

In partnership with  
Lake Washington PTSA

# Advocacy *in* Education

From the Classroom to the Capitol

Lindsey Yocum (she/her)  
LWSD Parent & LWSD School Board Director

Amy Falcone (she/her)  
LWSD Parent & Kirkland City Councilmember

# Introduction

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- Who are we?
- Who are you?



# Purpose

**"Our purpose, in collaboration with LWPTSA, is to meet community members where they are on their advocacy journey, providing education, empowerment, and encouragement to help them become effective advocates for all children and inspire others to do the same."**

**This is an opportunity for us to learn how to positively impact the larger educational system.**

# Plan for 2025 School Year

- January**
  - Passion drives advocacy
  - Advocacy at different levels within the educational system
- February**
  - Canceled due to weather
- March**
  - LWSD organization overview
- April**
  - School funding 101—the bridge between school districts and the state
- May**
  - Advocating with state agencies and elected leaders

# Plan for Today



## Presentation (30 minutes)

- District staff and school board roles/responsibilities
- Advocacy with school board



## Collaboration (30 minutes)

- Engage and learn from those in the room

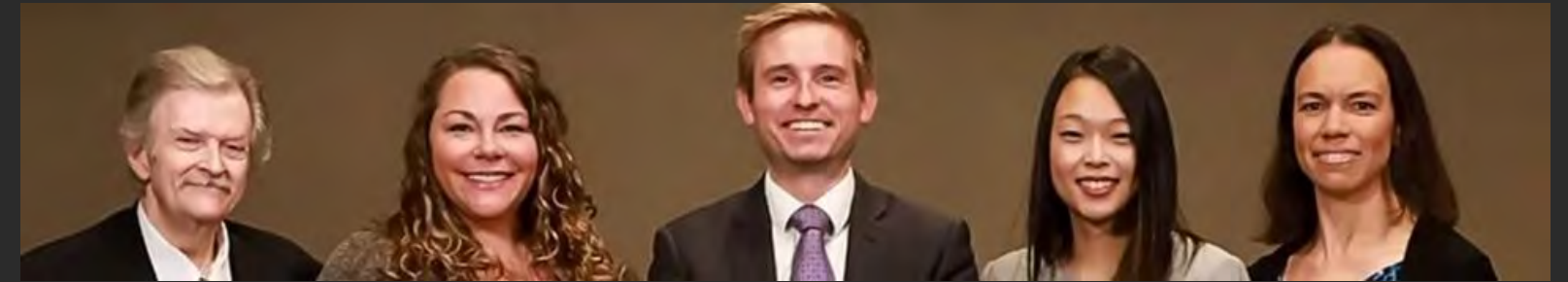


## Questions (30 minutes)

- Advocacy Q&A

# LWSD ORGANIZATION

VOTERS elect a school board



...to select/oversee a superintendent



...who manages a cabinet to run major functions of the district.



# LWSD ORGANIZATION

|                                     | School Board  | Superintendent  |
|-------------------------------------|---|---|
| <b>Leadership &amp; Oversight</b>   | Hires, evaluates, and, if necessary, replaces the superintendent. | Serves as the district's chief executive officer (CEO).     |
| <b>Vision &amp; Planning</b>        | Establishes the district's vision, mission, and strategic goals.  | Develops and implements plans to achieve board goals.       |
| <b>Policy Governance</b>            | Adopts and revises board policies.                                | Enforces and implements board policies in daily operations. |
| <b>Financial Stewardship</b>        | Approves and oversees the district budget.                        | Develops the budget and ensures fiscal responsibility.      |
| <b>Personnel Decisions</b>          | Sets policies for hiring and employment.                          | Manages staff hiring, evaluation, and assignments.          |
| <b>Curriculum &amp; Instruction</b> | Sets broad educational goals and policies.                        | Oversees curriculum development and instructional programs. |
| <b>Community Engagement</b>         | Represents community interests and values in decision-making.     | Communicates with families, staff, and stakeholders.        |
| <b>Accountability</b>               | Monitors student outcomes and district performance.               | Ensures compliance with laws and board expectations.        |

# SCHOOL BOARD



School Board: Restaurant Owners  
Superintendent: Head Chef  
District Leaders: Restaurant Managers

When you better understand the role of the board, you can...

- Provide timely feedback and suggestions that may impact the larger system



# SCHOOL BOARD

[HOME](#) / [ABOUT](#) / [SCHOOL BOARD](#)

## SCHOOL BOARD

### THE BOARD OF DIRECTORS LEADS THE DISTRICT

*LWSD Board of Directors named a "Board of Distinction" in 2023*

This group sets major policies, hires the superintendent, determines major goals for the district, and holds the superintendent and staff accountable for reaching those goals.

The Board consists of five members. Each Board position is elected by voters from the entire district. They serve a four-year term. That board member must live in the geographic district that is assigned their specific board seat.

Those director districts are established through the use of census data to determine an equitable distribution of Board positions among the population. This system ensures representation on the Board from all areas of the district. Each member is elected by all voters and is responsible for the entire district. Community members may contact any member on the Board.

### ROLE OF THE BOARD

[Board Members](#)

[Board Meetings](#)

[Board Meeting Video](#)

[BoardDocs](#)

[Contact the Board](#)

[Public comment at school board meetings](#)

[Student Representative to the School Board](#)



[EMAIL ALL BOARD MEMBERS](#)

# BOARD POLICIES

The screenshot displays a web application interface for the Board of Directors. The top navigation bar includes a home icon, a search icon, a user profile icon, and the text "Board of Directors" with a dropdown arrow. Below this, there are three main menu items: "MEETINGS", "POLICIES", and "LIBRARY" with a dropdown arrow. The "POLICIES" menu is expanded, showing a list of categories: "General", "Events", "Strategic Goals", and "Board Members". A secondary dropdown menu is open over the "Strategic Goals" category, listing five items with expandable icons (+):

- 01\_Board Superintendent Relations (BSR) +
- 02\_Governing Culture (GC) +
- 03\_Operational Expectations (OE) +
- 04\_Operational Governance Policies (OGP) +
- 05\_Results (R) +

# RESULTS POLICIES

These three policies are the fundamental reasons why LWSD exists. These are based on the values of our community...that is YOU!

## 05\_Results (R)

R-1 Mission of Lake Washington School District

R-2 Academic Content Knowledge and Skills

R-3 Life and Global Citizenship Skills

These define the results the organization is expected to deliver for its clients (students) on behalf of the owners (community members)

# OPERATIONAL POLICIES

## 03\_Operational Expectations (OE)

OE-01 Global Operational Expectations

OE-02 Emergency Superintendent Succession

OE-03 Treatment of Community Stakeholders

OE-04 Personnel Administration

OE-05 Financial Planning

OE-06 Financial Administration

OE-07 Asset Protection

OE-08 Communicating with and Counsel to the Board

OE-09 Sustainability

OE-10 Learning Environment /Treatment of Students

OE-11 Instructional Program

OE-12 Facilities

OE-13 Technology

OE-14 Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education

These are the standards for operations with which the Superintendent and staff are expected to comply as they make day-to-day decisions.

# EXAMPLE: MATH (results)

## 05\_Results (R)

R-1 Mission of Lake Washington School District

R-2 Academic Content Knowledge and Skills

R-3 Life and Global Citizenship Skills

### 2.2 Mathematical Reasoning and Practices

2.2.1 Students will become increasingly proficient in mathematics, in alignment with the Common Core State Standards. This includes:

- Learning math concepts.
- Developing math reasoning.
- Developing problem solving and skills fluency.
- Understanding and responding to mathematical information and challenges that are part of daily life, society, and the workplace.

### Indicators and Targets: 2.2 Mathematical Reasoning and Practices

| Level                | Indicators   | Targets |   |
|----------------------|--|---------|---|
|                      |  | All     | Student Groups <sup>1</sup>   |
| Elementary (grade 5) | Percentage of grade 5 students meeting end of year benchmark using a universal screening tool                            | >85%    | Trend for focus student groups <sup>2</sup> is positive and greater than the trend for comparative groups   |
|                      | Percentage of grade 5 students meeting state standards on state mathematics assessment (SBA and WA-AIM)                  | >85%    | Top 2 of 10 benchmarking districts <sup>3</sup><br><br>Trend for focus student groups is positive and greater than the trend for comparative groups |
|                      | Percentage of grade 5 students with an average of 3 or above on mathematics domains on 5 <sup>th</sup> grade report card | >90%    | Trend for focus student groups is positive and greater than the trend for comparative groups  |

### Overall Results: 2.2 Mathematical Reasoning and Practices

Table 11. Percentage of Grade 5 Students Meeting End of Year Benchmark Using a Mathematics Universal Screening Tool

| Student Group                                    | Grade 5 2023-24 | Annual Trend <sup>*</sup> | Benchmark Districts Ranking | n    |
|--|-----------------|---------------------------|-----------------------------|------|
| All  | 82.0            | +1.1                      | n/a                         | 2496 |
| American Indian/Alaskan Native                   | *               | *                         | n/a                         | 4    |
| Asian  | 91.1            | +0.5                      | n/a                         | 1047 |
| Black/African American                           | 47.1            | +0.5                      | n/a                         | 51   |
| Hispanic/Latino of any race(s)                   | 51.8            | +0.3                      | n/a                         | 249  |
| Native Hawaiian/Other Pacific Islander           | *               | *                         | n/a                         | 2    |
| Two or more races                                | 84.1            | +1.8                      | n/a                         | 226  |
| White  | 81.4            | +1.9                      | n/a                         | 917  |
| Students eligible for multilingual (ML) services | 44.9            | +0.6                      | n/a                         | 276  |
| Previously eligible for ML services              | 92.4            | +2.6                      | n/a                         | 669  |
| Never eligible for ML services                   | 84.1            | +1.1                      | n/a                         | 1551 |
| Students from low-income households              | 41.0            | +1.2                      | n/a                         | 307  |
| Non-Low Income                                   | 87.7            | +1.7                      | n/a                         | 2189 |

|   |      |      |     |      |
|---|------|------|-----|------|
| Students receiving Special Education services | 46.2 | +1.2 | n/a | 247  |
| Non-Special Education                         | 85.9 | +1.0 | n/a | 2249 |
| Female  | 80.2 | +1.1 | n/a | 1167 |
| Gender X                                      | *    | *    | n/a | 1    |
| Male  | 83.5 | +0.9 | n/a | 1328 |

n/a = Data not available. Comparative district data is not available for this indicator.

<sup>^</sup> = Annual trend was calculated across 4 years based on results from FastBridge aMath assessments administered in 2021, 2022, 2023 and 2024. Students receiving a "low risk" or "minimal risk" on the FastBridge Reading EOY are considered as "Meeting Benchmark."

<sup>\*</sup> = data suppressed to protect individual student performance due to less than 10 students in that category.

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

# EXAMPLE: MATH (operational expectation)

## 03\_Operational Expectations (OE)

OE-01 Global Operational Expectations

OE-02 Emergency Superintendent Succession

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OE-12 Facilities

OE-13 Technology

OE-14 Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education

**11.6** Assure that the instructional program promotes academic success for all students through high-quality instruction and inclusive learning environments that are designed to meet the needs of all learners and responds with differentiated instruction to meet the needs of students of various backgrounds and abilities.

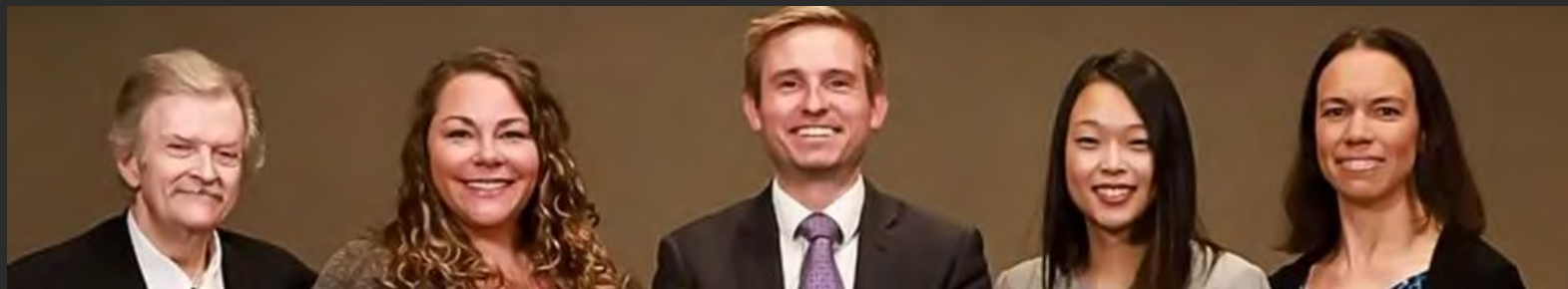
- The New Teacher Support Program facilitated guided learning walks for 150 novice educators in order to help new teachers see effective instructional practices in action and discuss how to apply these same practices in their own classrooms.
- Approximately 175 teachers opted into professional learning focused on high-leverage instructional strategies in math, including book studies and in-person book studies. Key texts/resources included *Building Thinking Classrooms* and *Taking Action: Implementing Effective Mathematics Teaching Practices* book study. Teachers reflected on instruction, implemented new strategies in classrooms and collaborated with colleagues.

# EXAMPLE: MATH (school improvement plan)

| Priority #2   |   |  |                                       |   |  |              |                       |                       |            |           |             |   |             |                                  |           |           |             |   |             |                             |             |            |             |             |             |                             |           |           |             |             |             |                             |           |             |             |             |             |                             |           |             |             |             |             |
|---|---|--|---------------------------------------|---|--|--------------|-----------------------|-----------------------|------------|-----------|-------------|---|-------------|----------------------------------|-----------|-----------|-------------|---|-------------|-----------------------------|-------------|------------|-------------|-------------|-------------|-----------------------------|-----------|-----------|-------------|-------------|-------------|-----------------------------|-----------|-------------|-------------|-------------|-------------|-----------------------------|-----------|-------------|-------------|-------------|-------------|
| Priority Area   | Mathematics   |  |                                       |   |  |              |                       |                       |            |           |             |   |             |                                  |           |           |             |   |             |                             |             |            |             |             |             |                             |           |           |             |             |             |                             |           |             |             |             |             |                             |           |             |             |             |             |
| Focus Area  | Math Fluency and Centers  |  |                                       |   |  |              |                       |                       |            |           |             |   |             |                                  |           |           |             |   |             |                             |             |            |             |             |             |                             |           |           |             |             |             |                             |           |             |             |             |             |                             |           |             |             |             |             |
| Focus Grade Level(s) and/or Student Group(s)  | K-5 Students  |  |                                       |   |  |              |                       |                       |            |           |             |   |             |                                  |           |           |             |   |             |                             |             |            |             |             |             |                             |           |           |             |             |             |                             |           |             |             |             |             |                             |           |             |             |             |             |
| Desired Outcome   | Students will demonstrate overall growth in their math fact fluency, as well as through consistent engagement in differentiated math centers that address individual needs and provide opportunities for targeted practice as measured by the FastBridge assessment.  |  |                                       |   |  |              |                       |                       |            |           |             |   |             |                                  |           |           |             |   |             |                             |             |            |             |             |             |                             |           |           |             |             |             |                             |           |             |             |             |             |                             |           |             |             |             |             |
| Alignment with District Strategic Initiatives   | MTSS  |  |                                       |   |  |              |                       |                       |            |           |             |   |             |                                  |           |           |             |   |             |                             |             |            |             |             |             |                             |           |           |             |             |             |                             |           |             |             |             |             |                             |           |             |             |             |             |
| Data and Rationale Supporting Focus Area  | <p>Fall FastBridge Data – 2024/2025</p> <table border="1"> <thead> <tr> <th>FastBridge Benchmark Risk % Scores Franklin (L) vs. District (R)</th> <th>High Risk</th> <th>Some Risk</th> <th>Low Risk</th> <th>Minimal Risk</th> <th>At or Above Benchmark</th> </tr> </thead> <tbody> <tr> <td>Kidlegames Early Math</td> <td>4% vs. 10%</td> <td>7% vs. 9%</td> <td>91% vs. 87%</td> <td>X</td> <td>91% vs. 87%</td> </tr> <tr> <td>1<sup>st</sup> Grade Early Math</td> <td>7% vs. 9%</td> <td>5% vs. 8%</td> <td>92% vs. 84%</td> <td>X</td> <td>92% vs. 84%</td> </tr> <tr> <td>2<sup>nd</sup> Grade aMath</td> <td>12% vs. 10%</td> <td>6% vs. 10%</td> <td>22% vs. 17%</td> <td>60% vs. 57%</td> <td>82% vs. 74%</td> </tr> <tr> <td>3<sup>rd</sup> Grade aMath</td> <td>7% vs. 9%</td> <td>9% vs. 9%</td> <td>18% vs. 22%</td> <td>71% vs. 61%</td> <td>89% vs. 83%</td> </tr> <tr> <td>4<sup>th</sup> Grade aMath</td> <td>8% vs. 9%</td> <td>10% vs. 11%</td> <td>13% vs. 14%</td> <td>71% vs. 67%</td> <td>86% vs. 81%</td> </tr> <tr> <td>5<sup>th</sup> Grade aMath</td> <td>1% vs. 1%</td> <td>13% vs. 11%</td> <td>18% vs. 19%</td> <td>63% vs. 68%</td> <td>83% vs. 83%</td> </tr> </tbody> </table> <p>We will use FastBridge assessment and FastBridge Group Growth report for Winter and Spring to track and progress monitor outcome data. There's a lot to celebrate, while also opportunities for growth overall by looking at our Fall FastBridge data that's shown above. Leaning on teacher feedback and reviewing OSPF's Math Best Practices, targeting fluency and centers would aim to significantly increase students' ability to perform basic math calculations quickly and accurately through the implementation of dedicated math centers in the classroom, allowing for differentiated practice and targeted support based on individual needs, ultimately leading to improved overall math proficiency.</p> | FastBridge Benchmark Risk % Scores Franklin (L) vs. District (R) | High Risk                             | Some Risk   | Low Risk   | Minimal Risk | At or Above Benchmark | Kidlegames Early Math | 4% vs. 10% | 7% vs. 9% | 91% vs. 87% | X | 91% vs. 87% | 1 <sup>st</sup> Grade Early Math | 7% vs. 9% | 5% vs. 8% | 92% vs. 84% | X | 92% vs. 84% | 2 <sup>nd</sup> Grade aMath | 12% vs. 10% | 6% vs. 10% | 22% vs. 17% | 60% vs. 57% | 82% vs. 74% | 3 <sup>rd</sup> Grade aMath | 7% vs. 9% | 9% vs. 9% | 18% vs. 22% | 71% vs. 61% | 89% vs. 83% | 4 <sup>th</sup> Grade aMath | 8% vs. 9% | 10% vs. 11% | 13% vs. 14% | 71% vs. 67% | 86% vs. 81% | 5 <sup>th</sup> Grade aMath | 1% vs. 1% | 13% vs. 11% | 18% vs. 19% | 63% vs. 68% | 83% vs. 83% |
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| Strategy to Address Priority  | <table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Focus on foundational math facts (addition, subtraction, multiplication, and division facts) in order to successfully solve more complex math concepts.</td> <td> <p>Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for foundational math facts in math instruction and student learning (i.e. Illustrative Math Fluency Packet).</p> <p>Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.</p> </td> </tr> </tbody> </table>   | Action   | Measure of Fidelity of Implementation | Focus on foundational math facts (addition, subtraction, multiplication, and division facts) in order to successfully solve more complex math concepts. | <p>Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for foundational math facts in math instruction and student learning (i.e. Illustrative Math Fluency Packet).</p> <p>Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.</p> |              |                       |                       |            |           |             |   |             |                                  |           |           |             |   |             |                             |             |            |             |             |             |                             |           |           |             |             |             |                             |           |             |             |             |             |                             |           |             |             |             |             |
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|   |   |
|---|---|
| <p>Differentiated instruction through math centers in the classroom, each designed to address different skill levels and learning styles, allowing students to work at their own pace and receive targeted support.</p> | <p>Multiple sessions.</p> <p>Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for differentiation in math instruction and student learning (i.e. routines and structure of centers, intentional student grouping, incorporating SIOP, GLAD and Building Thinking Classrooms strategies).</p> <p>Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.</p> |
|---|---|

# Community



# Schools

## 05\_Results (R)

R-1 Mission of Lake Washington School District

R-2 Academic Content Knowledge and Skills

R-3 Life and Global Citizenship Skills

## 03\_Operational Expectations (OE)

OE-01 Global Operational Expectations

OE-02 Emergency Superintendent Succession

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OE-12 Facilities

OE-13 Technology

OE-14 Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education

## School Improvement Plan

**Annual Update: 2024-25**



# SCHOOL BOARD

When you better understand the role of the board...

|                          | School Board  |
|--------------------------|---|
| Leadership & Oversight   | Hires, evaluates, and, if necessary, replaces the superintendent. |
| Vision & Planning        | Establishes the district's vision, mission, and strategic goals.  |
| <b>Policy Governance</b> | <b>Adopts and revises board policies.</b>                         |

...you can provide timely feedback and suggestions that may impact the larger system

ANNUAL WORK PLAN

# ANNUAL WORK PLAN

Board of Directors

FEATURED MEETINGS POLICIES LIBRARY

- General
- Events
- Strategic Goals
- Board Members

Search Library

Featured

- Annual Work Plan
- ★ 2024-25 Annual Work Plan
- 2023-24 Annual Work Plan
- 2022-23 Annual Work Plan
- 2021-22 Annual Work Plan

Board Meeting Updates

Legislative Information

LWPTSA Currents

Procedures

School Visits

WWSDA INFORMATION

General Library Item






Name 2024-25 Annual Work Plan

Content

Work Plan of the Board 2024-25\_v25.01.28.pdf (293 KB)

§

# ANNUAL WORK PLAN

|                  |   |   |
|------------------|---|---|
| November 4       | Study Session    | <p><b>Topic:</b><br/>OE-10 Board Policy Revisions</p> <p><b>Overview:</b><br/>The Board will discuss revisions to Board Policy, Operational Expectation-10 through a process to revisit the Board's interests related to the Learning Environment and Treatment of Students. Based on the Board's previous discussions, the Danielson Framework for Teaching domain focused on learning environment will help support alignment between the Board and the classroom. During the study session the Board will conduct a gallery walk to explore each of the Danielson Framework's five components and consider the current expectations regarding prohibitions in the policy.</p> <p><b>Outcome:</b><br/>The Board will provide information and direction to the Superintendent to develop a draft policy for review and discussion at the December 9, 2024 Study Session.</p> |
| November 4       | Board Meeting   | <p>Public Comment Hearing: Transfer of Territory</p> <p><b>Non-Consent:</b><br/>Action Purchase of Real Property Middy Marine Redmond Resolution 2389<br/>OE 10 – Learning Environment/Treatment of Students (Monitoring) (Guthrie)</p> <p>Board Summary: OE-12 (Laliberte)<br/>Board Summary: OE-13 (Guthrie)</p>  |
| November 8, 2024 | School Visit   | <b>Rose Hill Middle School; Mann Elementary</b>   |
| November 18      | Study Session  | <p><b>Topic:</b><br/>Conference Attendance and Reporting</p> <p><b>Topic:</b><br/>High School Day</p>   |
| November 18      | Board Meeting   | <p><b>Consent:</b><br/><b>Non-Consent:</b><br/>Transfer of Territory (Action)<br/>Board Summary: OE-10 (Guthrie)<br/>Instructional Services Program Update<br/>OE-11 – Instructional Program (Monitoring) (Yocum)<br/>OE 5 – Financial Planning (Monitoring) (Stuart)</p> <p><b>Executive Session: To review the performance of a public employee. (15 mins)</b></p>  |
| November 18      | Exec Session   | <p><b>Superintendent Evaluation</b></p> <p>The Board will hold the first of three evaluation meetings with Superintendent Holmen</p> <ul style="list-style-type: none"> <li>• B/SR 5 – Superintendent Evaluation</li> <li>• OE 8 – Communication and Counsel to the Board (Monitoring) (Choi)</li> </ul>  |


# ANNUAL WORK PLAN

|          |               |  |
|----------|---------------|--|
| March 24 | Study Session | <b>Topic:</b> High School Day<br><b>Other Topic/s To Consider/Schedule:</b> <ul style="list-style-type: none"><li>• Secondary Special Education Programs, Services, and Inclusionary Practices Update: Part Two</li><li>• Highly Capable Program Update</li><li>• Enrollment</li></ul> |
| March 24 | Board Meeting | <b>Non-Consent:</b><br>Results 1 – Mission of the District (Monitoring) (Yocum)<br>Board Summary: R-2 (Guthrie)<br>Legislative Representative request for WSSDA Position Submissions – to be voted on at the following meeting   |

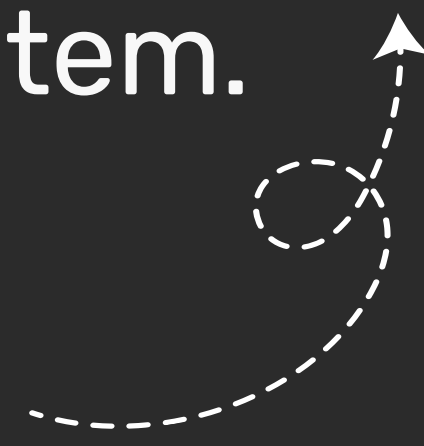
# SCHOOL BOARD

When you better understand the role of the board, you can provide timely feedback and suggestions that may impact the larger system.

policy creation & revision



board work plan



# DISTRICT STAFF

- When you better understand the organizational structure of LWSD, you can...
  1. More quickly resolve your individual issue
  2. Bring awareness to a system-wide issue impacting others
- Following the organizational hierarchy is encouraged for all members of the organization, including students, families, and community members

# LWSD ORGANIZATION

[HOME](#) / [ABOUT](#) / [DISTRICT LEADERSHIP TEAM](#)

## DISTRICT LEADERSHIP TEAM

The district leadership team is committed to providing high quality programs and services to Lake Washington School District students, staff, schools and families.



### DR. JON HOLMEN | SUPERINTENDENT

425-936-1257 | [superintendent@lwsd.org](mailto:superintendent@lwsd.org)

Dr. Holmen serves as Chief Executive Officer, providing strategic vision, leadership, and direction to the district. He is accountable for student and organizational outcomes through the fulfillment of Board established End Results and Executive Limitations Policies. He serves as the Board's link to the operational organization, assuming authority and responsibility for development and implementation of overall district strategic goals, objectives, and initiatives, and assumes accountability for staff performance, resource management, community and parent involvement, organizational operations and district culture.

[Central Leadership Team organizational chart](#)



Business & Support Services

Equity, Community & Talent Strategy

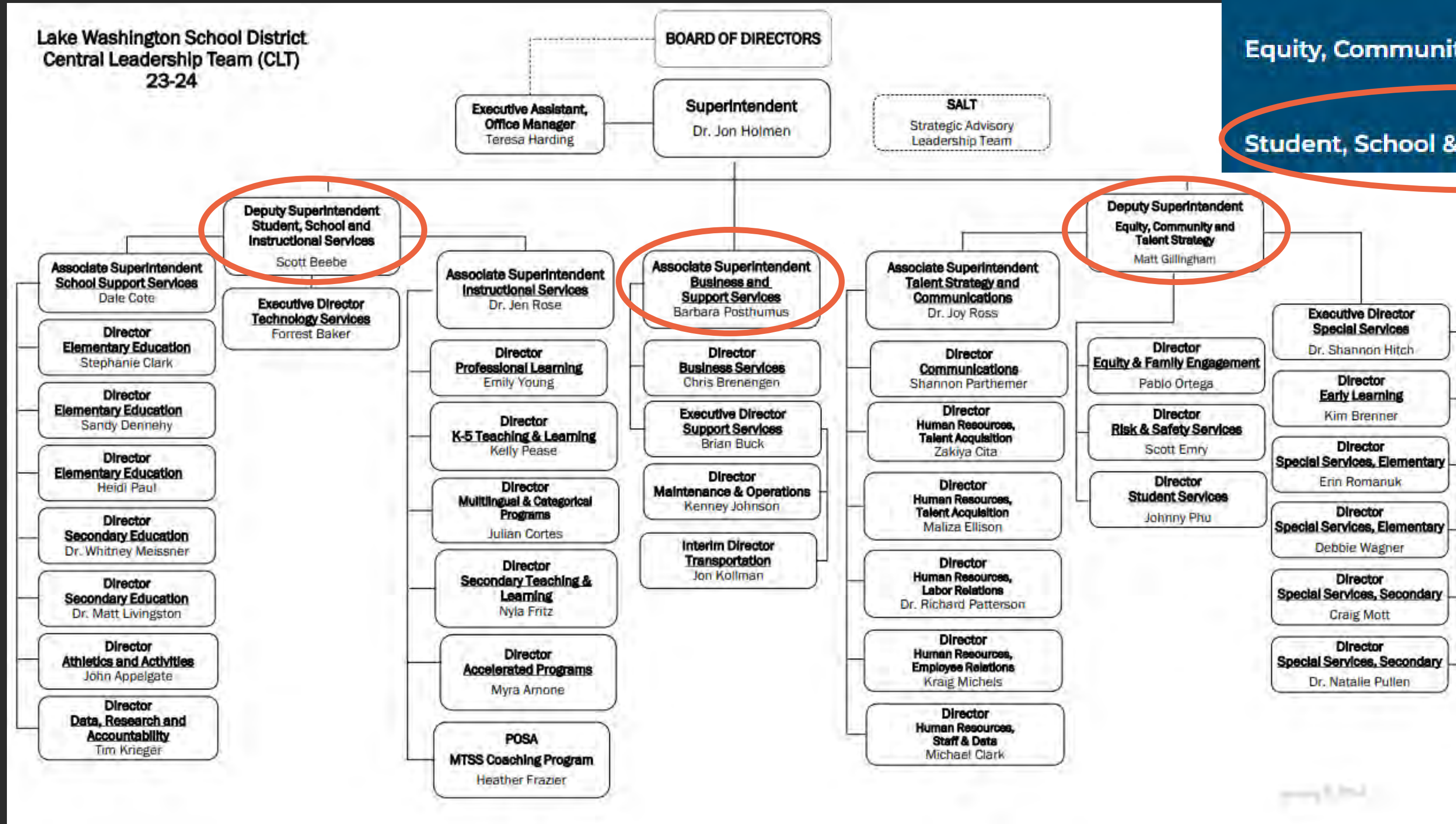
Student, School & Instructional Services

# LWSD ORGANIZATION

Business & Support Services

Equity, Community & Talent Strategy

Student, School & Instructional Services





# LWSD ORGANIZATION



## MYRA ARNONE | DIRECTOR OF ACCELERATED PROGRAMS

425-936-1376 | [myarnone@lwsd.org](mailto:myarnone@lwsd.org)

The Director of Accelerated development and implementation of programs and services including: Early

Honors, Advanced Placement and College in the district leaders, school principals and teams to ensure student access and engagement, close achievement, and student learning and success. She provides oversight and policies pertaining to choice schools, and provides request for proposal (RFP) process. She collaborates on identification, development, and implementation of district policy and oversees district summer school.

[Accelerated Programs organizational chart](#)

Department webpage: [Accelerated Programs](#)



## KELLY PEASE | DIRECTOR OF K-5 TEACHING & LEARNING SERVICES

425-936-1276 | [kpease@lwsd.org](mailto:kpease@lwsd.org)

Ms. Pease leads the development and implementation of K-5 teaching and learning services. She supports efforts to ensure student success in collaboration with district leaders and school principals. She oversees the adoption and implementation of curriculum aligned to standards for K-5 and supports communication with caregivers about student learning and implementation of K-5 assessing and reporting practices.

Ms. Pease provides leadership and oversight for K-12 summer Elementary Summer Literacy Academy, Core Academic Mathematics and Credit Recovery.

Ms. Pease manages district and school compliance with Title I, including the Learning Assistance Program (LAP) and Title II.

[Elementary Teaching & Learning organizational chart](#)



## JULIÁN CORTÉS | DIRECTOR OF MULTILINGUAL LEARNING

425-936-1390 | [jcortes@lwsd.org](mailto:jcortes@lwsd.org)

Mr. Cortés provides leadership to ensure successful implementation of multilingual learner services through the Multilingual program, Transitional Bilingual Instruction program, and Transitional Language program. These programs are designed to help students receive language proficiency. He ensures that English learners are appropriately receive services that best fit their individual educational needs. He provides leadership for the Learning Acceleration (Safety Net) and Credit Recovery at the secondary level (grades 6-12). He supports the efforts of the multilingual programs with a focus on equitable practices that center the needs of students. Mr. Cortés collaborates with district leaders, building multilingual teachers to implement instruction and support with student access to grade-level standards in the general education program. Mr. Cortés assumes responsibility for district and school compliance with Title I and Student Succeeds Act.

[Multilingual and Categorical Programs organizational chart](#)



## DR. SHANNON HITCH | EXECUTIVE DIRECTOR OF SPECIAL SERVICES

425-936-1301 | [shhitch@lwsd.org](mailto:shhitch@lwsd.org)

Dr. Hitch provides leadership for the development, implementation, and management of district services and programs for students with special needs, including students with Individual Educational Programs (IEPs) under the Individuals with Disabilities Education Act (IDEA) qualifying for specially designed instruction and students qualifying for accommodations under Section 504 of the federal Rehabilitation Act. Dr. Hitch assumes responsibility for ensuring successful collaboration between parents, school teams, and district teams to ensure that free and appropriate public education is provided for qualified students. She provides oversight of district special education services, 504 services, health services, district preschool, and birth-two programming. Dr. Hitch serves as the district's section 504/ADA coordinator, monitoring and coordinating the district's compliance with matters pertaining to the Americans with Disabilities Act.

[Special Services organizational chart](#)

Department webpage: [Special Services](#)

# LWSD ORGANIZATION

[HOME](#) / [ABOUT](#) / [DISTRICT LEADERSHIP TEAM](#) / [STUDENT, SCHOOL & INSTRUCTIONAL SERVICES](#)

## STUDENT, SCHOOL & INSTRUCTIONAL SERVICES



### STEPHANIE CLARK | DIRECTOR OF ELEMENTARY EDUCATION, WEST REGION

425-936-1404 | [stclark@lwsd.org](mailto:stclark@lwsd.org)

Ms. Clark provides leadership to ensure success for elementary students and schools in the West Region of our school district. She supports school improvement efforts focused on ensuring academic success for every student by collaborating with and leading school principals to provide effective support, coaching, and supervision of school teams, programs, and services focused on increasing student access and engagement, closing achievement and opportunity gaps, and supporting learning and success for all students. She provides elementary level co-ordination and co-facilitates elementary level meetings. Ms. Clark works collaboratively with families and supports communications and conflict resolution efforts.

[Elementary Education \(West\) organizational chart](#)

Business & Support Services

Equity, Community & Talent Strategy

[Student, School & Instructional Services](#)

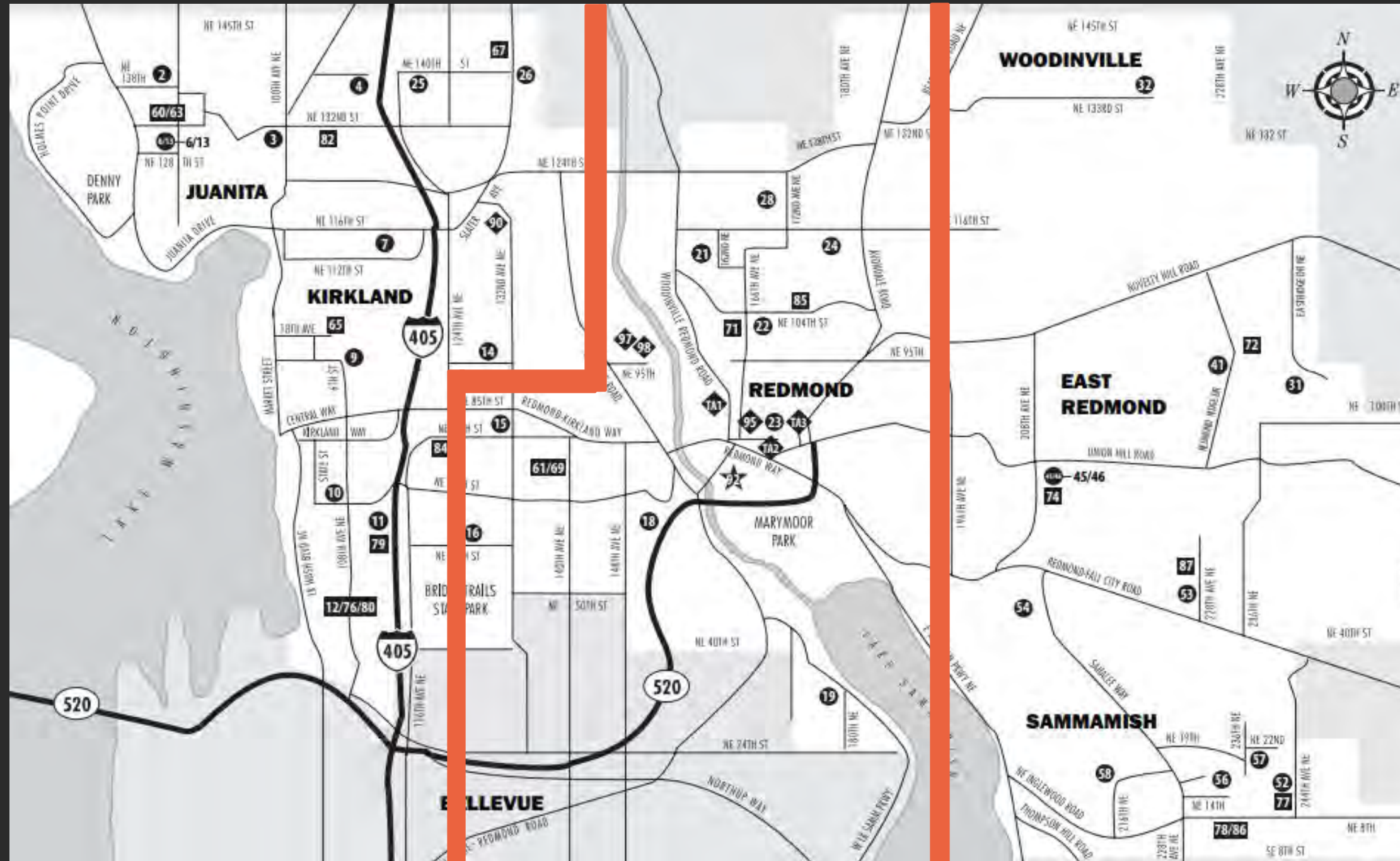
# ELEMENTARY SCHOOLS



Sandra Dennehy  
*Central Schools*



Stephanie Clark  
*West Schools*

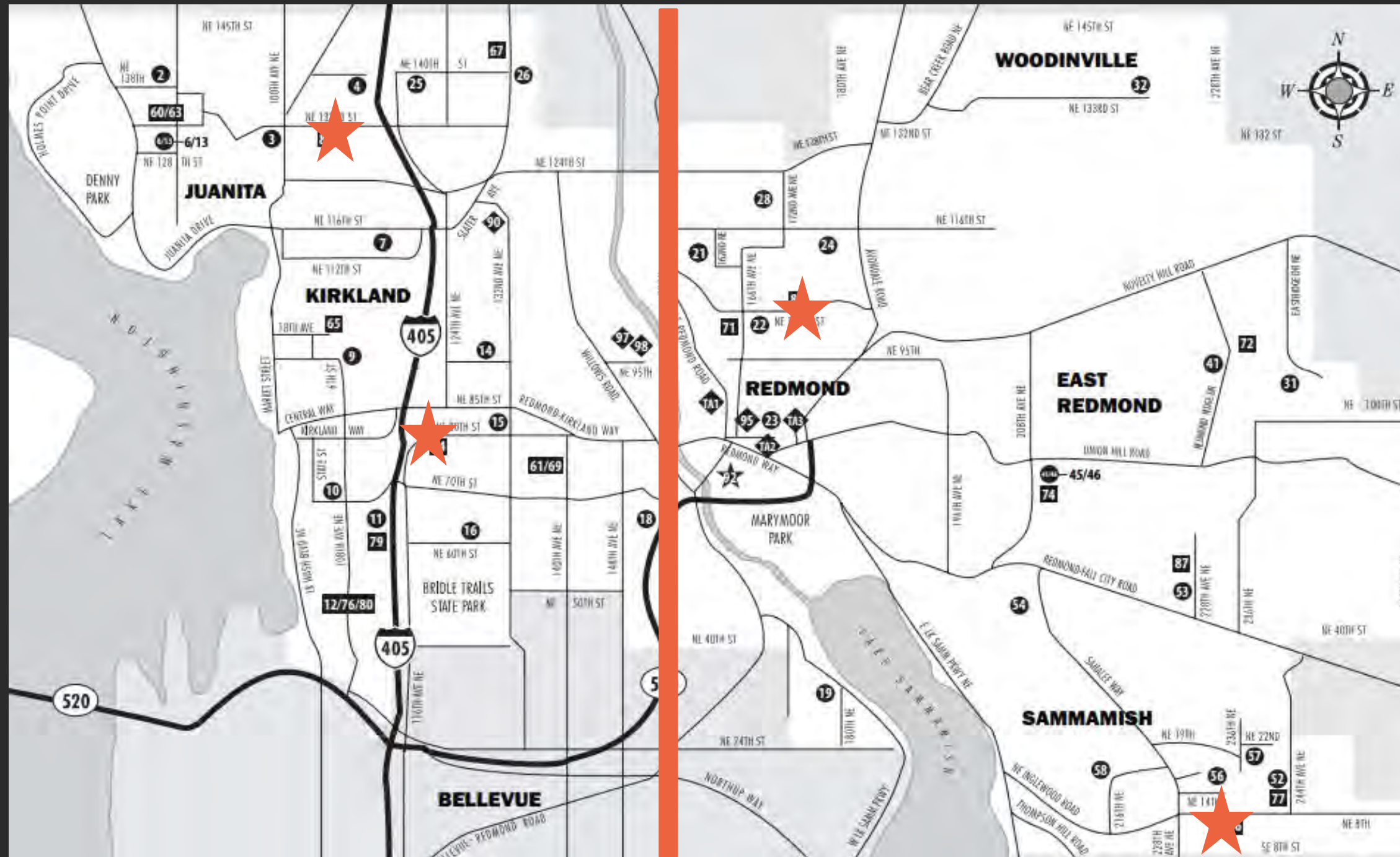


Heidi Paul  
*East Schools*

# SECONDARY SCHOOLS



Dr. Matt Livingston  
*West Schools*

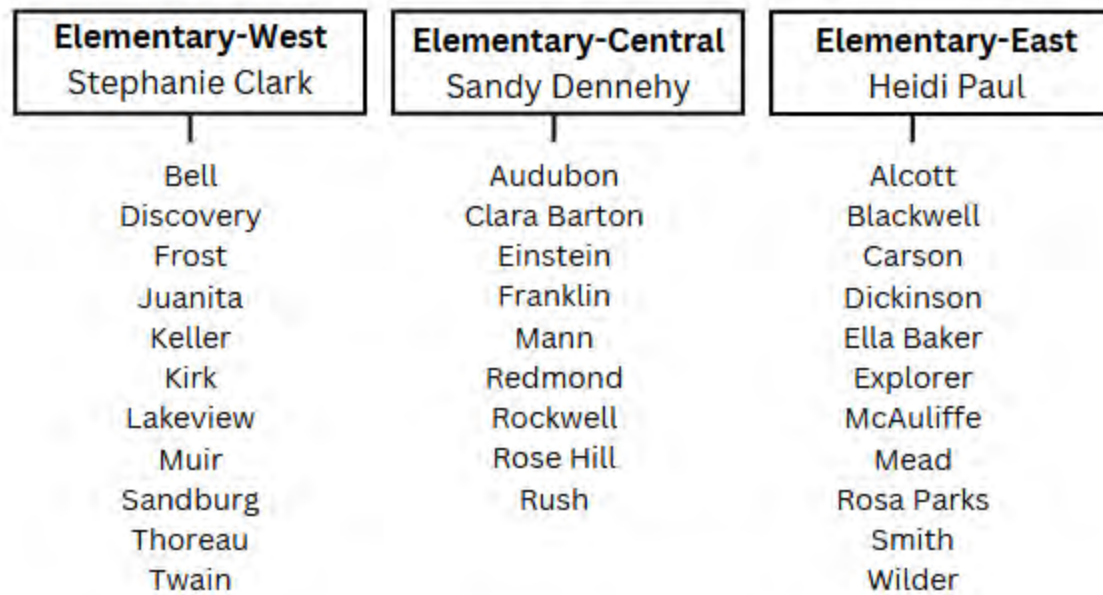


Dr. Whitney Meissner  
*East Schools*

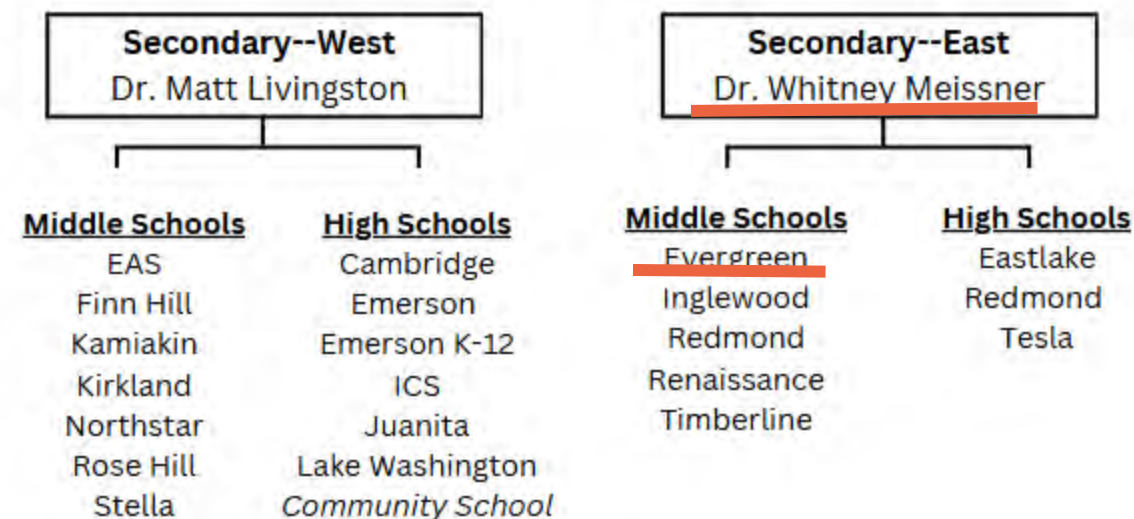
# SCHOOL DIRECTORS

## School Directors

### Elementary Directors



### Secondary Directors



Superintendent  
Dr. Jon Holmen

Deputy Superintendent  
Scott Beebe

Associate  
Superintendent  
Dale Cote

My Student's Director

**Dr. Meissner**

My Student's Principal

**Kristian Dahl**

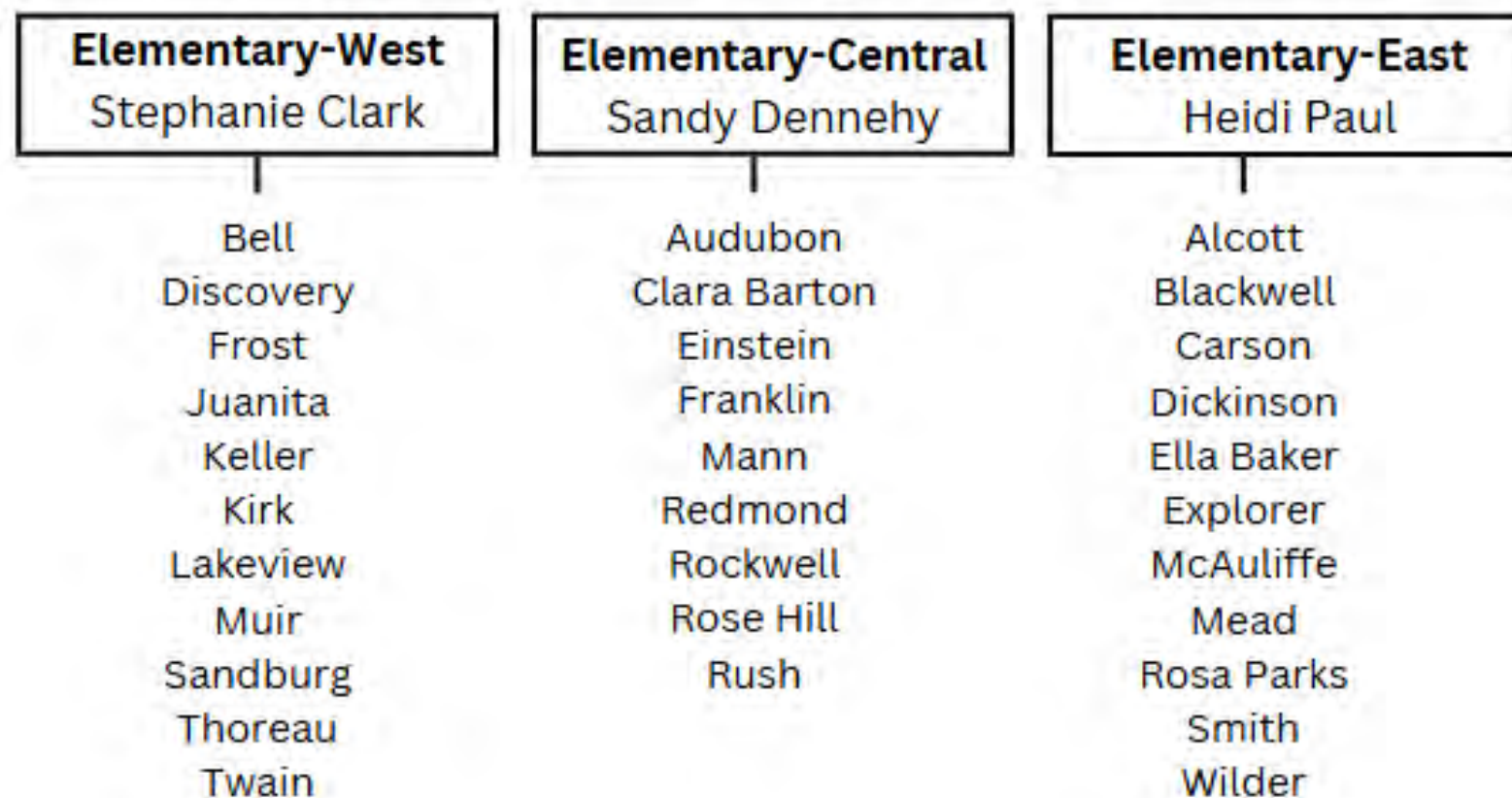
My Student's School

**Evergreen MS**

\*\* Early Learning Programs are overseen by Kim Brenner, Director of Early Learning.\*\*

# SCHOOL DIRECTORS

## Elementary Directors



## Secondary Directors



# SPECIAL SERVICE DIRECTORS

## Special Services

### Elementary Directors

**Elementary**  
**Juanita LC**  
**Lake Washington LC**  
 Debbie Wagner

**Elementary**  
**Eastlake LC**  
**Redmond LC**  
 Craig Mott

Audubon  
 Bell  
 Discovery  
 Franklin  
 Frost  
 Juanita  
 Keller  
 Kirk

Lakeview  
 Muir  
 Rose Hill  
 Rush  
 Sandburg  
 Thoreau  
 Twain

Alcott  
 Baker  
 Barton  
 Blackwell  
 Carson  
 Dickinson  
 Einstein  
 Explorer

Mann  
 McAuliffe  
 Mead  
 Redmond  
 Rockwell  
 Rosa Parks  
 Smith  
 Wilder

### Secondary Directors

**Secondary**  
**Juanita LC**  
**Lake Washington LC**  
 Dr. Natalie Pullen

**Secondary**  
**Eastlake LC**  
**Redmond LC**  
 Erin Romanuk

Cambridge  
*Community School EL*  
 EAS MS  
 Emerson HS  
 Emerson K-12  
 Finn Hill MS  
 ICS

Juanita HS  
 Kamiakin MS  
 Kirkland MS  
 Lake Washington HS  
 Northstar MS  
 Rose Hill MS  
 Stella MS

Eastlake HS  
 Evergreen MS  
 Inglewood MS  
 Redmond HS  
 Renaissance MS  
 Tesla HS  
 Timberline MS

**Superintendent**  
 Dr. Jon Holmen

**Deputy Superintendent**  
 Matt Gillingham

**Director**  
**Special Services**  
 Dr. Shannon Hitch

**My Student's Director**

**My Student's Principal**

**My Student's School**

*\*\* Early Learning Programs are overseen by Kim Brenner, Director of Early Learning.\*\**

# TAKE AWAYS

**How to effectively advocate with the School Board?**

- 1. Become familiar with Board policies**
- 2. Frequently check Annual Work Plan**

**How to effectively advocate with District Staff?**

- 1. Follow the organizational hierarchy**




# IN SMALL GROUPS...

Think about a situation you've experienced as an LWSD community member that required you to seek assistance or clarification beyond your local school principal.

1. What path did you take to accomplish your goal?
2. Would that path look different today?
3. Would it require assistance from the School Board? Staff? Or both?

## Reminders

- Be respectful
- Leave space for everyone to share
- It's okay to just listen
- We are sharing and listening to personal stories



Q&A

# NEXT STEPS

- Upcoming Sessions
  - School Funding: Monday, April 28th at 11am
  - Advocating with State Government: May
- Email with questions
  - LWPTSA: [Advocacy@LWPTSA.net](mailto:Advocacy@LWPTSA.net)
  - Amy Falcone: [afalcone@kirklandwa.gov](mailto:afalcone@kirklandwa.gov)
  - Lindsey Yocum: [sbdistrict5@lwsd.org](mailto:sbdistrict5@lwsd.org)
- Slides posted on LWPTSA website
- Look through Board policies and Work Plan