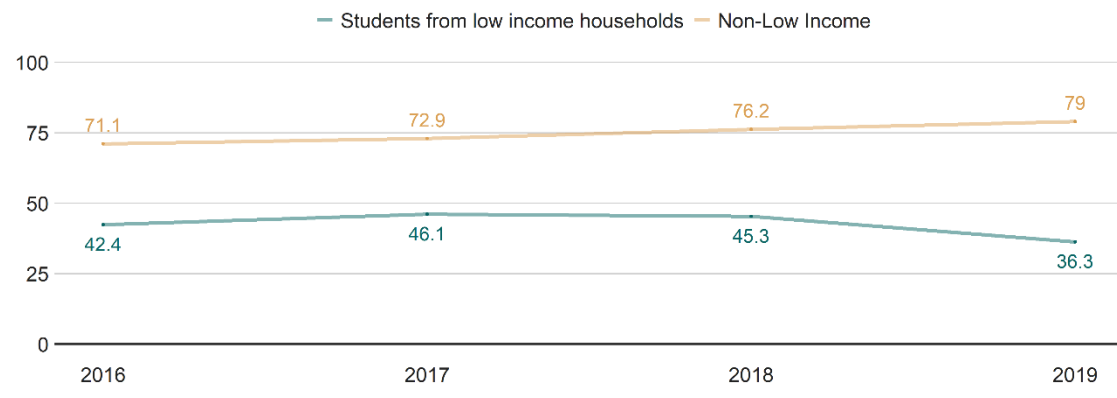


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Percent of high school seniors with a grade of C+ or higher in at least one course in all core academic

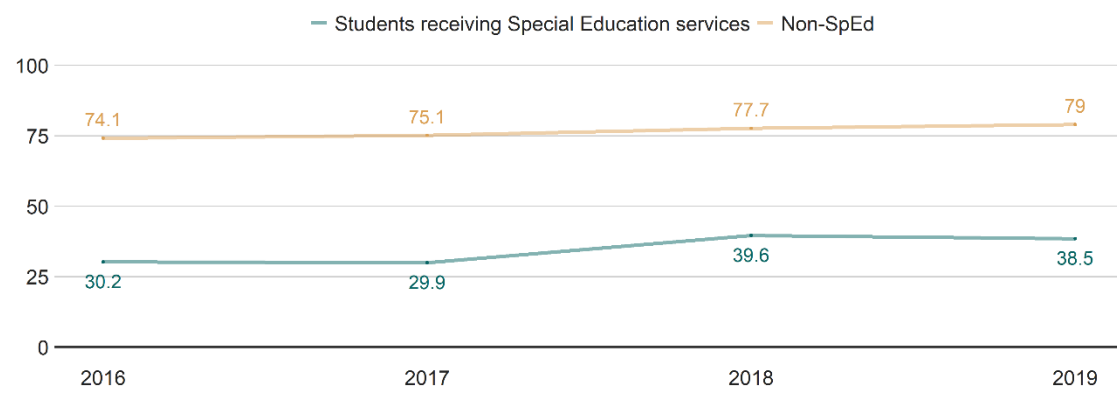


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Percent of high school seniors with a grade of C+ or higher in at least one course in all core academic

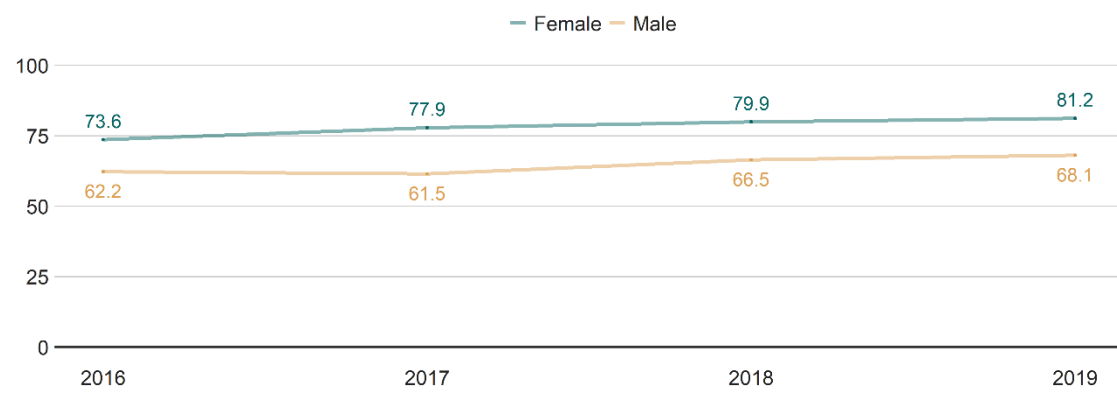


Figure 6.1

Percent of students avoiding chronic absenteeism

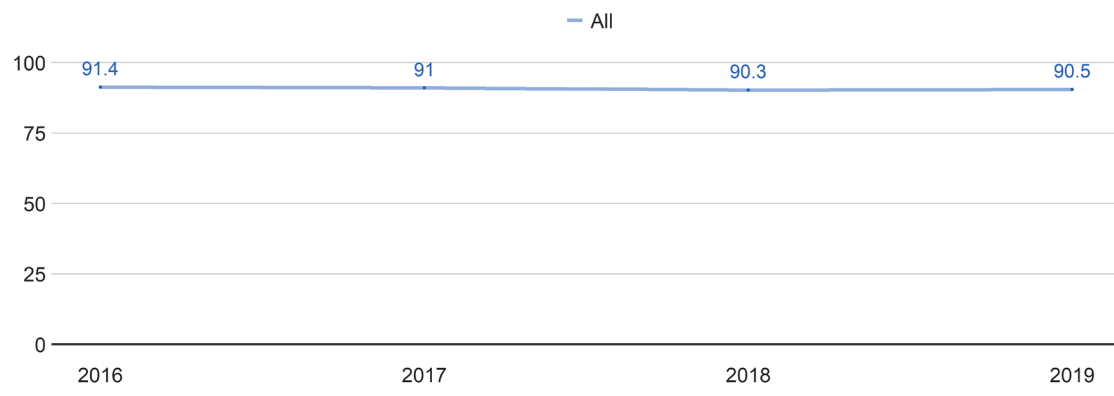


Figure 6.2

Percent of students avoiding chronic absenteeism

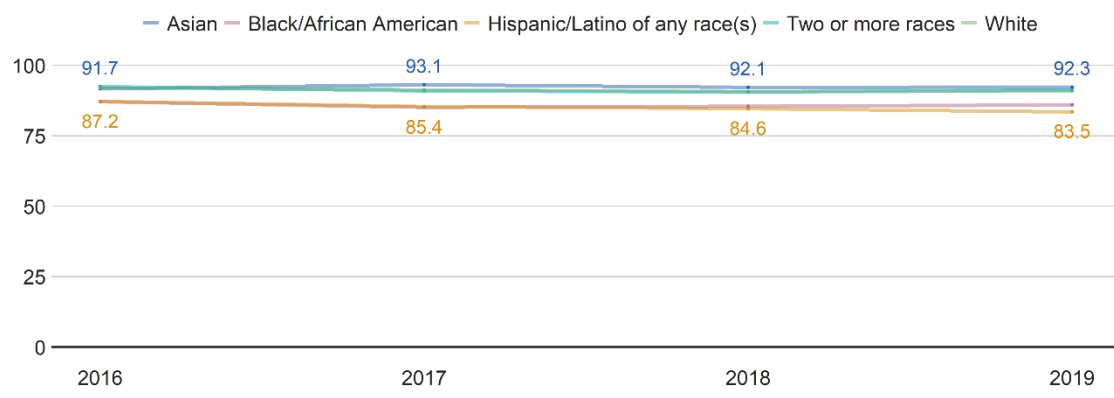


Figure 6.3

Percent of students avoiding chronic absenteeism

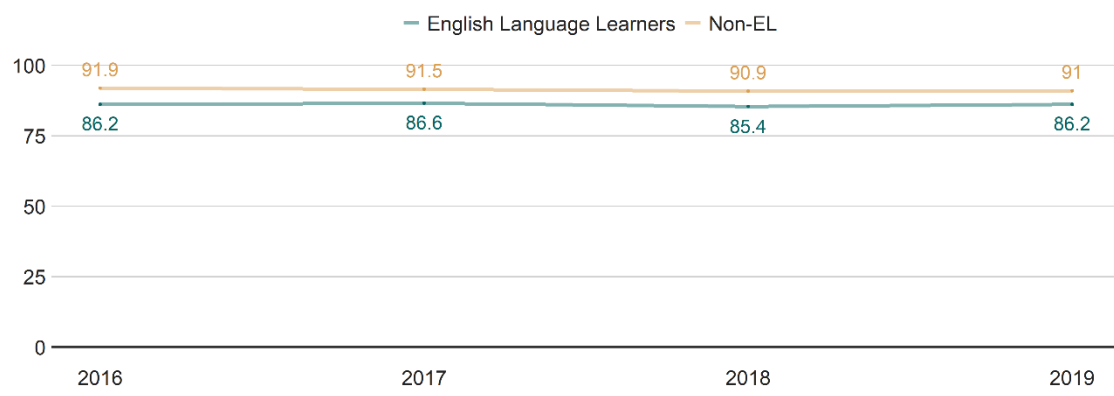


Figure 6.4

Percent of students avoiding chronic absenteeism

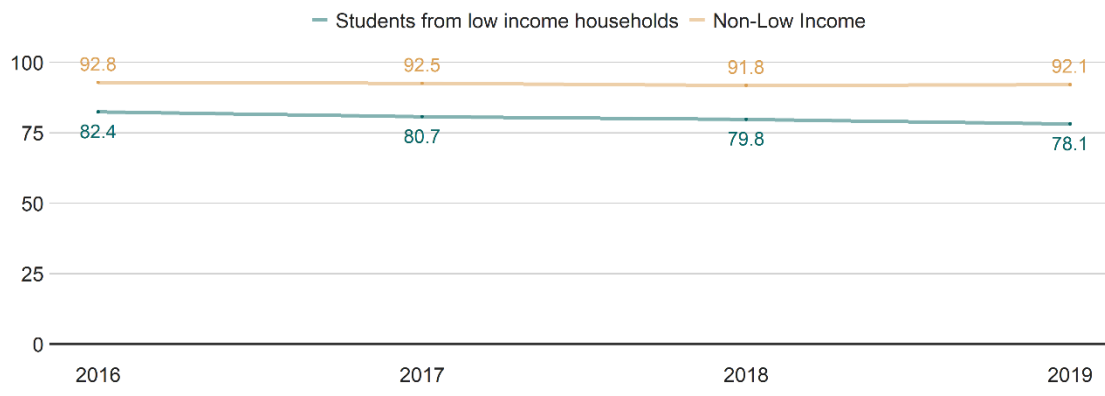


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Percent of students avoiding chronic absenteeism

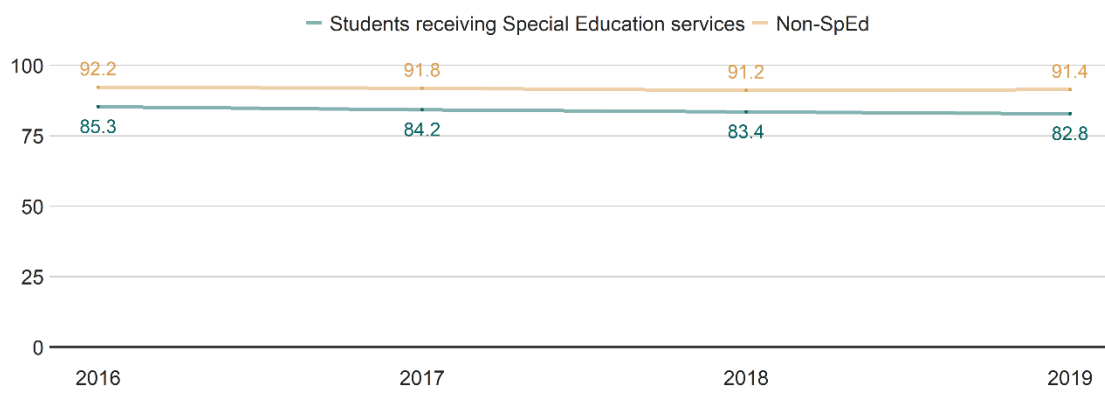


Figure 6.6

Percent of students avoiding chronic absenteeism

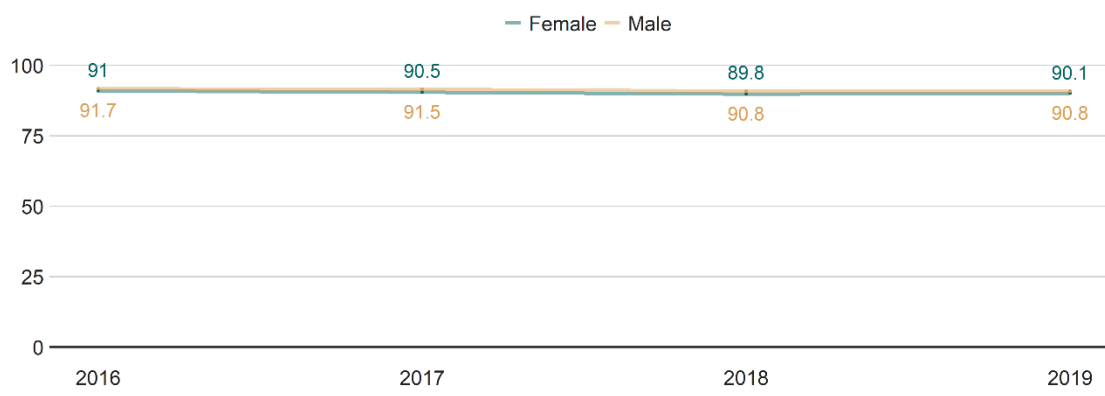


Figure 7.1

Percent of students avoiding behaviors resulting in discipline

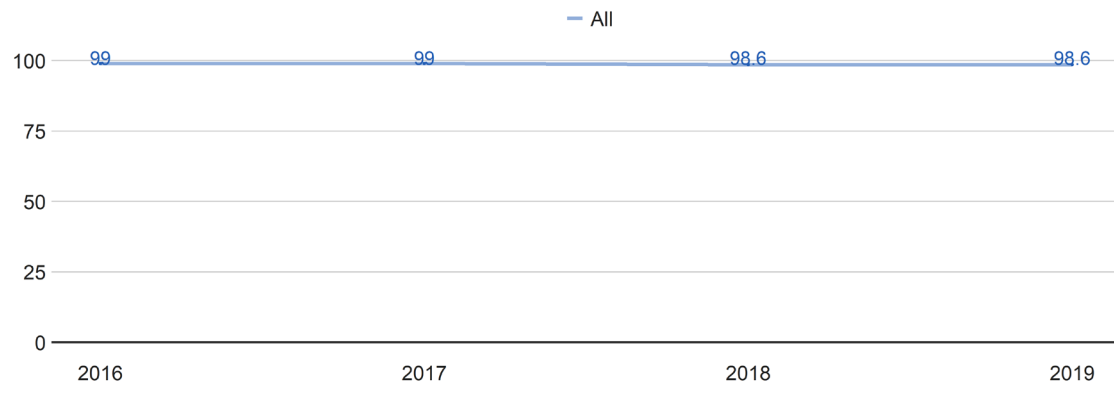


Figure 7.2

Percent of students avoiding behaviors resulting in discipline

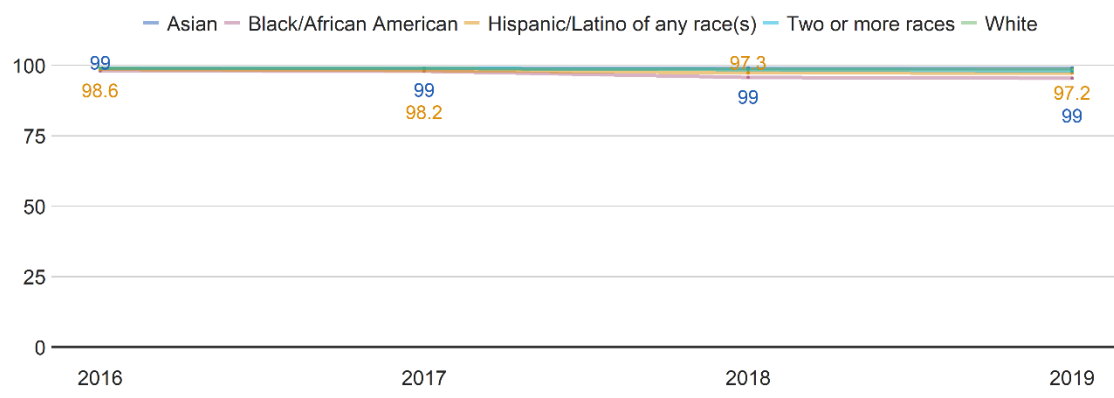


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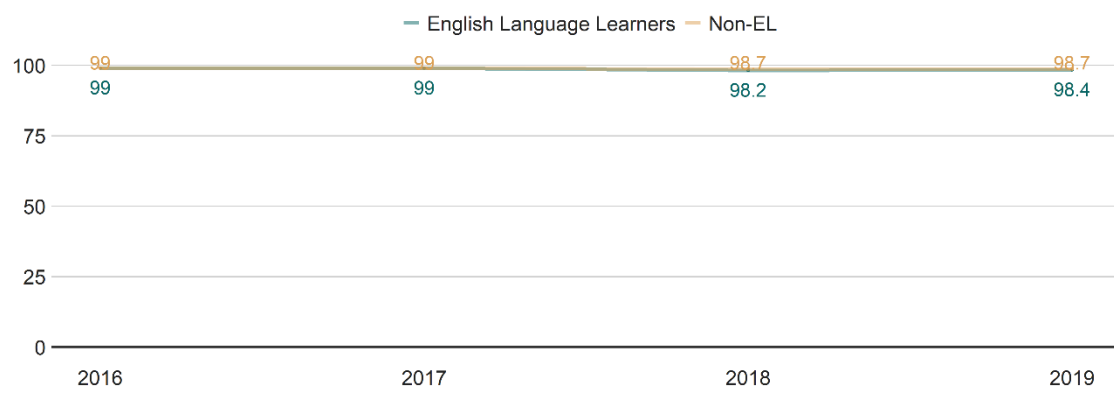


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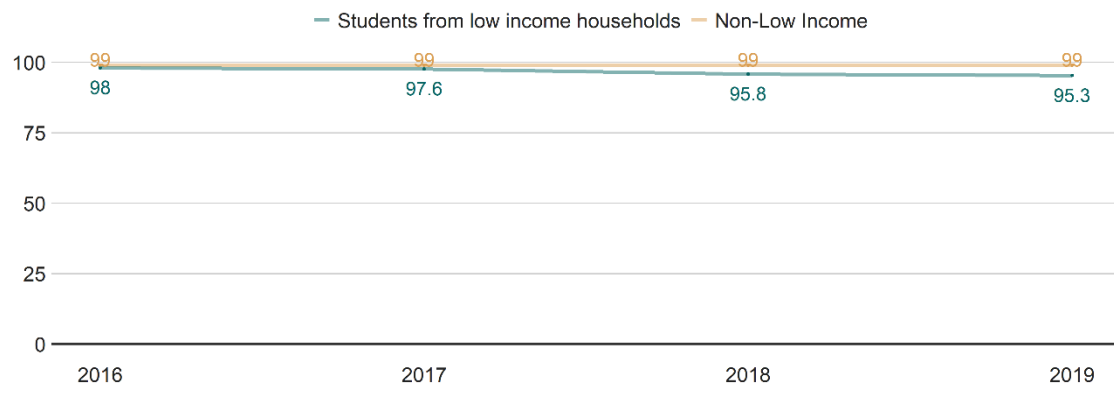


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Percent of students avoiding behaviors resulting in discipline

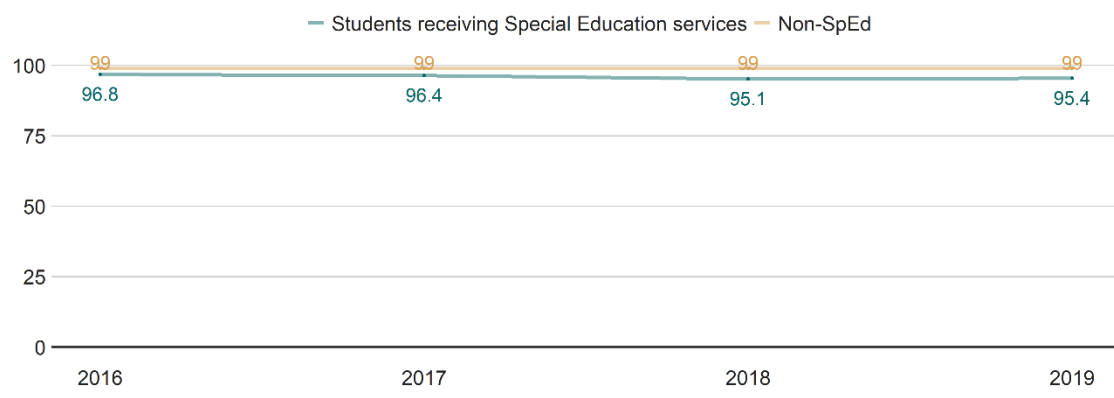


Figure 7.6

Percent of students avoiding behaviors resulting in discipline

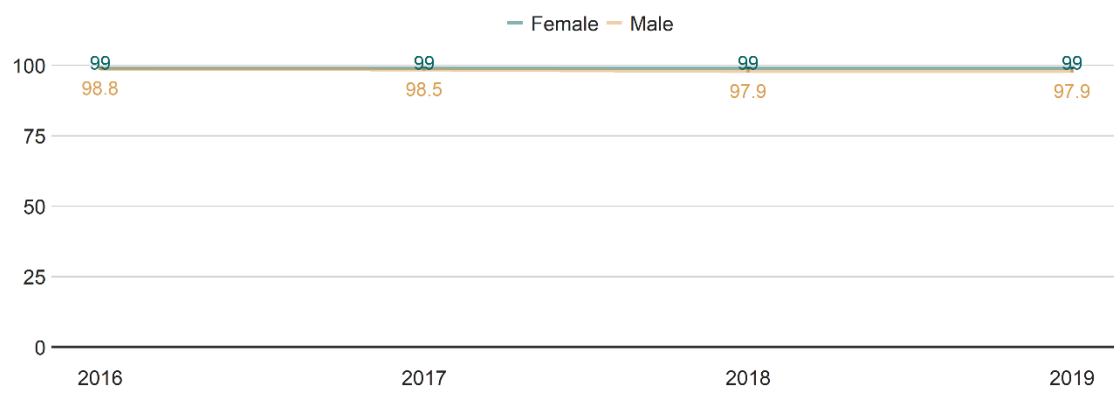


Figure 8.1

Percent of students reporting involvement in school activities on Healthy Youth Survey

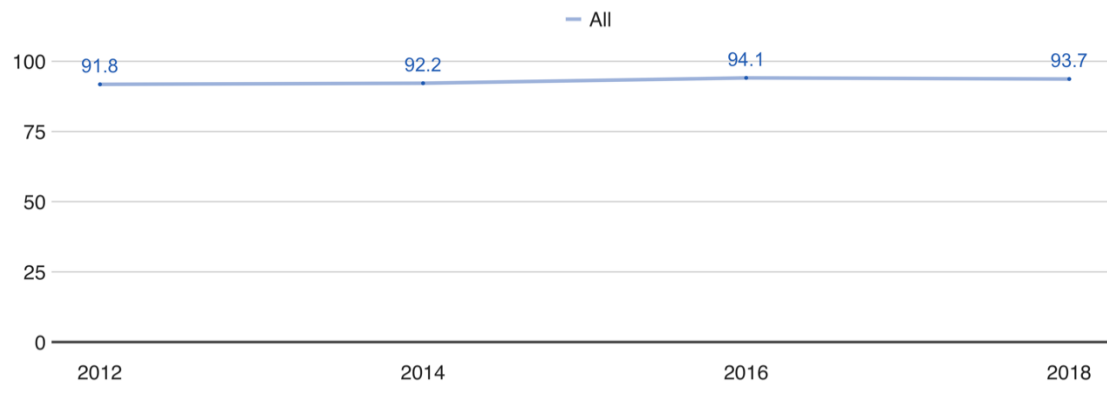


Figure 8.2

Percent of students reporting involvement in school activities on Healthy Youth Survey

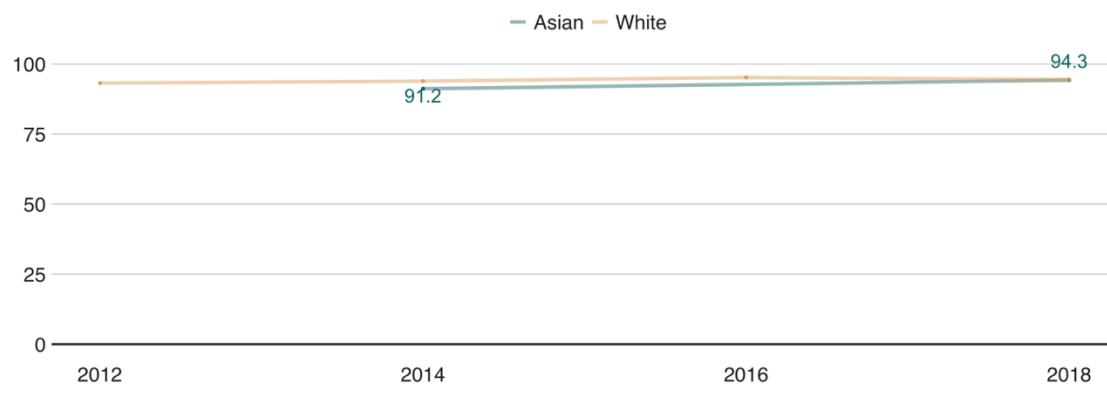


Figure 8.3

Percent of students reporting involvement in school activities on Healthy Youth Survey

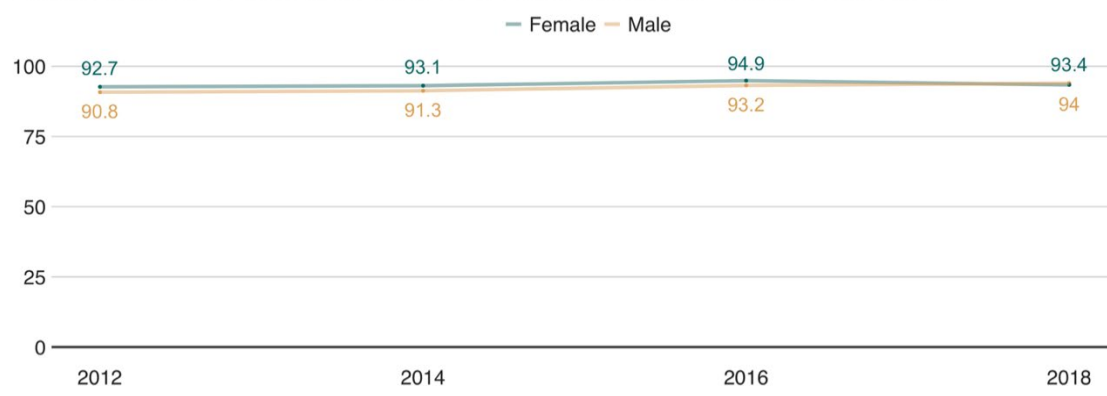


Figure 9.1

Percent of high school students participating in athletics

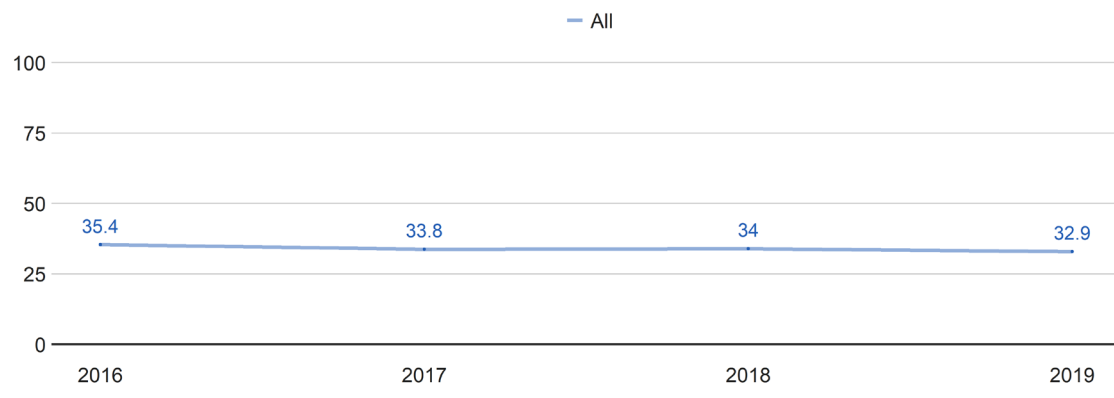


Figure 9.2

Percent of high school students participating in athletics

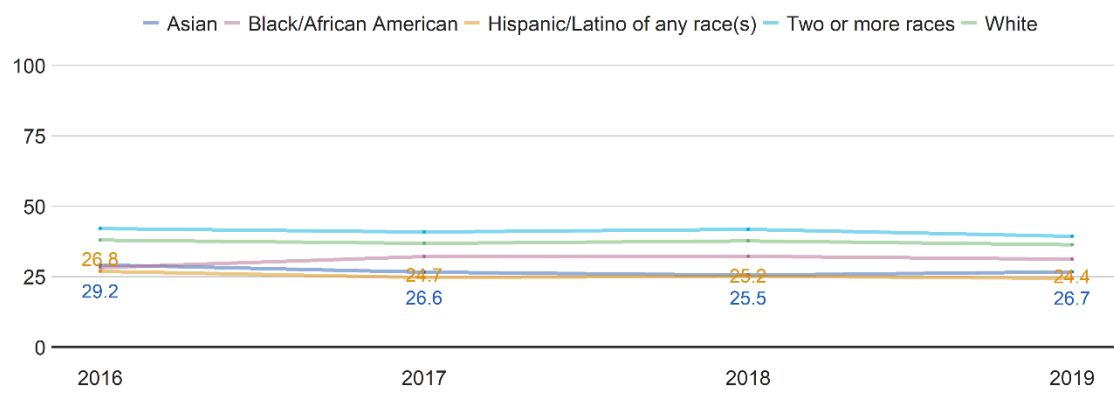


Figure 9.3

Percent of high school students participating in athletics

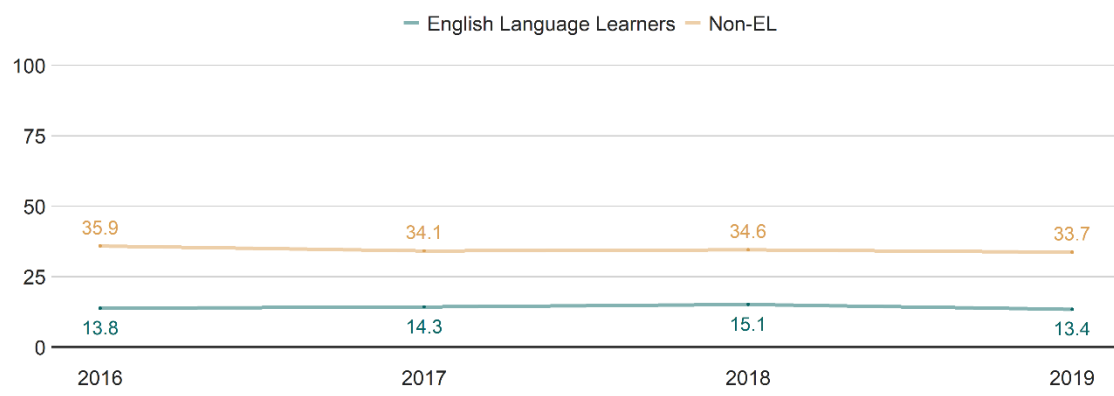


Figure 9.4

Percent of high school students participating in athletics

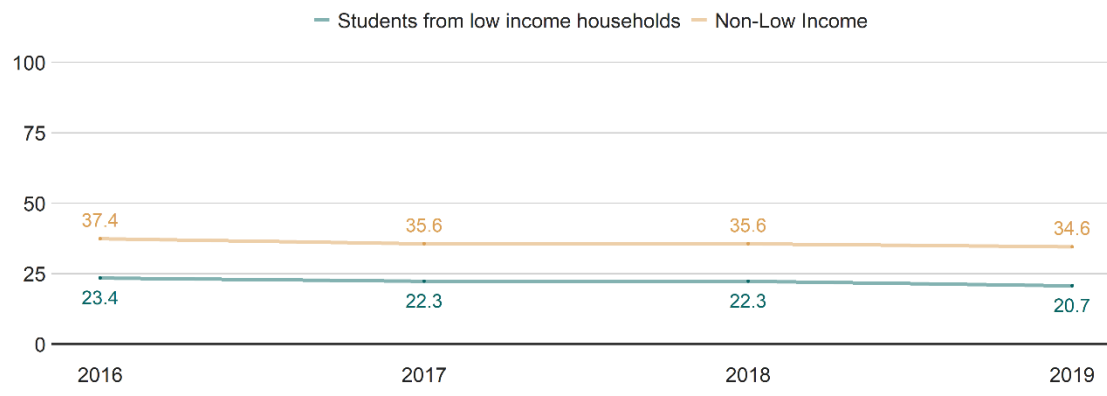


Figure 9.5

Percent of high school students participating in athletics

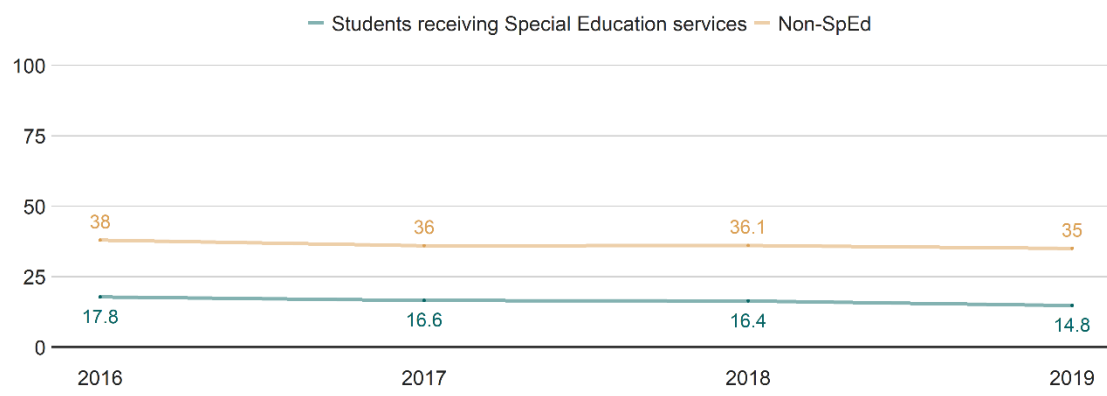


Figure 9.6

Percent of high school students participating in athletics

