



Recognition and Gratitude

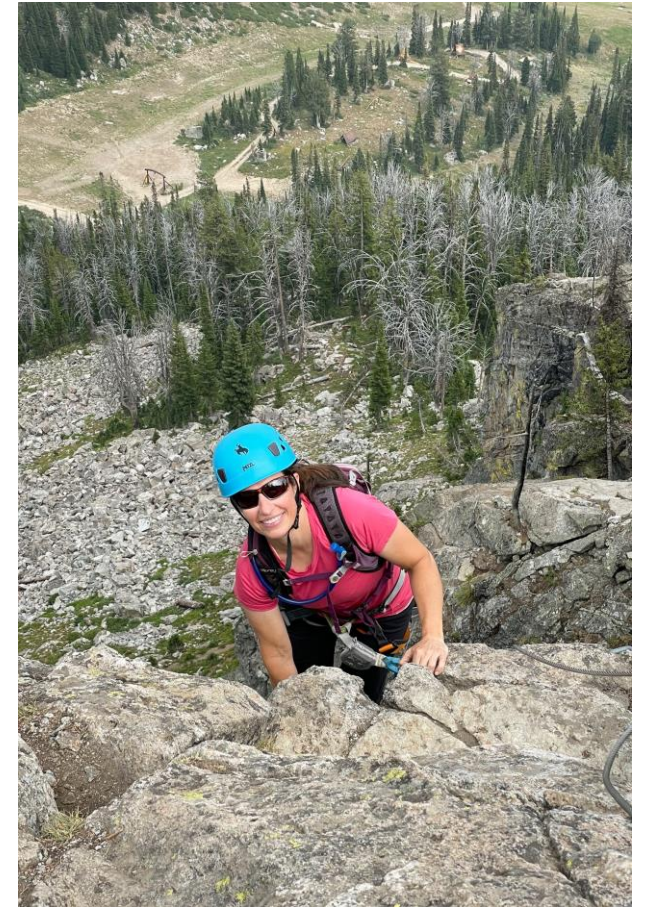
CELEBRATIONS!

October 2022

Celebrating Our Principals!

Celebrated every October, National Principals Month is an opportunity to celebrate and honor our incredible school principals for their visionary leadership and tireless pursuit of success for each student.

Our secondary principal, **Dr. Martha Martin (left)**, and our elementary principal, **Mary Fordham (right)**, are outstanding examples of the persistence, selflessness, and dedication that are hallmarks of these exceptional professionals.





Superintendent's Report

OCTOBER 26, 2022

“Obstacles are those frightful things you see when you take your eyes off your goal.”

- HENRY FORD

Comprehensive School Counseling Program



- ❖ Policy 2140 - Comprehensive School Counseling Program Policy 2140
 - Being presented for second reading and board approval later tonight.
 - Based on OSPI requirements and WSSDA Model Policy
- ❖ CSCP Transition Plan
 - Plan has been drafted but still needs to be reviewed with counseling staff and building administrators.
 - I provided the draft plan to the board in an email earlier today.
 - I expect to present the final plan for board approval in November.
- ❖ Procedures for Policy 2140 (2140P) will be updated and presented to the board for review after the final approval of Policy 2140
- ❖ CSCP Board Resolution – To document and inform stakeholders about the adoption of the CSCP and Transition Plan

Comprehensive School Counseling Program



- ❖ Uses state and nationally recognized counselor frameworks
- ❖ Systemically aligned to state learning standards
- ❖ Alignment with district strategic goals
- ❖ Professional development around school counseling standards
- ❖ Identify student needs through a multilevel school data review
- ❖ Professional development around the use of data
- ❖ Annual review and assessment of CSCP
- ❖ 80% of counselor time spent delivering direct and indirect services
- ❖ Implementation for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning

Comprehensive School Counseling Program



❖ Transition Plan Components

- ❖ Section 1: Use of Standards
- ❖ Section 2: Use of Data
- ❖ Section 3: Use of Time
- ❖ Section 4: Use of Personnel
- ❖ Each Section Includes:
 - ❖ Desired State of Expectations/Structures
 - ❖ Transition Action Plan
 - ❖ Partners Involved
 - ❖ Timeline toward full implementation (expected in 2023-2024)

Human Resources

Classified Positions

- [Paraeducator Special Needs- multiple positions available](#), various hours and substitutes as well
- [Paraeducator - multiple positions available, various hours and substitutes as well](#)
- [Special Needs Behavior Technician](#)
- [Special Services Administrative Assistant](#)
- [Van Driver](#)
- [Cook](#) - Wednesdays, Thursdays, and Fridays (have one interview scheduled)
- [Bus Driver Substitutes](#)
- [Cook Substitutes](#)
- [Grounds/Gardener](#) (have 2 applicants)



Human Resources

Certified Positions and Stipends

- [Special Education Teacher](#) (have one long-term sub filling this position currently)
- [Culinary Teacher](#) (have one applicant)
- 0.6 - 0.8 FTE Music Teacher for 2nd semester
- [Safety Coordinator](#) (Personal Services Contract)
- [Secondary RTI](#)
- [Hi-Cap](#)
- [Robotics](#)



Human Resources

Ongoing Substitute Needs

- Teachers
- Parapros
- Food Service Staff
- Custodians
- School Nurse or Health Room Assistant
- Maintenance/Grounds
- Administrator



HIB



Harassment, Intimidation, and Bullying

➤ [Report Bullying Now](#)

➤ 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

Health & Community Services



FREE FLU VACCINE FOR CHILDREN

Free influenza vaccine for children 6 months to 18 years! No appointment needed. Vaccines given on a first-come, first-serve basis.

OCT 27

2 to 5:30 pm

LOPEZ ISLAND SCHOOL DISTRICT
MULTIPURPOSE ROOM
86 SCHOOL RD, LOPEZ ISLAND, WA 98261

Vaccine Questions?

Speak with a nurse: 360-370-7511

<https://www.sanjuanco.com/1911/Vaccines-for-Children-Clinics>





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	28.44
New COVID-19 admissions per 100,000 population	3.5
% Staffed inpatient beds in use by patients with confirmed COVID-19	4.0%

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

**Year-to-Date
Cases in
Lopez Island
School
District: 1**



COVID Update

Once the State of Emergency expires on October 31, 2022, the **only COVID-related safety requirements** that will remain in place are the protocols that were already in law prior to the pandemic. This includes:

- All cases and suspected cases of COVID-19 in a school or childcare setting **must** be reported to the local health jurisdiction ([WAC 246-101](#));
- All outbreaks or suspected outbreaks of COVID-19 in a school or childcare setting **must** be reported to the local health jurisdiction ([WAC 246-101](#));
- Schools and childcare facilities **must** cooperate with public health authorities in the investigation of cases, suspected cases, outbreaks, and suspected outbreaks that may be associated with the school or child care facility; and
- As employers, schools and childcare facilities **must** notify the Department of Labor & Industries about COVID-19 outbreaks of 10 or more employees at a facility.

As always, local health jurisdictions have the authority to put additional health and safety requirements in place when needed to prevent the spread of the virus.



Old Business

Policy 3207 (Update – 2nd Reading)



Prohibition of Harassment, Intimidation, and Bullying:

- Updated to reflect current legislation
- Recognition of harassment, intimidation, and bullying as separate but related behaviors (to be differentiated in accompanying procedures)
- Specific training requirements to be identified in accompanying procedures
- Change of wording from “perpetrator” to “aggressor”
- Added “or participating in an investigation”
- District Compliance Officer to participate in at least one mandatory training opportunity offered by OSPI (already completed for the 2022-2023 school year)

Policy 2140 (Update – 2nd Reading)



Comprehensive School Counseling Program:

- Updates required as a result of SSB5030
- Key Elements
 - Written Plan Required
 - 80/20 split
 - At least 80% of time spent on direct & indirect support to students
 - No more than 20% of time spent on program planning and school support activities



New Business



Strategic Plan – 1st Reading

Our Offerings: Supporting Our Learners

- **Impact Statement #1:** LISD will offer students multiple strategies and tools that inspire them to engage in active learning and connect with the curriculum.
- **Impact Statement #2:** LISD students have relevant and meaningful opportunities to express their learning and academic successes in multiple ways.
- **Impact Statement #3:** LISD students are empowered to understand the value of their educational experience and are inspired to be lifelong learners.



Strategic Plan – 1st Reading

Our People: Supporting Our Staff

- **Impact Statement #1:** LISD staff have mindful, appropriate, and updated training, support, and compensation in order to feel safe and confident in giving the students the best social, emotional, and academic opportunities for growth.
- **Impact Statement #2:** LISD will ensure all stakeholders receive honest, compassionate, consistent communication that fosters an all-inclusive and cohesive community that supports equality, growth, and learning together.



Strategic Plan – 1st Reading

Our Operating System: Supporting Our Longevity

- **Impact Statement #1:** LISD will ensure a learning environment where all students and staff feel physically, emotionally, and mentally safe in order to create successful outcomes.
- **Impact Statement #2:** LISD, in collaboration with the community, will create a sustainable fiscal plan that maintains the financial viability of the school district and supports students and staff, maintains existing programs unique to the community, and supports the longevity of LISD.
- **Impact Statement #3:** LISD will provide clear and consistent communication to students, staff, and parents and create effective two-way communication between stakeholders and the district.



Strategic Plan – 1st Reading

Number of Strategic Initiatives and Success Criteria

- **Our Offerings: Supporting Our Students**
 - 3 Impact Statements
 - 11 Strategic Initiatives
 - 42 Success Criteria

- **Our People: Supporting Our Staff**
 - 2 Impact Statements
 - 4 Strategic Initiatives
 - 14 Success Criteria

- **Our Operating System: Supporting Our Longevity**
 - 3 Impact Statements
 - 11 Strategic Initiatives
 - 39 Success Criteria



Strategic Plan – 1st Reading

Next Steps

- November 2nd - Board work session to finalize board comments and suggested changes.
- November 3rd – Document updated with information from the board work session.
- November 3rd – After updating, the working document will be broadly shared with staff, students, parents, and the community.
- November 10th – A public comment period specifically for the strategic plan will be provided during the board meeting and prior to 2nd reading and any board action.
- December 14th – Introduce policies to ensure annual review and update of the strategic plan.

3122P Procedure – Excused and Unexcused Absences



- Redefines acceptable basis for an excused absence, including accounting for school closures related to a communicable disease or natural disasters.
- Clarifies that absences for parental-approved activities must be agreed to by the principal and the parent/guardian in advance of the absence.
- Adds a tiered response system for students who are absent from remote learning.
- Adds language to “Unexcused Absences” that includes compliance with ALE program requirements.
- Change the timeline for action on unexcused absences from the 2nd, 5th, and 10th absences to the 3rd, 7th, and 15th absences (still contacting parents after any single unexcused absence).
- Changes the term “Community Truancy Board” to “Community Engagement Board.”
- Adds language regarding students transferring to a non-resident school district ALE program.



1400P Procedure – Meeting Conduct, Order of Business, And Quorum

- Adds language regarding the exclusion of dangerous weapons in facilities used for official school board meetings.
- Adds language clarifying that individuals who may have difficulty physically attending a board meeting can contact the superintendent's office to arrange for their participation in the meeting.
- Updates public notice requirements.

Policy 2190 – Highly Capable Programs (Update – 1st Reading)



Adds the following language with respect to referral, assessment, and selection of children:

- “These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student’s native language (if available) or nonverbal assessment.”

Policy 2163 – Response to Intervention (Update – 1st Reading)



- Updated to add a third level of assistance – “Intensive interventions” – to the RTI process.
- Adds the “Parental Involvement” language below:
 - **Parent Involvement in the RTI Process**

The district will inform parents regarding the use of scientific, research-based interventions, including a) the state’s guidelines regarding the amount and nature of students’ performance data collected and the general education services provided; b) strategies used to increase the student’s rate of learning; and c) the parent’s right to request a special education evaluation.

Policy 2161 – Special Education and Related Services (Update – 1st Reading)



Adds the following language to the existing policy:

“The needs of students with disabilities will be addressed individually, and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.”