

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) 936-2813/Conference ID: 37127 to listen to the meeting in alignment with the Governor's proclamation.

The Board of Directors of Lake Washington School District welcomes the public to the business meetings of the Board and encourages community engagement. The Board dedicates 30-minutes at these meetings to hear from the public during a public comment period. However, in alignment with the current proclamation issued by Governor Inslee, there will be no in-person public comment to ensure social distancing. Currently, there are three options to submit public comment:

- **Written:** Public comments can be submitted by email to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting. The comments are compiled, distributed to the board, and posted on the district website. Due to time constraints, not all individuals that submit written comment will have their statement read. Public comment will be offered in the order of which it is received.
- **Televised:** If requested by email to djenkins@lwsd.org by 1:00 p.m. on the day of the board meeting, a Microsoft TEAMS link will be shared with you to join the board meeting during public comment. You can then share your comments which are recorded and televised. Public comments will be limited to 3-minutes per person. Due to time constraints, not all individuals that request to make televised public comment will be able. Public comment will be offered in the order of which it is received. If invited, please join the Board Meeting online at the start of the meeting. President Laliberte will ask you to provide your comment. You are asked to turn your camera and microphone on and speak for the designated 3-minutes. After your public comment has concluded, it is requested that you leave the Microsoft TEAMS meeting and continue watching the live stream broadcast if interested in viewing the meeting.
- **Orally:** You may dial-in by 1:00 p.m. on the day of the board meeting and leave a voice mail message at 425.936.1257 which may be played during public comment. Public comment will be offered in the order of which it is received. Please limit your comments to 3-minutes.

October 5, 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/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)
OGP: Operational Governance Policies (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*). Goals set forth by the board, including the mission of the district.
RCW: Revised Codes of Washington
RI: Reasonable Interpretation and Indicators
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

October 2, 2020

Eric Laliberte
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Mr. Laliberte:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of October 5, 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) 936-2813/Conference ID: 37127 to listen to the meeting in alignment with the Governor's proclamation.

In alignment with the Governor's proclamation, there will be no in-person public comment to ensure social distancing. However, the Board welcomes the public and encourages community engagement. The Board dedicates 30-minutes to hear from the public. The public may submit either written or oral comments or join the meeting to publicly share their comments. Detailed information on the submittal of public comments have been posted on the district website and shown on the cover page of the board folder.

In addition, the board meeting schedule has been revised and all board meetings and study sessions are being held remotely. Board meetings in October will be held remotely. Board meetings in October and beyond may be adjusted pending changes in the Governor's Order regarding Open Public Meetings Act (OPMA).

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Public Comment
4. Consent Agenda
5. Non-Consent Agenda
6. Superintendent Report
7. Board Member Comments
8. Adjourn

Sincerely,



Dr. Jon Holmen
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

October 5, 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) 936-2813 - Conference ID: 37127

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
5:00 p.m.	Convene, Roll Call		
	Approve Agenda		
	Public Comment		
	Consent Agenda		
	▪ Vouchers		
	▪ Minutes {September 14 study session and board meeting}	1	1
	▪ Human Resources Report	2	5
	▪ Approval of Reasonable Interpretations and Indicators		
	✓ OE-10, Learning Environment/Treatment of Students	3	7
	✓ OE-11, Instructional Program	4	8
	▪ Donations	5	9
	Non-Consent Agenda		
	▪ Return to School Taskforce Update		
	Superintendent Report		
Board Member Comments			
Adjourn			
<hr/>			
6:00 p.m.	Study Session - Location: Meeting held Remotely		
	▪ Operational Expectation Policy Development: Equity		
	▪ 2020-21 Budget Update		

Next Board Meeting:

NOTE: Board meetings in October may be adjusted pending changes in the Governor's Orders regarding Open Public Meetings Act (OPMA). If board meetings continue to be held remotely, the board meeting will be held at 5:00 p.m. followed by the study session at 6:00 p.m.

October 26 **5:00 p.m. Study Session, Topics: 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' Study Session
September 14, 2020

The September 14, 2020 study session was called to order by President Eric Laliberte at 7:15 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](#).

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

ROLL CALL

Present: Superintendent Jon Holmen.

The following topic were discussed:

TOPICS

- Review of Reasonable Interpretation and Indicators (RI)
 - OE-10, Learning Environment/Treatment of Students
 - OE-11, Instructional Program
- Review of 2020 Legislative Priorities/Platform

The board met in executive session for 15 minutes at 9:05 p.m. 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. The meeting reconvened at 9:15 p.m.

EXECUTIVE SESSION

The meeting was adjourned at 9:15 p.m.

ADJOURNMENT

Eric Laliberte, President

Jon Holmen, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
September 14, 2020

The board meeting was called to order by President Eric Laliberte 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) 936-2813, Conference ID: 37127 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 either by e-mail /voice mail or requesting to speak publicly via a link to djenkins@lwsd.org.

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

ROLL CALL

Present: Superintendent Jon Holmen.

Siri Bliesner moved to approve the agenda. Seconded by Chris Carlson.

APPROVAL OF AGENDA

Motion carried.

RECOGNITIONS

Sue Anne Sullivan, Rick Burden, Matt Livingston, Whitney Meissner, Directors of Elementary and Secondary Education, provided information on the preparations for the remote opening of schools. This is very different in how we are serving students and implementing teaching and learning. They described strategies used to create safe and inclusive environments and support positive behavior and citizenship.

OPENING SCHOOL REPORT

Eric Laliberte read the public comment submitted by Joy Randall on inclusion and equity.

PUBLIC COMMENT

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

CONSENT AGENDA

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

Motion carried.

The following August 2020 vouchers were approved:

APPROVAL OF VOUCHERS

General Fund

370885-372263 \$7,027,357.85

Payroll

3059-3068 \$9,381.45

Accounts Payable Direct Deposit 3,197,534.01

Acquisition Card 618,131.12

Deferred Comp 163,720.00

Department of Revenue 8,013.62

Dept. of Retirement Systems 3,838,895.41

Dept. of Retirement Systems 1,132,591.78

American Fidelity HSA 17,356.47

DSHS - Division of Child Support 4,142.26

Payroll Direct Deposit 15,581,356.12

Payroll Tax Withdrawal 5,735,742.25

TSA Envoy 421,234.78

VEBA 599,769.00

Key Bank Processing Fees 4,246.82

\$31,322,733.64

Capital Projects

701033-701074 \$1,470,113.38

ASB

67732-67738 \$2,390.73

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

3308-3311 \$1,800.00

Approved the minutes of the August 24 study session and board meeting.

APPROVAL OF MINUTES

Approved September 14 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Approves submitting the 2020-2021 renewal applications for the State Highly Capable Student Program and State Transitional Bilingual Plan as presented

FEDERAL AND STATE
REMEDATION
PROGRAMS
ANNUAL RENEWAL
APPLICATIONS, 2020-21

Authorized the superintendent to enter into Interdistrict Cooperation agreements with Bellevue and Northshore school districts for the Indian Education program for the 2020-2021 school year as presented.

INTERDISTRICT
COOPERATIVE
AGREEMENT FOR
AMERICAN INDIAN AND
ALASKA NATIVE K-12
STUDENTS, 2020-2021

NON-CONSENT

Jon Holmen conveyed that the topic to be covered tonight by the Return to School Taskforce was on teaching and learning and technology.

RETURN TO SCHOOL
TASKFORCE UPDATE

Sally Askman, Assistant Superintendent of Technology and Information Services, provided a technology update on Return to School. Over 33,000 laptops and 600 hotspots were issued. Live Teams meetings were created to provide information to staff and families. Over 10,000 classroom TEAM sites have been created. She highlighted the training provided to teachers and staff and issues related to technology during the opening of school. They are working on improving and expanding support for staff and families. She responded to board members questions.

Mike Van Orden, Associate Superintendent, Teaching and Learning Services, provided a Return to School Update. He shared information on teacher preparation and training. He reviewed common elements at the elementary and secondary levels - examples of distance instruction, samples of daily schedule, etc. Social Emotional Learning (SEL) is provided for in the daily schedule. He and others shared information on the English Learner, Special Education, and Highly Capable programs.

Jon Holmen shared that a letter was sent out to the community in response to King County's transmission rates of COVID. There has been a decline in King County which will move the district from high risk to moderate risk. Staff has continued to work on plans to return students back to school for in-person learning in accordance with the Decision Tree. The task of bringing more learners to campus for in-person learning is a transition and it will be thoughtful to ensure the best outcomes related to learning, safety, and health for students, staff, and families. The district will continue to rely on the Department of Health Decision Tree, the Office of the Superintendent of Public Instruction guidance, and other required agency guidance to plan for the district's reopening for in-person learning.

SUPERINTENDENT
REPORT

Siri Bliesner and Cassandra Sage appreciated the partnership with the King County Department of Health.

Cassandra Sage related that she will be attending the Washington State School Directors Legislative General Assembly.

BOARD MEMBER
COMMENT

Chris Carlson moved to adjourn. Seconded by Cassandra Sage.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 7:00 p.m.

Eric Laliberte, President

Jon Holmen, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

October 5, 2020



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Abreu, Elvira NC	Teacher	Parks Elem	A-5	08/24/20	Leave Replacement
Ahmadi, Julia P3/NC	.7/.1 Teacher	Inglewood MS	A-0	09/01/20	Budgeted
Arabi, Ruba	Instructional Assist	Parks Elem	\$19.83	02/24/20	Repl. T. Forbis
Churape, Beatriz NC	Teacher	Rose Hill Elem/Twain Elem	A-0	09/15/20	Budgeted
Frale, Jesse P3	.8 Teacher	Juanita HS	C-0	09/14/20	Repl. K. Bowers
Gordon, Dylan NC	Teacher	Rose Hill Elem	A-0	08/11/20	Repl. K. Schautz
Griffin, Taylor P3	.8 Teacher	Juanita HS	C-0	09/16/20	Repl. C. Coleman
Haessly, Jordan NC	.3 Teacher	Baker Elem	C-0	09/17/20	Budgeted
Kehrli, Stephanie P3	Library Media Specialist	Muir Elem	C-4	09/21/20	Repl. Z. Cyphers
Lawson, Brandon	Tech Solutions Analyst	Resource Center	\$82,220	06/22/20	Budgeted
Marcacci, Hilary NC	Teacher	Int'l Community	A-0	09/29/20	Repl. S. White
McCoy, Jennifer P3	Teacher	Parks Elem	A-0	09/10/20	Budgeted
Mincey, Thomas	Instructional Assist	Extended Day	\$21.33	02/11/20	Repl. B. Cooney
Moratti, Robert	Special Ed Para Ed	Franklin Elem	\$22.50	07/01/20	Repl. B. Ponce
Niesen-Groth, Nevada	Special Ed Para Ed	Franklin Elem	\$22.50	07/01/20	Budgeted
Pellett, Cassandra	Instructional Assist	Extended Day	\$21.33	02/18/20	Repl. M. McDonald
Schafer, Ryfka P3	Teacher	Tesla STEM	C-0	09/03/20	Budgeted
Sorensen, Micha P3	.4 Teacher	Timberline MS	A-2	08/24/20	Repl. E. Swanson
Swift, Katherine NC	Teacher	Dickinson Elem	A-0	09/21/20	Repl. H. Totten

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Bartel, Donald	Teacher	Eastlake HS	08/26/13	09/25/20	Resignation
Bernard, Glen	Bus Driver	Transportation	04/17/19	09/22/20	Resignation
Bunten, Arlene	Instructional Assist	Redmond Elem	04/17/17	09/22/20	Resignation
Churaisin, Max	Teacher	Timberline MS	08/24/20	08/31/20	Resignation
Edinger, Philip	School Office Professional	Kamiakin MS	03/04/19	12/10/20	Resignation

Human Resources Board Report

October 5, 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>
Gallegos, John	Bus Driver	Transportation	11/27/00	12/01/20	Retirement
Gamble, Erica	Instructional Assist	Lakeview Elem	06/03/19	09/18/20	Resignation
Gustin, Wendy	Instructional Assist	Mann Elem	12/17/14	09/18/20	Deceased
Kollmorgen, Kent	Special Ed Para Ed	Transition Academy	11/04/19	09/02/20	Resignation
Smith, Tracy	Special Ed Para Ed	Transition Academy	09/06/16	08/31/20	Resignation
Thompson, Rebecca	Teacher	Evergreen MS	11/25/19	08/24/20	.1 Resignation
Tolar, Parker	Special Ed Para Ed	Kirkland MS	09/09/19	10/02/20	Resignation
Waymire, Teresa	Office Assistant	Inglewood MS	09/25/13	09/24/20	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Foster, Amy	Rockwell/Wilder Elem	.8 C to 1.0 C	08/24/20
Haessly, Jordan	Barton Elem	.3 NC to .9 NC	09/14/20
Hatlen, Kathryn	Kirk/Franklin Elem/Community	.9 P2 to .9 P2/.1 NC	08/24/20
Headrick, Melissa	Redmond MS	.2 C to .2 C/.2 NC	08/24/20
Hough, Kirsten	Rose Hill Elem	.9 P1 to .9 P1/.1 NC	08/24/20
Hulet, Alexis	Lake Washington HS	.6 C to .6 C/.2 NC	08/24/20
Kain, Elizabeth	Rose Hill Elem	.4 P2 to .4 P2/.1 NC	08/24/20
Metz, Katie	Sandburg Elem	.9 P2 to .9 P2/.1 NC	08/24/20
Rataezyk, Brandt	Redmond/Rockwell/Frost Elem	.7 P2 to 1.0 P2	08/24/20
Stoddard, Ashlyn	Redmond MS	.8 C to 1.0 C	9/17/20-12/18/20

APPROVAL OF REASONABLE INTERPETATION AND INDICATORS
OPERATIONAL EXPECTATIONS (OE) 10,
LEARNING ENVIRONMENT/TREATMENT OF STUDENTS

October 5, 2020

SITUATION

The Operational Expectations (OE) reasonable interpretation and indicators for OE-10, Learning Environment/Treatment of Students are being submitted for approval. The board had an opportunity to review and discuss the interpretation and indicators for OE-10 at the September 14, 2020 study session.

RECOMMENDATION

The Board of Directors approves the revised reasonable interpretation and indicators for OE-10, Learning Environment/Treatment of Students as presented.

OE-10 Indicators of Compliance Learning Environment October 5, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY

OE-10 Learning Environment/Treatment of Students

<input checked="" type="checkbox"/>	Reasonable Interpretation and Indicators (RI)	<u>October 5, 2020</u>	Date
<input type="checkbox"/>	Monitoring Report	_____	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
- _____ Is compliant
- _____ Is compliant with the exceptions noted
- _____ Is non-compliant

Executive Summary:

Signed: _____ Date: _____
Superintendent

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	Not In Compliance

Evidence of Compliance:

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:

- 80% 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.
- 100% of schools have School Equity Teams that involve school staff and parents.

In Compliance

Not In Compliance

Evidence of Compliance:

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: <ul style="list-style-type: none"> – 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. – <u>Disproportionality of discipline has a consistently declining trend.</u> 	In Compliance	Not In Compliance
Evidence of Compliance:		
Board Findings:	In Compliance	Not In Compliance

<p>The Superintendent will: 10.4 Appropriately collect, use, and protect confidential student information.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – 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	Not In Compliance
Evidence of Compliance:		
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

Not In Compliance

Evidence of Compliance:

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 administrative 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.
- The district adopts administrative policy related to equity, racial equity, and inclusion.
- 85% of students respond positively on the Panorama survey that adults treat students fairly.
- 85% of students report on the Panorama survey that they have a sense of belonging.

In Compliance

Not In Compliance

Evidence of Compliance:

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

Not In Compliance

Evidence of Compliance:

Board Findings:

In Compliance

Not In Compliance

APPROVAL OF REASONABLE INTERPETATION AND INDICATORS
OPERATIONAL EXPECTATIONS (OE) 11,
INSTRUCTIONAL PROGRAM

October 5, 2020

SITUATION

The Operational Expectations (OE) reasonable interpretation and indicators for OE-11, Instructional Program, is being submitted for approval. The board had an opportunity to review and discuss the interpretation and indicators for OE-11 at the September14, 2020 study session.

RECOMMENDATION

The Board of Directors approves the revised reasonable interpretation and indicators for OE-11, Instructional Program as presented.

OE-11 Indicators of Compliance
Instructional Program
Lake Washington School District
October 5, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY

OE-11 Instructional Program

<input checked="" type="checkbox"/> Reasonable Interpretation and Indicators (RI)	<u>October 5, 2020</u>	Date
<input type="checkbox"/> Monitoring Report	_____	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:

Signed:

Superintendent

Date:

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: _____

Date: _____

Board President

OE-11: Instructional Program

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

Superintendent Interpretation:

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.

Indicators of Compliance:

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

- Administrative Policy 2020 and Procedures 2020P, Textbook Section and Adoption, are used for the adoption of materials.
- *Lake Washington School District Curriculum Adoption and Assessment Cycle* 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

	In Compliance	Not In Compliance

<p>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> <ul style="list-style-type: none"> • <u>2020-21 Remote Learning implements evidenced-based practices.</u> 		
Evidence of Compliance:		
Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

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

Superintendent Interpretation:

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

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

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

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

The Next Generation Science Standards (NGSS): Our science standards were adopted by 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.

<p>Indicators of Compliance:</p> <p>The district documents processes and outcomes based on the following practices:</p> <ul style="list-style-type: none"> • <i>Administrative Policy 2020: Textbook Section and Adoption, Procedure 2020P: Adoption and Reconsideration of Instructional Materials, and Appendix A of Procedure 2020P</i> 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 <i>Lake Washington School District Curriculum and Assessment Framework</i>. • Standards alignment guides are developed for subject areas during curriculum and standards adoptions and used for training and made available to teachers on the <i>Lake Washington School District Curriculum and Assessment Framework</i>. 	In Compliance	Not In Compliance
<p>Evidence of Compliance:</p>		
<p>Board Findings:</p>		

<p>The Superintendent will:</p> <p>11.3 Align curriculum with the standards.</p>		
<p>Superintendent Interpretation:</p> <p>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.</p> <p>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.</p>		
<p>Indicators of Compliance:</p> <p>The district documents processes and outcomes based on the following practices:</p> <ul style="list-style-type: none"> • <i>Lake Washington School District Curriculum and Assessment Framework</i> is maintained and updated during the adoption of new standards and curriculum. • <i>Lake Washington School District Curriculum Adoption and Assessment Cycle</i> is used to systematically review the curriculum and align it to standards. • <i>Administrative Policy 2020 and Procedure 2020P, Textbook Selection and Adoption</i> 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 <i>Lake Washington School District Curriculum and Assessment Framework</i>. 	In Compliance	Not In Compliance
<p>Evidence of Compliance:</p>		
<p>Board Findings:</p>		

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
 - FastBridge Literacy Assessment for grade 2 End-of-Year (EOY)
- Fastbridge Literacy and math screening and progress monitoring assessment for grades K-8 indicate student growth from beginning of year (BOY) to the end of the year (EOY).
- 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

Evidence of Compliance:

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.

<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. • 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. • <u>The district curriculum represents the diversity of the district.</u> 	In Compliance	Not In Compliance
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Evidence of Compliance:		
Board Findings:	In Compliance	Not In Compliance

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.

<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • The Lake Washington School District Strategic Plan Multi-Tiered System of Supports (MTSS) Initiative is developed and implemented with fidelity. This initiative includes: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 • <u>85% of families with students in categorical or compulsory programs report the needs of their child are being met. (2020-21 baseline year)</u> • <u>85% of students receiving services in categorical or compulsory programs report their needs are being met. (2020-21 baseline year)</u> • <u>Remote learning instructional program provides students the opportunity for extension and remediation.</u> 	In Compliance	Not In Compliance
<p>Evidence of Compliance:</p>		
<p>Board Findings:</p>	In Compliance	Not In Compliance

The Superintendent will:

11.7 Ensure students, starting in elementary school and continuing throughout high school, have opportunities and experiences to actively explore options for their futures in ways that are relevant to them.

Superintendent interpretation

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

<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. 	In Compliance	Not In Compliance
Evidence of Compliance:		
Board Findings:	In Compliance	Not In Compliance

<p>The Superintendent will:</p> <p>11.8 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.</p> <p>Superintendent interpretation</p> <p>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.</p> <p>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.</p>		
<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • 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. • <u>85% of students report that the digital applications and technology adopted for Remote Learning were accessible and beneficial.</u> 	In Compliance	Not In Compliance
Evidence of Compliance:		
Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

11.9 Assure that the instructional program includes a compelling and realistic vision of technology that specifies:

- a. **Technology use in the learning environment;**
- b. **Integration of technology into content areas across all grade levels;**
- c. **Integration of adaptive technology, as appropriate.**

Superintendent interpretation

I interpret “a compelling vision” to mean to specify the knowledge, skills, and attributes that all students need to be future-ready, 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.

Indicator of Compliance:	In Compliance	Not In Compliance
<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.• <u>Implementation of technology hardware and software support a robust Remote Learning environment and delivery platform.</u>		

Evidence of Compliance:

Board Findings:	In Compliance	Not In Compliance
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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:	In Compliance	Not In Compliance
<ul style="list-style-type: none">• The <i>Lake Washington School District Program Evaluation Framework</i> 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.		

Evidence of Compliance:

Board Findings:	In Compliance	Not In Compliance
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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:	In Compliance	Not In 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. 		
Evidence of Compliance:		
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:	In Compliance	Not In 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. <u>Schedule for remote learning provides adequate time for direct instruction and student work time.</u> 		
Evidence of Compliance:		
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: <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.	In Compliance	Not In Compliance
Evidence of Compliance:		
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:

- a. **Aligns with state requirements and negotiated contracts**
- b. **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: <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.	In Compliance	Not In Compliance
Evidence of Compliance:		
Board Findings:	In Compliance	Not In Compliance

DONATIONS
October 21, 2019

SITUATION

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

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
University of Washington to Lake Washington School District	\$4,500.00	To provide professional learning support for OSPI summer institute on inclusionary practices.
Helen Keller PTSA to Keller Elementary	\$1,400.00	To purchase playground signage.
Peter Kirk Elementary PTSA to Kirk Elementary	\$15,818.81	To purchase benches.
John Muir Elementary PTA to Muir Elementary	\$2,325.00	To support outdoor education.
Finn Hill Middle School PTSA to Finn Hill Middle	\$8,920.29	To purchase classroom and general supplies.
TOTAL	\$32,964.10	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the October 5, 2020 board meeting.