

Lake Washington School District Equity Team

2025-2026 ANNUAL REPORT



FOREWORD

Lake Washington School District maintains our commitment to Just and Equitable systems. This commitment translates to systems change as well as individual experiences for our learners. We recognize the history, experiences, and outcomes for our students and our efforts are to ensure that every student has access and opportunity to achieve excellence. We're humbled by your interest in our Equity efforts in Lake Washington. We're excited to demonstrate, through examples, the work our district has done to promote equitable outcomes for all learners in the 2025-26 school year.

Our efforts are grounded in Board and Administrative policy. - These policies include OE 3 – Treatment of Community Stakeholders, OE 10 Learning Environment/Treatment of Students, OE-14 Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education, R2 Academic Content, Knowledge and Skills, and R3 Life and Global Citizenship Skills. Administrative policies include 0100 Equity and 0110 Human Dignity. These administrative policies are intentionally placed in the policy section titled Foundations to elevate our commitment and to lead with our values. We know that our foundation must be built on the firm belief that all students are capable of greatness.

Our school district's Strategic Framework binds our work to four commitments. The first is Equitable & Just Systems. The work of equity is ongoing and interwoven in all aspects of our work, it does not stand alone as an activity we do. Our commitment is unwavering. I hope that within the Annual Equity Report that you find evidence of our systems work. This work includes building skills for genuine family engagement focused on student success. Additionally, we provide examples of localized work that schools lead such as Building Thinking Classrooms at Keller Elementary or creating a universal experience for Algebra students at Redmond Middle School.

Your partnership, advocacy and feedback helps us to improve our practices for students. We believe this is the only way we'll be able to provide *Exceptional Experiences for Each Learner*.

Sincerely,

Dr. Jon Holmen

Superintendent, Lake Washington School District

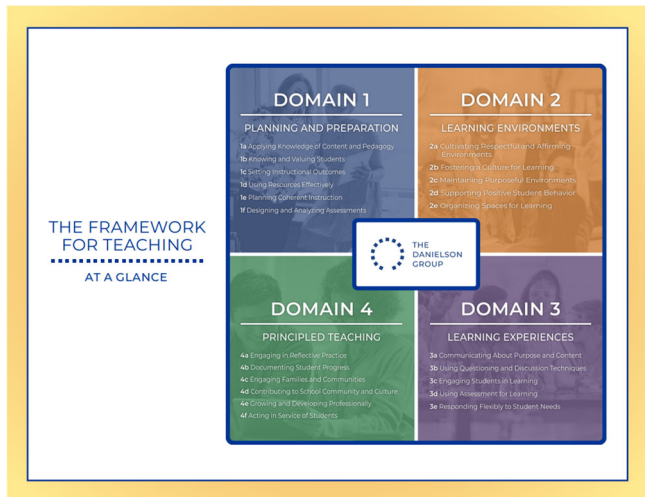


CURRICULUM AND INSTRUCTION

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.

Teacher Goal Setting and Evaluation

Each year, teachers in our district set goals using the Danielson Framework for Teaching. One of the areas staff are encouraged to focus on is family engagement. In particular, component 4C of the Danielson Framework identifies “Engaging Families and Communities” as essential to high-impact teaching. Lake Washington School District recognizes this component as an essential growth opportunity for staff. Professional learning to support the area of curriculum and instruction was aligned to this component. Teachers can set goals and evaluate growth towards this component.



Innovation Sites

Innovation sites are those schools who are piloting the work of Dr. Karen Mapp and other select curricula. Each school designed and facilitated professional learning to align with building goals. The schools that are Innovation Sites are

Old Redmond School House, Helen Keller Elementary, Rachel Carson Elementary, Benjamin Rush Elementary, and Juanita High School.

For example, Keller Elementary expanded how to listen using the work of Elena Aguiar from *The Onward Workbook: Daily Activities to Cultivate Your Emotional Resilience*.

Accelerated Programs

Accelerated Programs continued the implementation of a K–8 tiered service model grounded in Multi-Tiered Systems of Support (MTSS). This shift formally expanded access, for the first time in our district's history, to advanced learning through Classroom-Based Services (CBS) in general education settings, ensuring that more students- particularly those previously underrepresented in highly capable services- can receive enrichment and extension within their general education classes.

Support Services

New elementary school designs include flexible teaching spaces to support inclusive instruction and push-in ML and intervention instruction. Flexible small-group instructional spaces are located in classroom pods and in additional locations throughout the building, providing inclusive alternatives to traditional pull-out/ resource room models reflected in older school designs. In addition, a sensory room is included in all new schools as a universal support for students.



CURRICULUM AND INSTRUCTION

In-Building Work

Frost Elementary

Using the book *Building Thinking Classrooms* to increase student engagement and collaboration through intentional lesson planning.

Teachers, the MTSS coach, and administration participated in two PLC cycles using *Visible Learning* to discuss student outcomes, lesson design, and instructional practices, and to create student-growth goals.

At Frost Elementary, the University of Florida Literacy Institute (UFLI) lessons were implemented from Kindergarten through third grade in order to improve literacy for students.

Helen Keller Elementary

Staff at Keller Elementary have been focused on *Building Thinking Classrooms*, which has directly impacted student voice and agency during whole group math. This work was led by the MTSS coach and it supported student learning.

Keller also implemented UFLI. Across most grade levels (supported by the coach) and have seen a positive benefit for reading with the youngest learners.

Horace Mann Elementary

Mann Elementary has been involved in many initiatives from the Literacy Selection Committee, unpacking the Danielson Framework, participating in a Stembridge Residency, and continued work from the Site-Based Equity Team. Participating and leading this work is starting to highlight the impact of student voice and choice in increased engagement.

Juanita Elementary

Staff at Juanita actively contributed to curriculum and instructional improvement at both the

building and district levels. For example, the school's MTSS-A committee, collaborated to analyze student achievement data, identify instructional needs, and develop targeted interventions to improve student outcomes. This work strengthened the school's collective use of data to inform instructional decision-making and ensure students received timely academic support.

Additionally, staff participated in curriculum meetings supporting the launch of Emerge! Literacy curriculum and Emerge! Cornerstone professional learning. These experiences deepened understanding of high-quality literacy instruction and prepared administration to support staff with implementation of the new curriculum. They have shared key learning with teachers to help build confidence and consistency as they transition to Emerge!.

Redmond Middle School

Algebra teachers and administration are working to create a more universal experience within and across middle and high schools in LWSD. The Math Department is also working to identify students with math skill deficiencies in grade 6 so they can intervene before eighth grade Algebra.

Lake Washington High School

The Math Department at LWHS actively participated in the math curriculum adoption process. The entire department participated in reviewing multiple curriculum options and collaborating to make a recommendation to the school board.

International Community School

Staff are collaborating to create curriculum for the International Baccalaureate Diploma for the 2026-2027 school year.

PROFESSIONAL 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 staff or sponsored by them. Individual schools and departments also offered professional learning opportunities focused on equity, anti-racism, and inclusion. Please contact the Student Support and Programs Department if you would like to learn more about what's happening at your local school.

Learning Enhancement and Academic Planning Days (LEAP)

This year professional learning opportunities were focused on district-wide goals to improve family engagement and partnerships in buildings and within the district. This goal centered on the work and guidance of Dr. Karen Mapp of Harvard University Graduate School of Education. Dr. Mapp is the author and co-author of articles and books about the role of families and community members in the work of student achievement and school improvement.

In addition to Dr. Mapp's work, professional learning opportunities were designed using the Office of Public Instruction (OSPI) Family Engagement Guidance standards.

Elementary LEAP

Objectives

Content

- Examine how family engagement positively impacts elementary students' literacy development through research-based connections between home-school

partnerships and student achievement.

- Identify and plan high-impact, developmentally appropriate literacy strategies that actively include families in supporting reading, writing, and language development at home.

Language

- Discuss strategies for involving, engaging, and partnering with families along a continuum to support explicit reading strategies for student growth.
- Write a plan for using a high-impact strategy to engage families in student learning.

Secondary LEAP

Objectives

Content

- Examine how family engagement positively impacts elementary students' literacy development through research-based connections between home-school partnerships and student achievement.
- Identify and plan high-impact, developmentally appropriate literacy strategies that actively include families in supporting reading, writing, and language development at home.

Language

- Discuss strategies for involving, engaging, and partnering with families along a continuum to support explicit reading strategies for student growth.
- Write a plan for using a high-impact strategy to engage families in student learning.

PROFESSIONAL LEARNING

Innovation Sites

Innovation Sites are schools piloting approaches informed by Dr. Karen Mapp's work and selected family engagement resources. Each site developed and facilitated professional learning aligned with its building goals and community context. Participating schools include Old Redmond Schoolhouse, Helen Keller Elementary, Rachel Carson Elementary, Benjamin Rush Elementary and Juanita High School.

Additional information about each site's work, learning, and emerging practices is featured in the Family Engagement section.

Accelerated Programs

The department deepened professional learning for teachers focused on differentiation, enrichment, and relevant socio-emotional practices. This included ongoing collaboration with Teaching & Learning and other departments to build educator capacity to meet advanced learning needs within inclusive classroom environments. Additionally, the department prioritized social-emotional learning through a focused investment in executive functioning. In partnership with internal and external experts, we provided professional learning for teachers on strategies to support students' organization, self-regulation, and task management skills. This work helps ensure that advanced learning opportunities are accessible to a broader range of students by reducing barriers and promoting an approach to learning that is whole-child-centered.



Technology, Supporting Staff in Equitable Technology Integration

Professional learning remains central to building equitable systems. Technology tools alone do not create access. It is how educators use those tools that shapes student experience.

Throughout the 2025-2026 school year, the Technology Applications and Automation teams supported staff in the effective and consistent use of district systems, including Microsoft 365 and family communication platforms such as ParentSquare. This support emphasized accessibility, clarity, and alignment with district expectations.

In preparation for the 2026-2027 implementation of Securly Classroom, planning began for educator support and training to ensure consistent and inclusive use across schools. This proactive approach helps ensure that new tools are introduced in ways that reduce variability and support equitable classroom experiences from the outset.

Professional learning efforts focused on helping educators reduce barriers for students by using technology intentionally. This included reinforcing consistent use of tools across classrooms, supporting accessibility features, and promoting practices that allow students multiple ways to engage with content and demonstrate learning.

By aligning systems and instructional practices, the district continues to create more equitable and predictable learning environments for all students.

In-Building Work

Juanita Elementary

Administration co-led professional development for staff focused on Building Thinking Classrooms (BTC), the Danielson Framework, and Inclusive Practices.

PROFESSIONAL LEARNING

These learning opportunities supported teachers in strengthening student engagement, increasing mathematical discourse, refining instructional practices, and creating more equitable and inclusive learning environments. By facilitating professional learning and collaborative discussions, This helped build staff capacity and fostered a culture of continuous improvement focused on high-quality instruction for all students.

Keller Elementary

Keller Elementary had two professional learning partnerships in the 2025-2026 school year. The first was with “And Still We Rise”, an organization that is focused on inclusionary experiences for Black male students with disabilities. The second was an Innovation Lab Site partnership with Dr. Bergman. Both of these partnerships supported work related to inclusionary practices for Black students, with the focus being elevating Black parent voice.

Rockwell Elementary

Staff were presented with the idea of “Calling In vs, Calling Out” to foster spaces of inclusion and belonging in the school. This is a popular way of thinking about how to bring attention to harm such as bias or discrimination. Staff can now reflect, then act, in a ways they best feel will promote constructive change.

Rose Hill Middle School and Stella Schola

For the past two years, these schools have worked to systematically train all staff in Restorative Practices. These practices are designed to build and maintain meaningful relationships, and to repair those relationships when they are damaged. Staff were able to nurture more student and staff connections.

Nikola Tesla STEM High School

The entire Math Department participated in Building Thinking Classrooms training in March. This training helps classrooms to develop into a space inhabited by thinking individuals as well as individuals thinking collectively, learning together, and constructing knowledge and understanding through activity and discussion. The Math Department has been taking steps to implement this process to increase math engagement by all students.

Eastlake High School (EHS)

EHS extended the district LEAP learning around communicating with families through an asset-based lens. An asset-based lens focuses on the strengths, talents, cultural wealth, experiences, and resources that individuals, students, families, or communities already possess, rather than emphasizing perceived deficits, needs, or challenges.

Deficit-Based	Asset-Based
“This student struggles with academic vocabulary.”	“ This student is bilingual and can leverage multiple language skills to build academic vocabulary.”
“Families are not involved.”	“Families support learning in many ways that may not be reflected in traditional school engagement measures.”
“ The community lacks resources.”	“The community has networks, knowledge, cultural traditions, and relationships that can support success.”

Teachers modeled a live conversation and then participated in role plays to determine how they can approach a situation from a place of positive intent and partnership.

FAMILY ENGAGEMENT

The Student Support and Programs Department remains committed to engaging and supporting families in our school district. This includes supporting and facilitating interactions between school and family, coordinating and providing access to resources, seeking feedback from families, etc.

Language Access

The Family Tech Academy, an initiative designed to empower our multicultural families with essential digital literacy and school system navigation skills.

This parent-led program builds upon the foundation of the Tech Nights initiative, which was launched five years ago by René García and Virginia Ramirez, parents in Lake Washington School District. Since then, it has continued to be an integral part of family engagement efforts across multiple schools.

The Family Tech Academy began its journey with families on November 4, 2025 at Evergreen Middle School, with weekly sessions running through December 16, 2025.

This innovative program helps families better understand the American school experience and provides practical tools to support their children's academic success. All sessions are offered in families' native languages, ensuring that the program remains culturally responsive and community centered.

Each six-session cohort offers hands-on learning opportunities and peer collaboration. Families build confidence using school-related technology and resources while connecting with other parents. The program concludes with a certificate of attendance, and over time, parents will take the lead in facilitating sessions through a train-the-trainer model.

Curriculum topics include:

- Know your rights as a family and student (Language Access and FERPA)
- Communication tools (ParentSquare and email)
- Academic tools (Skyward, Canvas, attendance, and grading)
- Goal setting & support systems (Executive Functioning skills)
- Athletics, FinalForms & extracurriculars
- Graduation & postsecondary pathways

This six-week model allows for deeper learning about the U.S. school system and fosters long-term partnerships with the culturally and linguistically diverse families in our district. One of the key goals of the Family Tech Academy is to build trust and strengthen collaboration between parents and schools, ultimately improving student achievement.

"I am extremely happy to be part of this pilot program, the Family Tech Academy at Evergreen Middle School. The Spanish-speaking community is growing rapidly in our area, and it was time to create a program to support this community. The Family Tech Academy helps us build a community where we can support families and students, and it reminds us of that access to language is a right, among many other important things. I am excited to see this community continue to grow."

— Landy Pacheco, parent

FAMILY ENGAGEMENT



Family engagement through language access for multicultural families

Family engagement has long been identified as a key factor in students' academic success. When families actively participate by attending parent-teacher conferences, joining school events or simply talking about school at home at home, students benefit academically, socially, and emotionally.

But how can we ensure meaningful engagement for multicultural families who are learning English?

The answer begins with equitable access to communication.

Language access: A cornerstone of family engagement

Through our Language Access Policy ([4218 Language Access - Diligent Community](#)), we are committed to providing equitable and culturally responsive two-way communication with our multicultural communities.

This policy ensures that families have full access to district programs, services and opportunities regardless of the language they speak.

Language is more than a tool for communication; it is the foundation of authentic partnership. By removing language barriers, we create space for families to engage meaningfully in their children's education.

Our in-house interpreter agency

LWSD is proud to have an in-house agency of carefully trained interpreters who provide services with an equity-centered lens aligned with our Family Engagement policy.

Our interpreter pool includes:

- **In-house interpreters (staff members):** LWSD staff members who provide interpretation services outside of their contracted work hours.
- **Guest interpreters (external contractors):** Professionals who offer flexible scheduling to meet the diverse needs of our schools and families.

As part of our commitment to excellence, we provide ongoing professional development throughout the school year. These training sessions ensure that our interpreters are well-versed in district policies, programs and services. We also invite specialists to present on relevant topics such as Special Education Services and Attendance, strengthening the quality and consistency of services provided to our community.

If we do not have the language you need in our in-house agency, we partner with qualified and approved local agencies to provide support.

Professional translation services

In addition to interpretation, our Language Access Policy includes translation services through approved agencies. This ensures that vital documents and communications are accessible in families' home languages, further supporting equitable access to information.

How to access services

Staff can access interpretation and translation services through our Language Access SharePoint, where detailed guidance and resources are available: [Language Access Resources for Staff](#).

FAMILY ENGAGEMENT

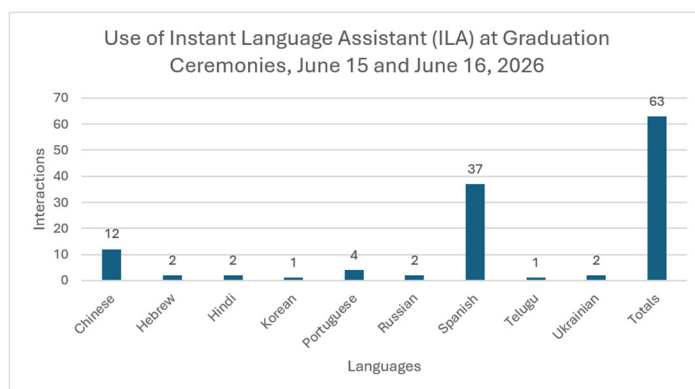
We are continually working to strengthen and expand our interpreter pool. If you know someone who may be interested in supporting our linguistically and culturally diverse families, please encourage them to reach out to the Language Access Coordinator Virginia Ramirez Romero at vramirezromero@lwsd.org.

Together, we can continue building strong partnerships with our multicultural families and ensure that every voice is heard and valued.

For more information visit our LA SharePoint: [Language Access Resources for Staff](#)

Chinese was the second most prevalent language, followed by Portuguese.

Other languages had fewer interactions but reflected the diverse community served.



"Thanks to interpreting services, I have been able to understand my student's academic progress and support my child's educational needs at home."

-Spanish speaking mom of a Redmond High School freshman student

Language Interpretation at Graduation

To enhance accessibility and inclusivity during graduation ceremonies in accordance with Language Access Policy 4218, live interpretation services were introduced this year.

This initiative aims to support attendees who speak diverse languages, ensuring all guests can fully participate in the celebration.

Data collected from the live interpretation sessions during recent graduation events highlights the engagement across various languages:

Spanish-speaking attendees showed the highest level of engagement, accounting for over half of all interactions.

"As a Hispanic family, we had the privilege of benefiting from this extraordinary service. Thanks to Virginia's commitment, our family members who do not speak English were able to feel truly included in this very special milestone, not only by watching the ceremony, but also by listening to and understanding everything that was happening in their own language."

-Spanish speaking parent in LWSO

"Being able to share the ceremony links with our loved ones, both those who were with us in person and those who live far away, allowed everyone to celebrate this achievement together. For once, language was no longer a barrier but instead became a bridge that brought our families together and made them feel connected to this unforgettable moment."

-Parent in LWSO

FAMILY ENGAGEMENT

"The service was great and very helpful. My mom came from Israel."

-Hebrew speaking parent in LWSD

"I just wanted to say thank you for offering simultaneous interpretation during the graduation ceremony. Because of that, my mom was able to follow along and really enjoyed the event."

"She only speaks Spanish and came all the way from Madrid to enjoy her granddaughter's graduation. She emphasized the sound was perfect and clear, even though she wears hearing aids. Having interpretation available meant a lot to our family and made the ceremony even more special for us. I've attached a short video with my mom sharing a few words to express her feedback as well."

"Next year, you should announce the system on the screens. I am sure more people would benefit from it."

- Spanish speaking parent from LWHS

Key Takeaways

- The high number of interactions in Spanish and Chinese indicates substantial demand for these language services.
- Positive feedback underscores the service's role in fostering inclusion, especially for families with limited English proficiency.
- Connecting loved ones near and far through live interpretation diminishes language barriers, strengthening community connections.
- Data on less frequently used languages can

help tailor future resource allocation and interpreter availability.

- Leading collaboration across departments was a key factor in the success of this project.



Communications

Lake Washington School District's Communications Team partners with Noticias en Espanol Para Familias de BSD y LWSD to create a weekly Spanish-language video news program to help LWSD's Spanish-speaking families stay informed about important district updates, school opportunities, and community resources. Each week, district news topics are shared with Noticias. The team then transcreates the information into culturally relevant, accessible video content for families. The videos are then distributed through ParentSquare, posted on the district website, and shared on social media, helping families receive timely information in a format that is clear, trusted, and easy to use.

In focus groups, 95% of participants said Noticias fulfills its purpose of helping Latino families in LWSD stay informed, and 82% reported engaging with the program for more than one year.

FAMILY ENGAGEMENT

Accelerated Programs

Accelerated Programs expanded access to advanced coursework and programming across K–12, including efforts to increase awareness and participation in Advanced Placement courses and assessment, College in the High School, and Running Start. These efforts focused on broadening access for students who may not have historically enrolled in these opportunities.

Feedback from K-12 students and families has reinforced the importance of these shifts. Families have shared that access to advanced learning within the neighborhood school continues to be a pivotal need that helps their children feel engaged while still being appropriately challenged. Students have reflected that opportunities to remain with peers while engaging in deeper learning experiences have had a general positive impact both their confidence and engagement in school.

The team continues to center student, family, and staff voice in program development. Feedback shared through ongoing communication and engagement has affirmed our commitment to equitable systems that prioritize access, belonging, and high levels of learning for all students.

Technology, Family Engagement and Access, Strengthening Connections Through Technology

Technology systems play an important role in how families access information and engage with the district. This year, efforts focused on improving clarity, accessibility, and consistency across the communication tools used by families.

During the 2025-2026 school year, district platforms such as ParentSquare, Skyward, and translation supports helped ensure that families

could access timely information about their students and communicate effectively with schools. Particular attention was given to reducing barriers for multilingual families and those with varying levels of familiarity with district systems.

These systems also supported families navigating additional challenges, including housing instability, by ensuring that communication remained consistent and accessible regardless of circumstance. When families can reliably access information and stay connected, they are better able to support their students.

This work strengthens the district's commitment to building inclusive, responsive partnerships with all families.

Innovation Sites

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Innovation Sites developed Safe-to-Fail Experiments around family engagement. Safe to Fail Experiments are small, controlled experiments designed to maximize learning while minimizing risk, allowing teams to explore confidently and learn what works.

Old Redmond School House

Old Redmond School House developed a Safe-to-Fail experiment addressing building trust with families. The experiment read “Each member of the ORSH LEAFE team will trial a home visit during January conferences.”

FAMILY ENGAGEMENT

After the home visits, ORSH reported the following improved student outcomes:

- Increased overall attendance
- Increased on-time attendance
- Increased parent volunteers in classrooms

Parents provided the following feedback:

"After the home visits, I felt more connected to my child's teacher"

"I noticed 'N' was more excited to go to school and before the visit, it was challenging to get him ready for school."

"I am very grateful for the home visit. Despite all the work they have, they took the time to visit. I think it is very important for feeling connected to the school"

The next steps for ORSH are to train the remaining ORSH staff, establish common expectations, establish parent/family community communication guidelines, and expand home visits across preschool.

Carson Elementary

Carson Elementary developed many different Safe-to-Fail experiments that varied depending on the grade level. One experiment was the K, 3rd, and 5th grade teams hosted an open house with SMART Goals created by data and then shared with parents. The open house included teaching families' skills to use at home. Another experiment was to conduct a second round of phone calls or in-person meetings with families

of chronically absent students to understand barriers and provide support.

Rush Elementary

Rush Elementary leveraged the time before Literacy Night to share a standard, student achievement and a strategy families can use to continue the learning at home. The focus was on Kindergarten, 1st grade, and multi-lingual Spanish speaking students. Goals for students were developed using data. Feedback was collected and a critical learning by staff was that Spanish speaking families should be personally invited by staff.

Juanita High School (JHS)

A Safe-to-Fail experiment developed at JHS revolved around positive connections with families. The goal was to increase the total number of ML and Hispanic students on track for graduation in 9th and 10th grades. They decided to make positive phone calls to 10 families from teachers. Teachers collected the following quotes from parents.

"Excited to hear positive news. Shared that it's been 'a hard road' for her, so hearing that she's doing well made his week."

"This is the best Friday phone call I've ever had, you had me worried for a sec!"

"Wow, I am surprised to hear that! I am so glad that she is opening up. Thank you so much, I'll have to take her out to dinner!"

FOSTERING STUDENT BELONGING

Accelerated Programs

Accelerated Programs expanded access to advanced coursework and programming across K-12, including efforts to increase awareness and participation in Advanced Placement courses and assessment, College in the High School, and Running Start. These efforts focused on broadening access for students who may not have historically enrolled in these opportunities.

Feedback from K-12 students and families has reinforced the importance of these shifts. Families have shared that access to advanced learning within the neighborhood school continues to be a pivotal need that helps their children feel engaged while still being appropriately challenged. Students have reflected that opportunities to remain with peers while engaging in deeper learning experiences have had a general positive impact both in their confidence and engagement in school.

The team continues to center student, family, and staff voice in program development. Feedback shared through ongoing communication and engagement has affirmed our commitment to equitable systems that prioritize access, belonging, and high levels of learning for all students.

Support Services

Construction partners have supported students in various ways including Mahlum Architects who presented career information to the EHS 9th Grade AVID classroom.



Additionally, Eastlake High School transition students were able to observe and tour an concrete pour in the library area. The opportunity provided students with a great understanding of the construction project which brought additional personnel to campus and created some noise and disruption near classrooms. The contractors working on the EHS project welcomed students and provided them with a unique opportunity to learn more about the construction process and upcoming changes to the campus.



Our in-district grounds crew also go above and beyond to support students. One curious student named Arijit intently watched the crew, his eyes wide with wonder. His enthusiasm was contagious. The crew patiently answered his questions and turned the day into a moment of mentorship and inspiration. When the crew visited again, they brought Arijit a special gift: an official LWSD trades uniform and a work backpack, just like the ones they wore, creating a lasting memory.



FOSTERING STUDENT BELONGING

All new schools are designed with individual restrooms to support student gender identity. These were included in all the secondary additions (FHMS, RMS, KiMS, RHS, EHS), the new Rockwell ES building opening this fall, in the designs for Alcott ES and Emerson HS/K-12 opening next fall, and in designs for the JHS Fieldhouse modernization and the KaMS rebuild/enlarge.



Students of Color Conference

One of the most important roles the Student Support and Programs Department plays is supporting the students who are the furthest away from educational justice and have been historically marginalized. Towards that goal, we have organized and facilitated LWSD's Students of Color Conference (SOCC).

Main Character Energy

The fifth annual SOCC was hosted by the Student Excellence and Engagement Department and Cascadia College. We were honored to invite Pork Filled Productions to preform "The Return of Joy Market." Pork Filled Productions is an award-winning theatre company and the oldest Asian American theatre company in the Pacific Northwest. PFP envisions a bold and vibrant universe shaped by diverse experiences, perspectives, and larger-than-life characters where everyone's story can be told.

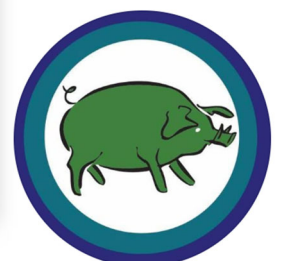
PFP Mission is to:

- Produce and develop genre plays
- Promote Asian-American and BIPOC artists
- Imagine fantastical, inclusive, and joyful worlds for all audiences

About the Show



Welcome to Joy Market! Where dating, fate and traditions are the key commodities and products. Joy Market is an Asian Comedy Show that dives into the lives of vendors. With the home setting a Market, players will use sketch, improv and variety acts to create portals centered around AAPI voices and stories.



FOSTERING STUDENT BELONGING

SOCC Sessions

- The Power of Portraiture– Celebrate Yourself
- Student Reps on the Board
- Make Your Own Beats!
- Know Your Rights, Know Your Power
- Laugh For the Health Of It!
- She Leads: Vision. Voice. Power.
- Road Wise: Navigating Traffic Stops Safely
- Confident Looks Good On You!
- Bamba Dance Workshop
- Breaking Barriers: Education, Immigration, and Your Future
- Black Doulas Impacting Change in Black Mental Health
- Where You Belong: A Look into HBCU Life
- The Importance of Salmon: Making Braided Leather and Salmon Skin Bracelets
- Nature is Medicine: Learning the Purpose and How To Make Traditional Medicine Bags
- Main Character Money Moves: Build Your Plan, Fund Your Future
- Radical Acceptance in Improv: Discovering Self-Confidence in Comedy
- So You Want To Be a DJ?
- How To Connect African/Black History and Creativity into Your Purpose
- Navigating College/Cascadia Scholars



Student Feedback

"Awesome! Gave me the space to voice how I'm currently feeling in our country and how we as Latinos can overcome it."

"This event is pretty awesome! Its one of the best experiences, and I'll definitely recommend it to other students"

OTHER DISTRICT WORK

Support Services– Building Excellence By Expanding Inclusion Through Capital Projects

Over the past several years, our Capital Projects team has been intentional about redefining what inclusion looks like in practice, not just as a goal, but as a daily way of working. That commitment has shown up in both the spaces we've been part of and the way we deliver our projects. Most recently, in April 2026, we participated in an Inclusion Summit, and in September 2025, the Regional Contracting Forum. At both events, we weren't just attendees; we were active contributors, sharing what we're learning while listening to others across the region who are equally committed to expanding opportunity. These gatherings reinforced something we've come to believe deeply: inclusion in public contracting doesn't happen by accident; it happens through consistency, transparency, and relationships.

That belief is shaping how we approach our work every day.

One of the biggest shifts has been in how we think about opportunity. By using delivery methods like Progressive Design-Build, we've been able to create earlier and more meaningful entry points for underrepresented business enterprises (UBEs). For example, Kamiakin's Rebuild/Enlarge design team included two UBEs: Mithun Architects, a women-owned business, and Rolluda Architects, a minority-owned business.



Instead of limiting participation to later phases, we're seeing more diverse firms at the table from the start, contributing as design partners, contractors, and collaborators. These team-based approaches are helping smaller firms grow their experience while building stronger, more inclusive project teams overall. At the same time, we've made it a priority to "open the doors" as wide as possible. That means meeting anyone who wants to learn about our work, sharing upcoming opportunities, explaining our processes, and making sure businesses understand how to engage with the district. Whether it's a one-on-one conversation or a regional forum, we are committed to making information accessible and relationships real. Inclusion for us also means looking across the full lifecycle of a project. We are hiring small and emerging businesses not only as contractors, but also as part of our project management and construction management team. We are contracting with UBEs as owner consultants, design partners, and builders, intentionally weaving diversity into every layer of project delivery. This approach ensures that participation isn't siloed but embedded throughout the work.

Equally important is how we support firms once they're engaged. Practices like prompt payment aren't just administrative; they can make the difference in whether a small business can take on and sustain work. We also focus on creating strong, diverse partnerships, helping firms build relationships that extend beyond a single project.

We've learned that access alone isn't enough; there has to be support and growth. That's why we offer debriefs to any firm that wants feedback, not just those who are shortlisted.

OTHER DISTRICT WORK

It's why we invest time in training and education, invite other public agencies to learn from our approach, and show up as panelists and participants in conversations across the region. We see this not just as sharing success, but as contributing to a broader shift in how public work is done.

Across all of this, our role as one of the largest school districts in Washington state carries both responsibility and opportunity. We have the ability to influence how work is delivered and who benefits from it. We take that seriously.

What's emerging isn't just a set of initiatives; it's a culture. One where inclusion is part of how we plan, partner, and build. One where opportunity is expanded not by chance, but by design. And one where our capital projects help create a lasting impact in the communities we serve.

Accelerated Programs

The Highly Capable identification practices were also refined for the first time this year to improve equitable access to services. Through collaboration across departments and ongoing review of processes, our team strengthened the use of multiple measures and universal screening practices, and expanded the pathways for identification, helping ensure that services more closely reflect the diversity of our district.

Technology– Systems and Operations, Using Automation to Reduce Barriers

The Automation team played a key role in advancing equitable systems by improving how data and processes function across the district. This work focused on reducing manual effort, increasing accuracy, and ensuring that systems respond more effectively to student and staff needs.

During the 2025-2026 school year, automation improvements supported timely provisioning of student accounts and access to learning platforms, helping ensure that students receive the tools they need without delay. This is especially important for students experiencing transitions, including those supported through McKinney-Vento services, where consistent and immediate access to resources can significantly impact continuity of learning.

System improvements also supported programs designed to build connection and belonging. Initiatives such as LINKS Lunch Buddy and similar peer connection models benefit from systems that support coordination, communication, and participation tracking. These improvements help ensure that programs intended to support students furthest from connection are implemented consistently and sustainably.

This work reflects a broader commitment to designing systems that operate reliably and equitably, ensuring that students who may be most impacted by instability or transitions are supported without interruption.

Technology– Continuous Improvement, Building Systems That Adapt and Respond

During the 2025–2026 school year, the Technology Applications and Automation teams used system performance data, access patterns, user experience, staff feedback, and cross-departmental collaboration to identify access gaps, improve consistency, and refine application management, system design, and automation processes. By grounding continuous improvement in data and lived experience, the district continues building efficient, inclusive, and responsive systems that better serve students and staff, particularly students furthest from educational opportunity, while advancing equitable access for every student.