

Lake Washington School District
Equity & Family Engagement Department

2022-2023 ANNUAL REPORT



FOREWORD

Superintendent's Message

This is the first annual report that aims to summarize the wide variety of efforts across the Lake Washington School District to ensure that we are systemically transforming our schools and district to become more inclusive in practice and equitable in outcomes. Our work in this area is particularly governed by the School Board's [policy](#) on Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education and is supported by the District's administrative [policy](#) and [procedure](#) on Equity.

This work requires a collective effort and engagement from our students, families, and staff. It is our hope that this report helps to make transparent the efforts underway to better inform the LWSD community about our progress and our path forward.

It is the mission of the Lake Washington School District to ensure that each student graduates prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. To realize that mission we must take on the obligation to:

1. Eliminate racist and discriminatory systems, structures, and practices;
2. Ensure equitable opportunities and treatment for all students; and,
3. Address and close persistent gaps for historically marginalized groups and enable every student to excel and achieve at high levels.

This report documents some of our efforts to meet those obligations. We are both proud to share these efforts with our community and humbled by the work still ahead of us to ultimately realize our mission.

With gratitude,

Dr. Jon Holmen

Superintendent



CURRICULUM, LESSONS AND INSTRUCTION

Lake Washington School District is committed to offering an engaging and rigorous educational experience for all our students, especially those who have been historically underserved.

XITO Institute

Ethnic Studies partnered with Heritage Language and Teaching & Learning to bring in The **XITO Institute** for professional learning and curriculum development. A curriculum map has been built and lesson plans are being added and developed. Ethnic Studies teachers have been trained in decolonizing education and culturally responsive teaching through XITO and WAESN. The curriculum will be piloted at Emerson in the spring of 2024 and will be offered at each high school in the 2024/25 school year. Coaching support will also be provided to the pilot program teachers while they facilitate learning with students and to other educators during full implementation.

Antiracist K-5 Lessons

Supplemental antiracist K-5 Lessons have been developed as that are anchored in literacy, social studies, and social justice standards. There are five lessons per grade level band (K-1, 2-3, and 4-5) that cover the topics of: race, racism, positive racial identity, diversity, and activism. The lessons are currently in the revision stage after being reviewed by several K-5 teachers and librarians. They will be available for piloting in the fall of 2023.

Instructional Playbook

Members of the Equity and Family Department were invited to participate in a larger district project intended to develop an **Instructional Playbook** that houses a select number of instructional strategies that are high-impact and equitable,

to be used with students. EFE department members were able to encourage the group to keep our most historically marginalized students at the center of the group's work and advocated for the inclusion of anti-racist teaching as one of the foundational beliefs of the district. The instructional playbook was developed around the core district goals of Equity, MTSS, and Inclusion.

6th to 12th Grade Social Studies Adoption

Over the course of multiple years, the committee partnered with the Anti-Defamation League, OSPI, the Native Education Program Coordinator, the Snoqualmie Tribe, Puget Sound Educational Service District, the Holocaust Center for Humanity, LWSD parents, LWSD community members, current LWSD students, LWSD Social Emotional Learning Specialists, and the LWSD Equity Department. Those collaborations informed committee learning (standards, bias, Universal Design for Learning), refinement of criteria for evaluation of curriculum, collection of data from stakeholders, and recommendations of curriculum for adoption that moved us toward our goals of equitable curriculum and instruction.

6th to 12th Grade Social Studies Implementation Committee

Over the course of multiple years teachers, members of the LWSD Equity Department, student representatives, and the Native American Education Program Coordinator have collaborated to develop and refine the scope and sequence for 6-12 Social Studies. This work is still ongoing but has included shifts which allow for vertical alignment in OSPI standards learning, more authentic and inclusive curriculum, incorporation of the Since Time Immemorial Curriculum, and instructional shifts which allow for more equitable ways of accessing and expressing learning.

PROFESSIONAL DEVELOPMENT FOR STAFF ON EQUITY, ANTI-RACISM, AND INCLUSION

Committed to Life-Long Learning

The following professional development opportunities have been offered to various Lake Washington School District Staff in the areas of Equity, Anti-Racism, and Inclusion. The items listed were either directly facilitated by Lake Washington School District office staff or sponsored by them. Individual schools and departments also offered professional learning opportunities focused on equity, anti-racism, and inclusion. Please contact the Equity & Family Engagement department if you would like to learn more about what's happening at your local school.

From Family Engagement to Family Partnerships *January 2023*

Our Family Engagement and Community Outreach coordinators collaborated with the Professional Learning department to deliver training for our newly employed teachers in the EIA program. In our training module, “Engaging in Authentic Family Partnerships,” we provided practical strategies on ways to build rapport and strengthen partnerships with families; explored common challenges to building those partnerships; examined how race impacts expectations and opportunities for family engagement; and have participants reflect on what actions can adopt to transform theory into action.

Strategically Building Relationships with Scholars *January 2023*

Equity and Family Engagement Facilitators coor-

minated their efforts to partner with the Professional Learning department to develop and deliver professional development for our newly employed educators around the topic of strategically building relationships with scholars. Learning targets included, “Understanding and connecting with our “why,” “Analyzing ways to create an environment that’s cultivated for connection,” and “Recognizing and scrutinizing the signs of an authentic relationship.” The training module touched on UDL and the importance of culturally responsive teaching while also highlighting SIOP, the concepts of representation in literacy through the framework of windows, mirrors, and sliding glass doors and culminated in an examination of the signs of authentic relationships and providing additional resources for ongoing learning.



PROFESSIONAL DEVELOPMENT FOR STAFF ON EQUITY, ANTI-RACISM, AND INCLUSION

Site Based Equity Teams Modules

Released Quarterly

The Equity and Family Engagement Department provided professional learning for the district in the form of 4 Site-Based Equity Modules. Each module was designed to be facilitated by members of the SBET to staff in each building/site. There was one module designed for each quarter of the school year. The materials were released in the District Digest and multiple drop-in sessions were scheduled for each module. The purpose of the drop-in sessions was to provide a preview of the module and a time to ask questions after the preview. The modules were as follows: “Appreciation vs. Appropriation”, “Culturally Responsive Teaching”, “Gender Affirmation and Support”, and an introduction to the “Six Conditions”.

Equity-Centered Instructional Coaching by NTSP 2022-23 School Year

This year the New Teacher Support Program (NTSP) provided coaching and professional development to all Year 1 and Year 2 teachers centered on equitable instructional practices. This work is based on frameworks outlined by Elena Aguilar in “Coaching for Equity.” NTSP helped all new teachers establish goals and track progress in their implementation of equitable instructional practices.

Inclusive and Equitable Practices—Secondary Certificated Staff 2022-23 School Year

In this series, secondary teachers engaged in learning, reflection, and collaboration to ensure inclusive, rigorous, and culturally responsive ex-



periences for all students. Topics in this series included equitable assessing and grading practices, use of culturally sustaining and research-based instructional strategies, use of high-quality instructional materials, and a focus on ensuring all students succeed at high levels.

Decolonizing Practices with Xicanx Institute of Teaching and Organizing (XITO) May 2023

An introduction to explicitly antiracist practices and frameworks to decolonize curriculum, instruction, practices, and mindsets that impact our students farthest from educational justice. Participants engaged with a framework rooted in the work of XITO which centers indigenous epistemologies and counters the colonial narrative that has been imbedded in the educational system. Participants reflected on ways that colonialism shows up in our daily practice and ways to actively decolonize our work in service of students through collaborative and self-reflective work.

PROFESSIONAL DEVELOPMENT FOR STAFF ON EQUITY, ANTI-RACISM, AND INCLUSION

Teachers of Heritage Speakers of Spanish Cohort *Quarterly*

Teachers of students in the Heritage Spanish Speakers Program at LWHS, RHS, JHS, and EHS observed model lessons, conducted a site visit in Franklin Pierce School District, and engaged in collaboration to implement culturally responsive and sustaining practices in Heritage classes. After attending the LWSD XITO conference they collaborated with the World Languages TO-SA to integrate and implement an explicitly anti-racist curriculum based on students' and families' funds of knowledge and cultural wealth to better partner with some of our scholars furthest from educational justice.



Inclusive and Equitable Math Instructional Practices – Elementary Certificated Staff *August 2022 & Quarterly 22-23 School Year*

In this series, elementary staff engaged in learning, reflection, and collaboration to ensure inclusive, rigorous, and culturally responsive math experiences for all students. Topics in this series included valuing student thinking, equitable ac-

cess to meaningful learning, building strong mathematical identities, use of culturally sustaining and research-based instructional strategies, use of high-quality instructional materials, and a focus on ensuring all students succeed at high levels.

Setting the Stage for Success (Special Services) *August 2022*

Creating classroom environments that are welcoming and create a sense of belonging for all students.

Secondary Inclusion Training (Special Services) *August 2022*

Co-Teaching Introduction.

Elementary Inclusion: Vision and Strategic Plan (Special Services) *August 2022*

Sharing the vision and plan for inclusion within LWSD and the on-boarding of cohort III schools

Special Education Staff Inclusion Training (Special Services) *August 2022*

Connecting the dots between MTSS and Inclusion for all special education staff.

Elementary Principal Inclusion Trainings (Special Services) and Cohort III Site Visits *November 2022, January 2023, and February 2023*

Modeling and sharing training resources for building principals to utilize within their individual schools Cohort III principals were provided the opportunity to walk-through Cohort II schools to learn more about implementing inclusionary practices.

PROFESSIONAL DEVELOPMENT FOR STAFF ON EQUITY, ANTI-RACISM, AND INCLUSION

Secondary Principal Inclusion On-Ramps

January 2023

Secondary principals were provided with training and guidance on how to implement inclusionary practices at the secondary level.

Elementary Building Inclusion Trainings

(Special Services) 2022-23 School Year

Building principals utilized resources from the Inclusionary Practices One Note to provide on-going training on inclusion with their building staff. Special Service Directors provided consultation and on-site support throughout the school year.

WASA Inclusionary Practices Training

(Special Services) 2022-23 School Year

Teaching and Learning leaders participated in district inclusionary training through WASA, led by Katie Novak

Elementary Principal Inclusion PLC (Special Services) 2022-23 School Year

Elementary principals had the opportunity to participate in on-going training with Shelley Moore through AWSP

Pre-K to K – Inclusion and Transition (Special Services) May, 2023

Principals and staff received training on best practices for working with complex learners transitioning from preschool programs and proactive strategies to support these students in Kindergarten during the 2023-24 school year

Co-Teaching Professional Learning (Special Services) 2022-23 School Year

Special Services provided on-site training for secondary schools who opted to receive training on co-teaching models and instruction

Inclusion for ESA Staff (Psychologists, Speech & Language Pathologists, Occupational Therapists/Physical Therapists) Special Services 2022-23 School Year

Each ESA team explored how their work is interwoven with inclusionary practices and considered how to partner with schools on inclusion.

Paraeducator PLCs (Special Services) 2022-23 School Year

Paraeducators were provided training and guidance on the Why and How of Inclusion

Assistive Technology and Accessibility

(Special Services) 2022-23 School Year

The Assistive Technology team provided training to individual staff as well as building teams on inclusive technology resources

Not Light But Fire Secondary Administrator Book Study Fall 2022

Middle and High School administrators reflected and discussed how they can best support their teachers in creating classroom spaces that honor all voices and are practicing anti-racist instructional practices.



PROFESSIONAL DEVELOPMENT FOR STAFF ON EQUITY, ANTI-RACISM, AND INCLUSION

UDL Now! Book Study for Secondary Teachers *Spring 2023*

Facilitators provided secondary teachers the supports needed in order to begin implementing UDL in their lesson planning and instruction. Small group discussion helped teachers clarify what types of barriers may be present in their classrooms and how to plan lessons that remove barriers to content and learning and thus ensuring a more equitable learning environment for all students.

Anti-Racist Teaching Practices in Elementary *August 2022 District Leadership Training*

Training was provided to increase teacher capacity to support every students' ability to develop and maintain a strong sense of individual and community identity.

Anti-Racist Teaching Practices in Secondary Language Arts/Social Studies

August 2022 District Leadership Training

Training was provided to increase administrator confidence and capacity to support teachers as they prepare to teach texts about multiple intersectionalities and provide tools to engage in conversations with teachers to hold conversations with students about race, gender, and other intersectionalities.

PSESD Universal Design for Learning in Language Arts/Social Studies *August 2022*

LEAP PSESD staff presented on how to apply the UDL framework to: Purposeful Scaffolding, Assessment Design, and Centering Student Voice Teachers collaborated with cross-district peers

to plan how they can remove barriers and foster expert learners in our adopted curricula.

SchoolTalk: Rethinking What We Say About and To Students Every Day (Intervention Services, Elem Safety Net Teachers) *2022-23 School Year*

In this yearlong book study teachers discussed the importance of the language we use when speaking about and to students and how our language choices can impact outcomes for the students we support in our schools. Teachers created action plans for how they would implement the take aways from the learning in their practice.



Reading Advisory 2022-2023 School Year

Participants engaged in shared learning about structured literacy and ELA standards. Participants explored the research behind structured literacy and discussed how that relates to equity, asset-based language, and our curricular resources. Participants explored rubrics, standards, and learning progressions related to reading standards to promote more equitable assessing and reporting practices.

STUDENT AFFINITY GROUPS AND PROGRAMS

The following list of programs and affinity groups is not all encompassing. The groups and programs listed below were facilitated or sponsored by the Equity and Family Engagement Department in the Lake Washington School District. Your students' local school may also offer affinity groups and programs intended to promote Equity and Belonging. We invite you to reach out directly to your students' school to find out what is being offered locally.

- 4th Grade Boys Group Clara Barton Elementary School
- AAPI Student Affinity Group International Community High School
- Asian Affinity Space Redmond Middle School
- Black & Brown Affinity Group Bell

Elementary School

- Black Debutante Ball (May 2023)
- Black Room Group at Redmond Middle School
- Black Student Union at Eastlake HS
- Black Student Group at Finn Hill MS
- Brazilian Youth Inspirational Night Juanita High School (February 2023)
- Knights Have Black Girl Magic at Inglewood Middle School
- La Cima Summer Camp (June 2023)
- Latinx Café Redmond Middle School and Finn Hill Middle School
- Student of Color Conference (May 2023)



RESTORATIVE PRACTICES & POLICY WORK

Restorative Practices

The Equity and Family Engagement department collaborates with Student Services Department, Human Resources Office of Civil Rights, school-based staff and community organizations to ensure that families are heard. Equity and Family Engagement Facilitators are organized via Comprehensive High School Feeder Patterns. They are known as EF². Families and students will often reach out to them when a situation arises and feel more comfortable speaking to someone from this group. EF²'s are supervised by the Director of Equity and Family Engagement. He will assist the EF², family, and school-based staff on finding ways to restore relationships when harm has happened. In the instances where restoring relationships is not possible, the Director of Equity and Family Engagement along with EF²'s will guide the student and/or family on what their rights are and assist them in escalating their concerns and grievances. This escalation has resulted in Civil Rights investigations being performed amongst other outcomes.

Policy Work

Operational Expectation 14 (OE-14)

The Lake Washington School District Board of Education adopted this policy in September of 2021. It made a revision to the policy in June of 2023. The revisions made are evidence of this policy being a living document. These revisions are intended to more accurately measure our progress and adapt to our students' needs, especially those furthest from educational justice.

Lake Washington School District Administrative Equity Policy

The Lake Washington School District Superin-



tendent enacted The [Administrative Equity Policy 0100](#) and [0100P](#) in October of 2022. The Administrative Equity Policy was developed through the cooperation of community members and Lake Washington School District staff. This Equity Annual Report is an example of the expectations the community has expressed for our school district. Other areas of focus for the continued work for the policy group include: Accountability & Transparency; Curriculum and Instructional Practices; Equitable Access; Equity Teams; Family Engagement; Professional Learning; Recruitment, Hiring, Retention, and Workforce Equity; Shared Leadership and Decision Making; Student Access and Academic Achievement; and Well-Being. The Administrative Equity Policy is meant to be a living document. We are committed to developing more policy items on an ongoing basis.

Special Thanks

A very special thanks to the Equity and Family Engagement Team, community members and organizations, parents, educators, and students for their ongoing support and for holding us accountable..