



Superintendent's Report

MARCH 22, 2023

“(H)uman beings have two intrinsic capacities when it comes to solving problems: one is our capacity for adversarialism. ... Our other capacity, also evident throughout human history, is our instinct for solidarity. Our ability to expand the definition of *us* and work across differences to navigate conflict.”

- AMANDA RIPLEY, [HIGH CONFLICT: WHY WE GET TRAPPED AND HOW WE GET OUT, COPYRIGHT 2021](#)

February Public Comment Responses



1) Is the Next Education Workforce the best option for our students?

- We are continuing to explore the Next Education Workforce as an organizational model that will create a more cooperative and collaborative work environment for teachers and take advantage of the diverse areas of expertise inherent in our teaching staff in the service of our students. We will provide regular updates on our progress as we continue to engage with this model and consider the budgetary constraints that necessitate change.

2) Can school board members join meetings via Zoom or other digital meeting platforms?

- After clarifying this with our attorneys, the law does allow directors to attend public meetings remotely. In the 2022 amendments to the OPMA, Ch. 42.30 RCW, the legislature (HB 1329) finds that “elected officials no longer conduct the public’s business solely at public meetings, but can and do utilize telephonic and other electronic methods to efficiently conduct the business of state and local government remotely.” The amendments further state “Nothing in [RCW 42.30.230] alters the ability of public agencies to ...have members of a governing body participate in a meeting remotely with no declared emergency.” RCW 42.30.230(5). Even before these amendments, the state attorney general opined that a governing body could hold a public meeting by remote means. See AGO 2017 No. 4.

February Public Comment Responses



- 3) In public comment, it was erroneously reported that we spent \$70,000 on our strategic plan development.
 - Two things need to be clarified in this matter. First, the cost of hiring a consultant to help us with the strategic plan was actually \$54,000. Second, the funds for the strategic planning process were available because of a grant we applied for and received. Funding for the strategic planning process did not come out of our general fund or any other resources intended for the support of students, staff, or the basic operations of the school district.

- 4) Will potential changes in staffing affect our ability to receive funding based on state class size limits?
 - Staffing is a by-product of student enrollment figures. In creating a budget for the 2023-2024 school year, we will continue to look at all of the factors (including class size) that may impact funding and consider the benefits of each decision we make. Our goal is to both maximize the dollars we receive from all sources and ensure the efficient and effective allocation of all our resources.

February Public Comment Responses



- 5) There were concerns expressed about a handout that shared staff salaries.
 - While staff salaries are generally a matter of public record, we want to clarify that the handout referenced during public comment was not created nor made available by the district. It was put together by a private citizen who then made it available to others at the board meeting. We did not review the figures provided for accuracy or context. The best source of information regarding what we pay our staff (based on education and/or experience) can be found in the Staff Salary matrices found under the staff tab on the district website.

- 6) Why isn't anyone addressing the problem of increasing property assessments for taxation purposes?
 - Assessed property values are a county responsibility and the school district has no ability to influence these values. Regardless of the assessed property value, Lopez Island School District is limited by state law in what we can collect in our enrichment levy by the number of students enrolled in our schools and a per-student maximum (\$2,988 per full-time student in 2022). In 2022, the voter approved enrichment levy amount was \$1,026,264, but, because of the limits, we were only able to collect \$723,502 (a reduction in funding of \$302,762).



Strategic Plan Progress Update

OUR FUTURE AND OUR FOCUS FOR THE YEARS AHEAD



Strategic Plan Update

Strategic Initiative Focus:

- Admin Team meeting on February 22, 2023
 - Identify key strategic initiatives
 - Develop implementation timelines and details for consideration and review with stakeholders
- Shared initial work with staff during collaboration on March 14, 2023 and sought feedback on an action plan
- The work remains in progress



Action Plan Sample

Our Offerings: Supporting Our Learners		ACTIONS	RESPONSIBLE	TIMEFRAME	BUDGET	BUDGET SOURCE	STATUS
Impact Statement: LISD will offer students multiple strategies and tools that inspire them to engage in active learning and connect with the curriculum.		What actions must be completed to implement the initiative?	Who is responsible for the action?	When must the action be completed by?	How much will it cost to implement the action?	Where will the funding come from?	Is the action not started, in progress, or complete?
Strategic Initiative:	Success Criteria:						
LISD will train staff on up-to-date research-based best practices in teaching and learning.	LISD will seek out and provide training for staff on innovative teaching and learning practices and will develop and implement a district-wide professional development calendar before the start of each new school year that is consistent with the goals and objectives of the strategic plan.	Develop Instructional Leadership Team (ILT) with representation from elementary and secondary faculty.	Admin Team in consultation with certificated staff	Summer 2023 and ongoing annually	Stipends??	General Fund	Not started
		Use the current PD calendar template to create a PD calendar for 2023-24 school year.	ILT	Summer 2023 and each summer thereafter	None	N/A	Not started
	LISD will continue and expand ongoing Professional Learning Communities (PLC) for collaboration with an emphasis on inclusion, diversity, and equity.	Pending organizational structure for secondary. Elementary will continue K-2 and 3-5 PLCs for now.	ILT	Fall 2023	None	N/A	Elementary is currently meeting in PLCs (K-2 & 3-5)
	LISD educators will have access to personalized professional training focused on multilingual, Homeless, Special Education, Section 504, LGBTQ+, and advanced learners.	Identify personalized PD available (on-line or in-person), create a resource list for staff, identify staff capacity and needs, and provide access.	Admin Team plus certificated staff	<i>Planning: spring and summer 2023; Implementation: summer and fall 2023, spring 2024</i>	None	N/A	Not started
	LISD will develop internal communication and accountability systems that facilitate curriculum continuity between instructors, grade levels, grading, and classrooms.	Action Plan TBD after some training, practice, and feedback on UDL and standards-based assessment practices	ILT	TBD	TBD	TBD	Elementary has ELA & Math curriculum continuity only; grading not started



Action Plan Sample

Warm Feedback	Cool Feedback	Questions
<p>Appreciate the idea of a IDL. It would be nice to have people that we can depend on for instruction. Glad to see Stipends listed for ILT This need to be negotiated for stipends.</p>	<p>Needs K-12 representation like enrichment and paraeducators. ILT seems like an extra job like Curriculum Director team.</p>	<p>Time frame is outside of contract days We need to know who is on the team and how they are getting paid. CBA needs this added for stipend -</p>
<p>The PD template is okay .</p>	<p>We need more PD in our schedule for realistic implementation. Many times the scheduled PD becomes housekeeping or nuts and bolts instead of PD. ILT has a lot of responsibility.</p>	<p>What happens when it is attached to a holiday break and staff take off?</p>
<p>PLCs are good idea</p>	<p>Fall 2023 seems to be unrealistic implementation date since it is dependent on secondary having a PLC and the ILT being responsible for it over summer. ILT has a lot of responsibility.</p>	<p>The current LEA voted calendar does not have extra PD days. In what calendar timeframe will days be allocated for this? Where is the financial support for this action coming from to support PLC? What time and money will be allocated to make this realistic?</p>
<p>Personalized PD sounds good.</p>	<p>Sounds like everyone is on their own. Where is the collaboration which is great with PD? ILT has a lot of responsibility.</p>	<p>What about the time for access? What calendar time will be available?</p>
<p>Thank you for reconizing this needs more work</p>	<p>What does this mean? ILT has a lot of responsibility.</p>	<p>Where is the secondary in this?</p>



Next Education Workforce

LEADER LAUNCHPAD UPDATE

Next Education Workforce

Examining Opportunities for Restructuring

Leader Launchpad 2023 (A team of 5)

- Use as a catalyst for reflection on the best way for LISD to re-examine our organizational structure and instructional methodologies.
- A series of one (1) asynchronous and six (6) synchronous **virtual** meetings between March and May 2023
- Set a vision for how to deepen and personalize learning for all students
- Create a draft of our master schedule that prioritizes cost-effective scheduling and student needs and interests
- Draft a plan for the best use of existing facilities
- Plan for creating and providing formative data for teachers to support learners
- Plan for engaging our community



Potential School Site Visits

- 4 People
- 4 days and 3 nights (5/1 – 5/4)
- Travel to ASU
- 2 full days of site visits to schools implementing N.E.W.



Leader Launchpad Experience

Asynchronous

Session 0: Welcome & Orientation

Articulate where we are headed in Leader Launchpad and session flow

Thursday, March 16

1-2:30 p.m. Pacific

Session 1: Identifying your why and the launching team(s)

Identify why you are using team-based models; Identify your launching team(s), based on your why

Thursday, March 30

(1-2:30 p.m. Pacific)

Session 2: Identifying your vision for deeper and personalized learning

Identify your vision for how team-based models will enable deeper and more personalized learning for all students

Deduce how your teams will implement this vision and what will be tight and flexible in this instructional implementation

Thursday, April 13

(1-2:30 p.m. Pacific)

Session 3: Building the master schedule

Determine how the master schedule supports and enables team-based models and team-enabled deeper and more personalized learning

Decide what you will prioritize in adjusting your master schedule to support team-based models

Thursday, April 27

(1-2:30 p.m. Pacific)

Session 4: Creating shared flexible spaces

Determine what is most important to change in your learning space, given your vision for the identified team and your vision for deeper and more personalized learning; Describe the learning space(s) that your AY23-24 team(s) will use

Thursday, May 11

1-2:30 p.m. Pacific

Session 5: Creating structures and systems that support teams

Identify systems that may need to shift to support team-based models; Propose initial plans for addressing these systems changes

Thursday, May 25

1-2:30 p.m. Pacific

Session 6: Creating communication structures that support teams

Identify communication systems that may need to shift to support team-based models; Propose initial plans for addressing these communication systems changes

Identifying your why and the launching team(s)



Category	Prompt
Why the Next Education Workforce model?	Why have you decided to implement team-based models in your school? What challenges are you hoping to address, and what change are you hoping to make?
Year-Long Goals for the Pilot Year	What are your year-long goals for educators for the pilot year?
	At the end of our pilot year, we want to be able to...
	What are your year-long goals for students for the pilot year?
	What are your year-long goals for the process for the pilot year?
	What are your year-long goals for the perception/uptake of the team model for the pilot year?

Identifying your why and the launching team(s)



Category

Prompt

Core educator team

Who is on your core educator team? Share their names and their roles.

The core educator team comprises at least two professional educators who are together responsible for teaching a shared, larger roster of students. These educators work with students for a sustained period of time, create shared goals for students, and share accountability for student outcomes.

Lead teacher

Will you have a lead teacher, and if so, who is it? Share their name and their role.

The lead teacher is a professional educator who is the leader of the team, and they guide and empower the team to be a strong and effective team of educators.

Extended educator team

Who do you count among your extended educator team? Share their names, their roles, and a brief description of their level of involvement.

Extended educator team members are professional educators, community educators or classified staff who support learners and the core educator team.



Additional Information

Human Resources

Positions Available

- [Elementary Custodian](#)
- [Special Needs Behavior Technician](#)
- [Paraeducator - *multiple positions available, various hours and substitutes as well*](#)
- [Hi-Cap Coordinator](#)
- [Van Driver](#)
- [Substitutes](#)



HIB



Harassment, Intimidation, and Bullying

- [Report Bullying Now](#); We have added a form in Spanish to our website
- 2022-2023
 - September 2022 - One (1) Incident was Reported and Referred to Administration for Resolution
 - October 2022 - One (1) Incident was Reported and Referred to Administration for Resolution
 - November/December 2022 - Two (2) reports involving the same students. The administration (including the superintendent) has met with the key student to discuss behavioral expectations, examine the underlying causes of the behavior, and explore alternatives to current patterns of behavior.
 - January 2023 - Nine (9) Incidents were Reported and Referred to Administration for Resolution. Incidents primarily take place among two grade-level groups. Building administrators and the guidance counselor are working with teachers and these students to help resolve the issues.
 - February 2023 - No incidents reported.
 - March 2023 - As of today, no incidents have been reported this month.



COVID Update

CDC COVID-19 Community Level: **Low**

Recommended actions based on current level:

- Stay [up to date](#) with COVID-19 vaccines.
- [Get tested](#) if you have symptoms.
- Wear a mask if you have symptoms, a positive test, or exposure to someone with COVID-19.
- Wear a mask on [public transportation](#). You may choose to wear a mask at any time as an additional precaution to protect yourself and others.

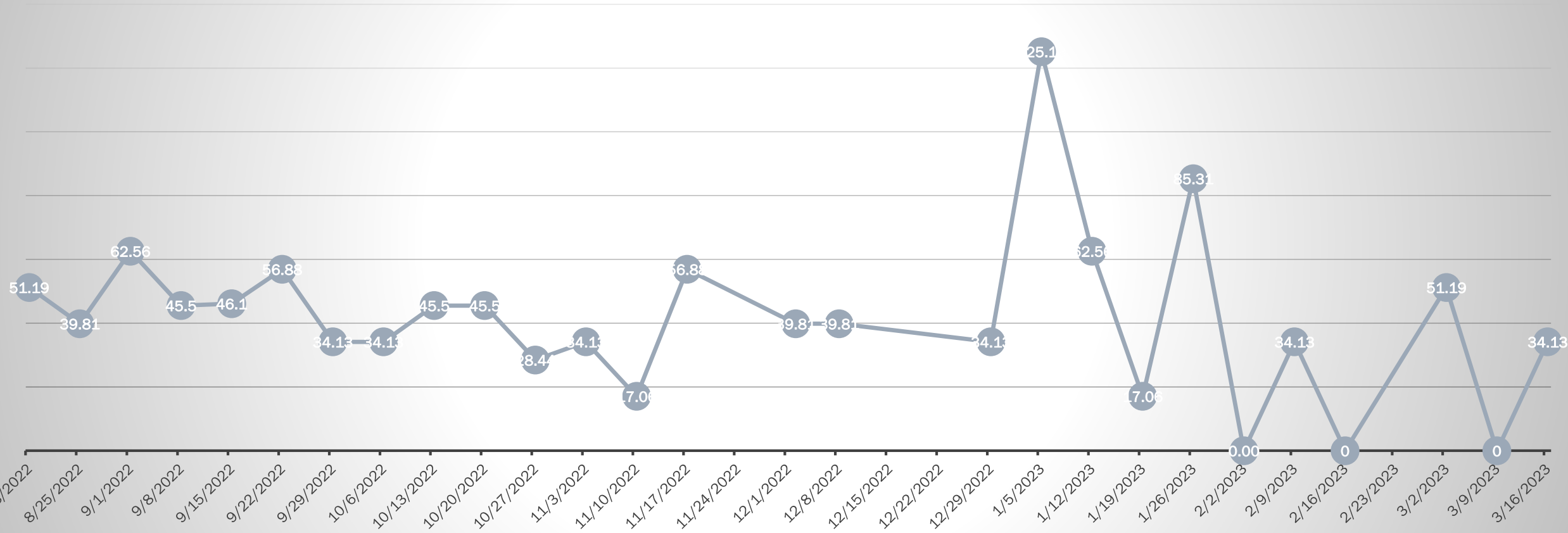
Weekly Metrics Used to Determine the COVID-19 Community Level (Updated Every Thursday)

Case Rate per 100,000 population	34.13
New COVID-19 admissions per 100,000 population	4.6
% Staffed inpatient beds in use by patients with confirmed COVID-19	3.2%

**Current Cases
in Lopez
Island School
District: 0**

**Year-to-Date
Cases in
Lopez Island
School
District: 43**

Case Rate per 100,000



San Juan County

The average Case Rate per 100,000 is 41.52 over the current school year.



Old Business



New Business



3424P – Procedure – Opioid-Related Overdose Reversal

- Opioids and Overdose Described and Defined
 - Identifying Opioid High
 - Identifying Opioid Overdose
- Obtaining and Maintaining Opioid Overdose Medication
- Training of Personnel
- District Liability Limited by RCW 69.41.095



Mastery-Based Policies

First Reading of the Following New Policies

- 2402 – English Language Arts Mastery-Based Credit
- 2403 – Math Mastery-Based Credit
- 2404 – Science Mastery-Based Credit
- 2405 – Social Studies Mastery-Based Credit
- 2406 – The Arts Mastery-Based Credit
- 2407 – Health and Physical Education Mastery-Based Credit
- 2408 – Integrated Environmental and Sustainability Education Mastery-Based Credit

First Reading of an Update to 2409 – World Language Mastery-Based Credit

- Adds Language Requiring Data Collection and Analysis for Disproportionately Among Students Receiving Mastery-Based Credit

All Mastery-Based Policies Include:

- Encouraging students and families to take advantage of learning opportunities in a subject.
- Encourages students to achieve a high level of mastery/proficiency
- Recognizes the importance of allowing students to learn at their own pace.
- Require data collection and analysis for disproportionality among students receiving mastery-based credit