

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

March 2, 2015

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

## CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

### Lake Washington School District Acronyms

**AMO:** Annual Measurable Objectives

**AMAO:** Annual Measurable Achievement Objective in English Language Proficiency

**AP:** Advanced Placement

**AVID:** Advancement Via Individual Determination

**B/CR:** Board/CEO Relationship

**CAA:** Certificate of Academic Achievement

**CADR:** College Academic Distribution Requirements

**CBA:** Classroom-Based Assessments

**CDSA:** Common District Summative Assessments

**CEDARS:** Comprehensive Education Data and Research System (CEDARS)

**CIA:** Certificate of Individual Achievement

**CIP:** Continuous Improvement Process

**CLT:** Central Leadership Team

**COE:** Collection of Evidence

**CTE:** Career & Technical Education

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills

**DLT:** District Leadership Team (manager level and above, includes both certified and classified)

**EL:** Executive Limitations (See Policy Governance)

**ELL:** English Language Learners

**EOC:** End of Course

**ER:** End Results (formerly known as ENDS). Goals set forth by the board, including the mission of the district.

**ESEA:** Elementary and Secondary Education Act

**GP:** Governance Process (Board)

**HCP:** Highly Capable Program

**HSBP:** High School and Beyond Plan

**HSPE:** High School Proficiency Exam

**KISN:** Kindergarten Intensive Safety Net

**KPI:** Key Performance Indicators

**LC:** Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary schools and junior highs that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.

**LEAP:** Learning Enhancement & Academic Planning

**MSP:** Measurement of Student Progress

**NSBA -** National School Board Association

**OSPI:** Office of Superintendent of Public Instruction

**PCC:** Professional Community & Collaboration

**PLC:** Professional Learning Community

**PLIE:** Planning, Learning, Implementation, and Evaluation

**Policy Governance:** A governance process used by the school board. This sets forth "End Results (ER)" that the superintendent must reach, while abiding by "Executive Limitations (EL)." ER include the district's mission. EL provide the boundaries for how the superintendent and staff can get to the goals. See the board policy section on web site for more information.

**Quest:** Highly Capable program for students in gr. 2-8

**RCW:** Revised Codes of Washington

**RTI:** Response to Intervention

**SALT:** Strategic Advisory Leadership Team

**SIOP:** Sheltered Instruction Observation Protocol

**SBAC:** Smarter Balanced Assessment Consortium

**SBE:** State Board of Education

**sMAS:** Secondary Mobile Access for Students

**STEM:** Science, Technology, Engineering, and Mathematics

**WAC:** Washington Administrative Codes

**WaNIC:** Washington Network for Innovative Careers

**WELPA:** Washington English Language Proficiency Assessment

**WLPT:** Washington Language Proficiency Test

**WSSDA:** Washington State School Directors Association

February 26, 2015

Jackie Pendergrass  
President, Board of Directors  
Lake Washington School District No. 414  
Redmond, WA 98052

Dear Ms. Pendergrass:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of March 2, 2015 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74<sup>th</sup> Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Host School
4. Recognition
5. Public Comment
6. Consent Agenda
7. Non-Consent Agenda
8. Superintendent Report
9. Legislative Update
10. Board Follow-Up
11. Future Agenda Items
12. Debrief
13. Board Member Comments
14. Adjourn

Sincerely,

A handwritten signature in cursive script that reads "Traci Pierce". The signature is written in black ink on a white background.

Traci Pierce  
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

March 2, 2016

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5:00 p.m.     **Study Session**  
*Topic: Student Services*  
*Location: Hughes Room*

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<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	<b>Convene, Roll Call</b>			
	<b>Approve Agenda</b>			
	<b>Host School</b>			
	▪ Mindy Mallon, Principal, Thoreau Elementary School			
	<b>Recognition</b>			
	▪ <i>Proclamation – Classified School Employee Week, March 9-13, 2015</i>			
	<b>Public Comment</b>	<b>GP-3</b> (Board Job Description)		
	<b>Consent Agenda</b>	<b>GP-8</b> (Annual Agenda Planning)		
	▪ Vouchers			
	▪ Minutes {February 9 study session and board meeting}		1	1
	▪ Human Resources Report		2	6
	▪ Out-of-Endorsement Assignment Waiver		3	7
	▪ Monitor Board Policy	<b>B/CR-5</b> (Monitoring CEO Performance)		
	✓ EL-2, Emergency CEO Succession		4	8
	✓ EL-4, Annual Report and District Calendar		5	9
	✓ EL-13, Facilities		6	10
	▪ Instructional Materials Adoption		7	11
	▪ Donations		8	12

**Non-Consent Agenda**

**Superintendent Report**

**EL-3** (*Communication & Council  
to the Board*)

**Legislative Update**

**GP-3** (*Board Job Description*)

**Board Follow-Up**

**EL-3** (*Communication & Council  
to the Board*)

**Future Agenda Items**

**EL-3** (*Communication & Council  
to the Board*)

**Debrief**

**GP-2** (*Governing Style*)

**Board Member Comments**

**Adjourn**

**Next Board Meeting:**

**March 16, 2015**

**5:30 p.m. Board Meeting**

*Location: Board Room*

**7:00 p.m. Study Session**

*Topic: Districtwide Efforts Related to*

*Science, Technology, Engineering, and Mathematics*

*Location: Robert Hughes Room*

**L.E. Scarr Resource Center**

**16250 NE 74<sup>th</sup> Street**

**Redmond, WA 98052**

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Study Session  
February 9, 2015

CALL TO ORDER

The study session was called to order by President Jackie Pendergrass at 5:00 p.m.

ROLL CALL

Members present: Jackie Pendergrass, Nancy Bernard, Siri Bliesner, Chris Carlson, and Mark Stuart.

Present: Superintendent Traci Pierce.

TOPIC

The topic discussed was:

- *Special Education Program Review*

ADJOURNMENT

The meeting was adjourned at 6:45 p.m.

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Jackie Pendergrass, President

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Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
February 9, 2015

The board meeting was called to order by President Jackie Pendergrass at 7:00 p.m.

CALL TO ORDER

Members present: Jackie Pendergrass, Chris Carlson, Siri Bliesner, and Mark Stuart.

ROLL CALL

Excused: Nancy Bernard.

Present: Superintendent Traci Pierce.

Chris Carlson moved to approve the agenda. Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

RECOGNITION

Judy East, PTSA Council President, related that the PTSA Council supports 42 local units in the Lake Washington School District (LWSD). Their membership, over 15,000 members, comprises 10% of the entire PTSA membership statewide. She highlighted the various activities they support: Focus Day, Brown Bag lunches, emergency preparedness, leadership training, parent education programs, donations to schools, staff and student scholarships, etc. The Founder's Day annual luncheon celebrates PTSA founders and recognizes community members from around the district.

2015 PTSA REFLECTIONS

Helen Garcia and Caroline Eclipse, 2015 PTSA Council Reflections Committee, conveyed that Reflections is a National PTSA and Washington State PTSA cultural arts competition. The purpose is to provide an opportunity for students to use their creative talents by expressing themselves through their own original works interpreting the theme "The World would be a better place if..." The six art areas are: Literature, Music Composition, Photography, Visual Arts, Film/Video and Choreography/Dance.

Thirty-six schools that participated. Over 600 entries were submitted by students and the schools selected 404 entries to submit to the Council and the Council advanced 55 entries to the State. The winners will be showcased at the State PTSA Convention in May.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
 Board of Directors' Meeting  
 February 9, 2015

The following students presented their entries:

**Film** - Shany Pauker, Audubon Elementary, Reduce, Reuse, Save and Recycle

**Dance** - Riley Nelson, Rose Hill Elementary, Discovering the Beauty of Nature

**Literature** - Kate Barry, Carson Elementary, Ice Cream Sundae

**Music** - Richie Uthaisombut, Mead Elementary, Nature

A five minute break was taken. The meeting was recessed at 7:30 p.m. and reconvened at 7:35 p.m.

BREAK

Siri Bliesner moved to approve the consent agenda. Seconded by Chris Carlson.

CONSENT AGENDA

Jackie Pendergrass, yes; Chris Carlson, yes; Siri Bliesner, yes; and Mark Stuart, yes.

Motion carried.

The following January 2015 vouchers were approved:

APPROVAL OF VOUCHERS

General Fund

347658-347872	\$5,571,300.26
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Payroll

2347-2355	5,547.39
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Electronic Transfers

Accounts Payable Direct Deposit	\$ 589,334.70
Acquisition Card	1,212,190.07
Deferred Comp	79,616.00
Department of Revenue	8,911.81
Dept. of Retirement Systems	1,425,476.00
Dept. of Retirement Systems	681,605.76
Flex Spending	47,816.37
Payroll Direct Deposit	8,617,998.95
Payroll Tax Withdrawal	3,101,416.68
Sodexo	76,534.75
TSA Envoy	258,966.20
VEBA	5,465.84
Vision/(NBN)	53,933.06
Key Bank Processing Fees	<u>\$ 1,662.44</u>
	\$16,160,928.63



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Capital Projects

35323-35342 \$220,193.68

ASB

58163-58233 \$52,966.19

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

1999-2015 \$1,493.24

Approves minutes of the January 26, 2015 board meeting, January 26, 2015 study session, and January 31, 2015 work session.

APPROVAL OF MINUTES

Approves February 9, 2015 Human Resources Report.

APPROVAL OF HUMAN RESOURCES REPORT

Approves the corrected street name (Franklin to Rose Hill Elementary – West of ~~140<sup>th</sup>~~ 148<sup>th</sup> Ave NE/North of NE 69<sup>th</sup> Street/South of NE 74<sup>th</sup> St. (Strattonwood) for the Franklin to Rose Hill Elementary boundary adjustments beginning September 2015.

BOUNDARY RECOMMENDATION 2015-2016 STREET NAME CORRECTION

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Juanita Schools Foundation to Juanita Elementary in the amount of \$1,044.50 to provide stipend for tech support.

Acceptance from Elizabeth Blackwell PTSA to Blackwell Elementary in the amount of \$1,044.50 to provide stipend for running club.

Acceptance from Emily Dickinson PTSA to Dickinson Elementary in the amount of \$25,191.00 to purchase and install new playground structure.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary in the amount of \$3,089.81 to purchase playground supplies and support field trips, teacher release time, and academic enrichment.

Acceptance from Samantha Smith Elementary PTSA to Smith Elementary in the amount of \$1,388.83 to support the following departments: math, library, and PE.

Acceptance from Carl Sandburg PTSA to Sandburg Elementary in the amount of \$6,301.20 to provide stipends for outdoor education.

Acceptance from Inglewood Middle School PTSA to Inglewood Middle in the amount of \$2,000.00 to purchase kiln for art department.

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Acceptance from Juanita High School PTSA to Juanita High in the amount of \$6,000.00 to support safe school ambassador program and the following departments: counseling, special education, social studies, science, PE/health, English, music, CTE, math, and art.  
**TOTAL \$ 43,970.84**

NON-CONSENT AGENDA

MONITOR BOARD POLICY

Jon Holmen, Associate Superintendent of Student and School Support Services, presented ER- 1, Mission of Lake Washington School District. He responded to board members questions.

ER-1, MISSION OF LAKE WASHINGTON SCHOOL DISTRICT

Dr. Pierce indicated that open enrollment for a student to attend a school other than a child's neighborhood school for the 2015-16 school year began on February 2 and continues through February 27. Each year, the district goes through a process to determine which schools will be opened or closed for both in-district transfers and variances. Determinations are based on current and projected enrollment and capacity. Due to increasing enrollment, many schools are closed. The complete list is posted on the district's website - only six elementary schools out of 27 are open to variances, four of the seven middle schools are open, and all high schools are closed and have limited in-district variance requests. She explained the process.

SUPERINTENDENT REPORT

She continued and stated that kindergarten registration began on February 5. On the 1<sup>st</sup> day of kindergarten registration, there were 1,761 incoming kindergarten students for the 2015-16 school year. Last year, at this same time, there were 1,584 kindergarten students registered - 177 more students this year. Based on current trend data and projections, it is anticipated that 2,000 kindergarten students will begin school next fall.

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Siri Bliesner noted that HB 1941, providing for a majority of voters voting to authorize school district bonds at general election, is being discussed. This would allow a simple majority for school elections held in November. Some other topics being discussed are: school siting outside of the urban growth boundaries, use of student growth data for teachers' evaluation, and use of isolation and restraint.

LEGISLATIVE UPDATE

Mark Stuart moved to adjourn. Seconded by Chris Carlson.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 8:30 p.m.

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Jackie Pendergrass, President

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Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report March 2, 2015



## NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Barber, Stacey NC	.2 Teacher	Juanita HS	C-0	09/18/14	Leave Replacement
Coken, Gail	Office Assistant	Inglewood MS	\$16.78	09/26/14	Budgeted
Fooks, Shelley	Special Ed Para Ed	Evergreen MS	\$16.21	09/02/14	Budgeted
Heald, Patrick	Groundskeeper	Facilities	\$14.23	08/11/14	Repl. G. Brown
Hill, Tamara	Admin Secretary III	Special Services	\$19.10	10/06/14	Repl. P. Brown
Kapoor, Kathryn	Curriculum Msngr/Warehouse Asst	Curriculum/Warehouse	\$19.93	09/19/14	Repl. M. Clarke
Kehrli, Stephanie	Instructional Assist/Special Ed Para Ed	Juanita Elem	\$13.74/\$16.21	09/02/14	Budgeted
Kohler, Amanda	Instructional Assist	Alcott Elem	\$13.74	09/08/14	Repl. P. Schmitt
Leith, Mary	Instructional Assist	Evergreen MS	\$13.74	09/02/14	Repl. M. Morrision
Martin, Sally	Instructional Assist	Juanita Elem	\$13.74	09/02/14	Budgeted
Matson, Jordan	Groundskeeper	Facilities	\$24.23	07/28/14	Repl. C. Despain
McGlashan, Caterina	Special Ed Para Ed	Redmond MS	\$16.21	09/22/14	Repl. M. Fennel
Meyer, Allyson NC	.5 Teacher	Audubon Elem	A-0	11/20/14	Leave Replacement
Nelson, Holly NC	Teacher	Dickinson Elem	A-0	08/25/14	Leave Replacement
Osborn, Kelli	Special Ed Para Ed	Twain Elem	\$16.21	09/22/14	Budgeted
Pape, Sharon NC	Teacher	Intl Community	D-16	09/02/14	Leave Replacement
Vigeland, Robert	Campus Security/Instructional Assist	Evergreen MS	\$22.38/\$13.74	09/02/14	Budgeted
Wells, Deanna	Special Ed Para Ed/ Instructional Assist	Eastlake HS/Renaissance	\$16.21/\$13.74	09/08/14	Budgeted

## RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Bacon, Kylene	Health Services Specialist	Special Services	08/26/13	02/18/15	Resignation
Ronbeck, Cheryl	Acct Tech III	Lake Washington HS	06/02/08	02/27/15	Resignation
Sandbo, Anne	Librarian	Einstein Elem	05/27/93	06/16/15	Retirement
Tannhauser, Wayne	Teacher	Environmental	09/03/87	06/16/15	Retirement

## CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Durant, Diane	Admin Secretary III	Accelerated Programs Supervisor	01/21/15	Budgeted	\$64,325.00

## OUT-OF-ENDORSEMENT ASSIGNMENT WAIVER

March 2, 2015

### SITUATION

In accordance with WAC 181-82-110 individuals with initial, residency, endorsed continuing, or professional teacher certificates who are employed with a school district under RCW [28A.405.210](#) may be assigned to classes other than in their areas of endorsement. If teachers are so assigned, the following shall apply:

- (1) A designated representative of the district and any such teacher so assigned shall mutually develop a written plan which provides for necessary assistance to the teacher, and which provides for a reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment;
- (2) Such teachers shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments;
- (3) Such teaching assignments shall be approved by a formal vote of the local school board for each teacher so assigned.

Due to an unexpected leave of absence at Lake Washington High School (LWHS), the district has found it necessary to make an out of endorsement assignment. The assignment is difficult to fill because it involves both 11<sup>th</sup> grade American Literature and Advanced Placement United States History classes.

This assignment is due to an extension of the teacher's leave of absence through the end of the school year. As a result, it was necessary to hire a teacher who can serve the needs of the students. No viable candidates have been found that can teach both 11<sup>th</sup> grade American Literature and Advanced Placement United States History without significantly altering the school schedule which would negatively impact numerous students and teachers. The district has not found a candidate that meets all state certification requirements for American Literature and also has the specified training to serve students in AP History.

Currently, Andrew Ivy is serving as a substitute for the teacher on leave. He is a highly experienced teacher who has taught in numerous schools, both in this country and abroad. Mr. Ivy was initially selected to serve due to his experience in teaching Advanced Placement United States History classes as he currently holds endorsements in history and social studies. He has the necessary English/Language Arts skills to instruct students in 11<sup>th</sup> grade American Literature at a high level and has worked closely with the school English team to align assessments and expectations and been successful in providing high levels of instruction.

To be in compliance with Title IIA, Highly Qualified Teacher (HQT) requirements, the District will follow the requirements of the above listed WAC and will also place Andrew Ivy on an HQT Teacher Plan pursuant to Federal and state requirements.

### RECOMMENDATION

The Board of Directors approves an out of endorsement assignment per WAC 181-82-110 for Andrew Ivy to be placed in an English assignment at Lake Washington High School.

APPROVAL OF MONITORING REPORT  
EL-2, EMERGENCY CEO SUCCESSION

March 2, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-2, Emergency CEO Succession, are in compliance and it is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-2, Emergency CEO Succession, as presented.

**Lake Washington School District  
Executive Limitation Monitoring Report**

*EL-2 Emergency CEO Succession*  
March 2, 2015

**Executive Limitation:** In order to protect the Board in the event of sudden and unexpected loss of CEO services, the CEO shall assure that at least one other executive staff member is familiar with Board and CEO issues and processes and is capable of assuming CEO responsibilities on an emergency basis.

	<b>In Compliance</b>	◀ ▶
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***Evidence***

In the current organizational structure, the Deputy Superintendent and two Associate Superintendents provide district leadership in situations where the CEO is not available to provide services. The Deputy Superintendent of Operational Services is familiar with and assumes leadership responsibilities for operational issues. The Associate Superintendents for Student & School Support Services and Student & Professional and Learning Services assume leadership of all instructional related issues. The Deputy Superintendent of Operations is responsible for communications with the Board. The Deputy Superintendent, Associate Superintendents, and other administrative staff as appropriate, have been made aware of and are familiar with Board and CEO issues and processes to ensure these CEO responsibilities can be assumed on an emergency basis.

I certify the above to be correct as of March 2, 2015.

\_\_\_\_\_  
Traci Pierce, Superintendent

APPROVAL OF MONITORING REPORT  
EL-4, ANNUAL REPORT AND DISTRICT CALENDAR

March 2, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-4, Annual Report and District Calendar, are in compliance and it is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-4, Annual Report and District Calendar, as presented.



**Lake Washington School District  
Executive Limitation Monitoring Report**

**EL-4 Annual Report and District Calendar  
March 2, 2015**

**Executive Limitation:** The CEO shall prepare and publish an annual progress report to the public. The CEO shall also develop a district calendar for the school year that provides for the number of instruction and student contact hours and days determined by the Board and that best meets the instructional needs of students and the professional needs of teachers.

Accordingly, the CEO shall:

- |  |                  |     |
|--|------------------|-----|
| 1. Publish an annual report that includes: <ol style="list-style-type: none"> <li>a. Student performance data indicating student progress toward accomplishing the Board’s <b>End Results</b> policies.</li> <li>b. Information about school district strategies, programs, and operations intended to accomplish the Board’s <b>End Results</b> policies.</li> <li>c. Revenues, expenditures, and costs of major programs and elements of district operations.</li> </ol> | In<br>Compliance | ◀ ▶ |
|--|------------------|-----|



***Evidence***

The district publishes an annual report to the community that provides information on academic performance, financial results, and district strategies, programs, and operations..

- School annual reports have been completed and mailed to families.
- The 2013-14 Annual Report has been combined with a new Strategic Plan update. It is currently in final processing and will arrive at homes soon.

- |   |                  |     |
|---|------------------|-----|
| 2. Implement a school district calendar that plans for 180 days of instruction/contact time for students, including provisions for professional needs of teachers and parent-teacher conferences. | In<br>Compliance | ◀ ▶ |
|---|------------------|-----|



***Evidence***

Each year, the Lake Washington School District’s district calendar provides at least 180 days of instruction for students and scheduled time for parent-teacher conferences. The calendar also provides negotiated time for the professional needs of teachers, including the dedication of seven (7) full days of time, in addition to the two hours per week for Learning Enhancement and Academic Planning (LEAP). LEAP time is dedicated to professional learning, to collaboration with colleagues, and to curricular and instructional planning and preparation.

## EL-4 Annual Report and District Calendar

**Executive Limitation:** The CEO shall prepare and publish an annual progress report to the public. The CEO shall also develop a district calendar for the school year that provides for the number of instruction and student contact hours and days determined by the Board and that best meets the instructional needs of students and the professional needs of teachers.

Accordingly, the CEO shall:

3. Ensure that any change in the calendar, except for emergency closings or other interruptions due to unforeseen and uncontrollable circumstances, be preceded by adequate and timely notice to students, parents and teachers.	In Compliance	◀ ▶
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### *Evidence*

The district strives to communicate all schedule changes well in advance to students, parents, and teachers. Weather-related and emergency closures are the exception: the district has multiple communication tools in place to reach families in these cases, such as recorded phone calls to all families, web site notifications, and notices via local media.

- On February 12, 2014, the local area experienced an unexpected windstorm that resulted in the loss of electrical power at Evergreen Middle School, Dickinson, and Explorer Elementary. On April 21, the board approved the submittal of a letter to Office of the Superintendent of Public Instruction to excuse the closure per WAC 329-129-150. The emergency closure was communicated in a timely fashion as soon as information was received.
- No other district-wide school closures or other changes were made in the school calendar during the 2013-14 school year.

4. Assure the availability of a copy of the calendar for all parents/guardians of students enrolled in district schools.	In Compliance	◀ ▶
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### *Evidence*

Every year, a one-page calendar with all key dates is included in the parent information booklet distributed to all parents at the beginning of the school year. The printable one-page calendar and one-month per page calendar are posted on the district's website. Upcoming district calendar events are posted on the home page of the district web site and all school websites.

- In April 2012, the district and teachers association agreed to school years calendars through 2017-18. They are all posted on the district website. Calendar availability was announced in parent newsletters and via the media.
- The district's calendar was included in the parent informational booklet provided to all parents at the beginning of each school year.

I certify the above to be correct as of March 2, 2015.

\_\_\_\_\_  
Traci Pierce, Superintendent

APPROVAL OF MONITORING REPORT  
EL-13, FACILITIES

March 2, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-13, Facilities, are in compliance and it is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-13, Facilities, as presented.

# Lake Washington School District Executive Limitation Monitoring Report

**EL-13 Facilities**  
**March 2, 2015**

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

<p>1. Develop a fiscally prudent; long-term facilities plan to establish priorities for construction, renovation, and maintenance projects. In setting those priorities, the CEO shall:</p> <ol style="list-style-type: none"> <li>a. Assign highest priority to the correction of unsafe conditions;</li> <li>b. Include maintenance costs as necessary to enable facilities to reach their intended life-cycles;</li> <li>c. Disclose assumptions on which the plan is developed, including growth patterns, and the financial and human capital impact individual projects will have on other parts of the organization, and</li> <li>d. Ensure that facilities and equipment are not subject to improper wear and tear or insufficient maintenance.</li> </ol>	<p>In Compliance</p>	<p>◀ ▶</p>
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## ***Evidence***

Long-term planning is accomplished by way of “capital planning” and “preventive/predictive maintenance planning.” These planning measures work in tandem to provide integrated strategies for district construction, maintenance, and operations in order to establish priorities that result in present and continually “safe and functional buildings” (Administrative policy DA, Fiscal Management Goals) in alignment with the District’s strategic goals: *Goal 2 - Provide Safe & Innovative Learning Environments*; and, *Goal 4 – Use Resources Effectively & Be Fiscally Responsible*. Planning balances the facilities needs with prudent use of resources to minimize the potential impact of taking funding away from classroom instruction.

### **Capital Planning**

Tools used for capital planning include: 1) the Six-year Capital Facilities Plan; 2) growth and modernization/replacement project planning; 3) development tracking, school capacity studies, occupancy utilization, and enrollment projections; 4) total cost of ownership studies and resource impact analysis; 5) real estate planning; 6) the State Study and Survey; 7) the State Asset Preservation Program building condition analysis; and, 8) District educational specifications for schools. The District updates baseline educational specifications prior to a bond measure and uses total cost of ownership studies to help determine building and site solutions that are durable and in alignment with available resources.

- Significant Bond and Levy planning were done in preparation for the 2014 bond and levy measures. This included a number of Board Work Sessions, Community Meetings and a Citizen’s Bond and Levy Advisory Committee. Additional community engagement was planned and began in the fall of 2014 as a result of the failure of Bond measures in February and April 2014.
- In 2012-13, a draft of a new educational specification was developed in preparation for a possible 2014 bond measure (See <http://www.lwsd.org/For-Community/School-Construction/Pages/District-Construction-Information.aspx> ).

**EL-13 Facilities**

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

1. Develop a fiscally prudent; long-term facilities plan to establish priorities for construction, renovation, and maintenance projects. In setting those priorities, the CEO shall: <i>{see page 1 for complete listing}</i>	In Compliance	◀ ▶
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***Evidence {continued}***

- The 2014-2019 Six-Year Capital Facilities Levy plan was updated in April 2014 and adopted by the School Board in May 2014. It was then presented to the King County School Technical Review Committee (STRC) in June 2014 adoption at a later date. By the end of the 2014 calendar year, all jurisdictions (King County, City of Kirkland, City of Redmond, and the City of Sammamish adopted the fees as proposed by the District. proposes that impact fees be established at \$9,623 per single-family unit and \$745 for each multifamily unit. The single-family fee is an increase of \$3,321 and the multi-family fee is an increase of \$538 from last year’s fees. The significant increase is due in large part to the district’s needs and plans for capacity at all levels, which has resulted in planned high school capacity projects now being included in the fee calculation. The fee calculation was also updated to include the cost of portable classrooms due to the anticipated need for temporary housing of students.

**Preventive Maintenance Planning**

Preventative maintenance planning tools include, but are not limited to: the Asset Preservation Program (*Appendix A*); life-cycle system replacement planning; planned, predictive, and preventive maintenance through an automated work order system; system surveys and assessments; failure analysis; metrics; monitoring; and trending. Both capital levy and general fund monies are expended to address facilities (i.e. building and site) system upgrades and needs.

The priority of Facility Services is to avoid and/or correct unsafe conditions in order to provide educational (i.e. business) continuance and avoidance of injury. Unsafe conditions are known by way of various assessments and inspections or reports to Facility Services. Assessments and inspections as well as corrective, predictive, and preventive maintenance programs proactively inform capital (i.e. construction) planning.

The State Asset Preservation Program (APP) evaluates building/site systems to determine their general condition. This condition analysis (evaluation) is conducted annually, and it informs both the capital levy and preventive maintenance programs. A requirement of the APP is to annually report the findings of the evaluation to the Board of Directors, provide a record of that report to the Board, and then submit that evidence to the Office of the Superintendent of Public Instruction (OSPI) prior to April 1 each year.

Facility Services employs preventive/predictive maintenance, life-cycle planning, as well as building condition and evaluation assessments to help ensure that facilities and equipment are not subject to improper wear and tear or insufficient maintenance. These methodologies are reviewed and updated on a regular basis.

**EL-13 Facilities**

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

1. Develop a fiscally prudent; long-term facilities plan to establish priorities for construction, renovation, and maintenance projects. In setting those priorities, the CEO shall: <i>{see page 1 for complete listing}</i>	In Compliance	◀ ▶
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***Evidence {continued}***

- In 2013-2014, Facility Services issued and accomplished 7,705 preventive maintenance (PM) work requests. These types of requests are pro-active. They extend the useful life of varying building and site equipment reducing unexpected or premature equipment failure.
- The report of the annual APP evaluation has been completed and results reported in Appendix A - see Building Condition Scores from August 2014. The assessment only focuses on the physical condition of general building systems and does not consider the buildings alignment with the district
- In 2013-2014 a Request for Proposal (RFP) was issued for an Enterprise Asset Management System. One that would enhance response efficiency and the ability to conduct planned maintenance. The older system, which remained in operation through 2013-14, was deficient in that it did not allow for the following: 1) proper data analysis or the transparency of data in a reportable dashboard format; 2) the adequate prioritization of requests; 3) the automatic raising of the priority of aging requests; 4) tying equipment/building/site information or protocols to the request to allow work response efficiencies; 5) receipt of electronic work orders in the field; 6) relevant report generation; and 7) scalable for use in other situations/departments. Securing and implementing the appropriate automated issue request system is part of the district strategic plan and planned was implemented in 2014-2015. The identified work request system will enhance response efficiency and the ability to conduct planned maintenance. The system began with a pilot phase in July 2014.

Together, capital and preventive maintenance planning help ensure that: unsafe conditions are the highest priority to correct; facilities reach their intended life-cycles; changes in demographics and a sensitivity of project impacts on the organization are accommodated; facilities and equipment are not subject to premature failure; and, buildings remain open to support student education.

2. Secure board authorization before building or undertaking major renovation of buildings.	In Compliance	◀ ▶
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***Evidence***

The State School Construction Assistance Program (SCAP) is adhered to for major school construction projects. The method requires Board of Director authorization at various points of a project (e.g. new-in-lieu or replacement vs. modernization decisions, project educational specifications, verification that a project will not result in or aggravate a racial imbalance, commitment to build the project, value engineering analysis, constructability review, commissioning report, and final acceptance). The Board must authorize the district to enter into a contract with a general contractor for major building construction or renovation.

## EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

- In 2013-2014, the Board authorized the following actions:

Board Authorization	Major Construction Project	Action
September 9, 2013	Muir Elementary	Final Acceptance
November 13, 2013	Rush Elementary School	Building Commissioning Report
November 18, 2013	Eastlake HS Addition	Final Acceptance
January 27, 2014	Bell Elementary School	Building Commissioning Report
January 27, 2014	ICS	Building Commissioning Report
February 10, 2014	Finn Hill Middle School	Building Commissioning Report
March 17, 2014	Tesla STEM High School	Building Commissioning Report
March 17, 2014	Tesla STEM High School	Final Acceptance
May 19, 2014	Eastlake HS Addition	Building Commissioning Report
May 19, 2014	Bell Elementary School	Final Acceptance
May 19, 2014	Finn Hill Middle School	Final Acceptance
June 23, 2014	Rush Elementary School	Final Acceptance
June 23, 2014	ICS	Final Acceptance
June 23, 2014	Rose Hill Middle School	Final Acceptance

3. Recommend land acquisition by first determining growth patterns, comparative costs, construction and transportation factors, and environmental factors.

In  
Compliance



### *Evidence*

The District monitors both short-term and long-term trends in demographics and updates projections annually. The monitoring includes tracking King County births, enrollment, and residential developments. These factors inform the District’s six-year Capital Facilities Plan and help identify potential property acquisition needs. Property acquisition needs can also occur when changes are made by regulatory agencies regarding zoning or land use. If needed, a feasibility study is conducted to determine the viability of the acquisition. Then, based on the Board of Directors’ agreement, due diligence is done on the property before the acquisition is presented to the Board for authorization to purchase.

- In 2012, King County restricted school development in rural areas. The District owns several properties that are not able to be developed or will be restricted in use because of this ruling. The County’s decision caused the District to begin to look at options for owned property in the urban area.
- The District conducted an extensive property search for a middle school on the east side of the District in 2013-2014. Land options were very limited. However, a suitable property was identified and preliminary due diligence was conducted that led to the purchase of the property in the 2014-2015 fiscal year.

## EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board's End Results policies.

Accordingly, the CEO shall:

4. Acquire, encumber, or dispose of real property only with Board authorization.

In  
Compliance



### *Evidence*

The acquisition, encumbrance, or disposal of property requires Board authorization.

#### Acquisition

Site acquisition needs are based on master planning existing sites in alignment with program and project planning and "the attendance area maps for future school neighborhoods" (Administrative Policy FB, Facilities Planning).

- There were no acquisitions of land in the 2013-2014 fiscal year.

#### Encumbrance

Board Resolution No. 02 from April 1, 1982 gives the Superintendent or his/her designee the authority to grant utility easements on district-owned property. Because of this, utility easements do not have to go to the Board. However, non-utility easements are submitted to the Board of Directors for approval. Before being submitted to the Board, legal counsel and staff review each easement.

- There were no utility or non-utility easements granted in the 2013-2014 school year.

#### Disposal

Disposal of real estate property must have Board action and is done in accordance with Administrative Policy DN, School Properties Disposal Procedure. This includes any "intergovernmental disposition of property" (i.e. dedication or conveyance of property). Property records are maintained by the Support Services office.

- During the 2013-2014 school year, there were no (0) dedications or conveyances of property:

5. Prohibit construction schedules and change orders to deviate significantly from previously approved plans and budget parameters.

In  
Compliance



### *Evidence*

Facility Services staff members work to prohibit the substantial change in the schedule, budget, and change orders of construction projects. This is accomplished by weekly review of the contractor's schedules and the scope of the work. In addition, there is regular review of the budget by both the project manager and district administrative staff.

- Major school construction projects did not substantially change (in schedule, budget, or change orders) from approved plans in 2013-2014. All projects from the 2006 were opened by the end of the 2013-2014 fiscal year.



## EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

5. Prohibit construction schedules and change orders to deviate significantly from previously approved plans and budget parameters.	In Compliance	◀ ▶
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### *Evidence {continued}*

#### Schedules

Schedules influence planning and budget (due to inflation and market conditions), while program, project phasing, unforeseen conditions, and other situations can cause schedule changes. The schedules are initially formed prior to a bond or levy measure that funds a project, which is then refined before the beginning of a project.

- The following chart shows, as of September 2014, the opening status of all major construction (new, Phase 2 modernization, and additions) projects in comparison to the originally planned schedule for opening since 2006:

Major Construction Projects	Original Schedule for School Opening	Actual School Opening
Carson Elementary	2008	2008
Frost Elementary	2009	2009
Lake Washington High	2011	2011
Finn Hill Middle School	2010	2011
Muir Elementary	2010	2012
Keller Elementary	2013	2012
Sandburg Elementary	2012	2012
Bell Elementary	2014	2013
Rush Elementary	2011	2013
Rose Hill Middle School	2013	2013
ICS/Community	2013	2013
Eastlake High Addition	2012	2012
Redmond High Addition	2012	2012
STEM Secondary Choice School	2012	Phase 1 in 2012 and fully open in 2013

#### Budgets

Budget parameters are initially determined prior to the capital bond or levy that funds identified projects. Each measure establishes a program budget, in which there are multiple projects. Project budgets are closely monitored with reports submitted to senior management to help ensure adherence to the set project budget. If additional budget, beyond that which was initially established is needed, senior management approval is needed to adjust the budget and/or allocate from project contingencies. Deviation from initial budget parameters can occur. Some reasons for such deviation include: unforeseen circumstances; changes in codes and regulations; and, changes in scope, programming, and/or project timing.

In general, construction budgets include two types of costs: 1) “hard” (the construction contract cost for both site and off site work) costs; and, 2) “soft” (e.g., taxes; fees [permit, legal, inspection and professional services]; easements; insurance; furniture, etc.) costs. The square foot cost of a building is based on the construction (i.e. “hard”) costs, including change orders divided by the building’s total square footage.

- Major construction project budgets through the end of 2012-2013 are shown on the following chart; all projects were within their program budget as of September 2013:

**EL-13 Facilities**

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

5. Prohibit construction schedules and change orders to deviate significantly from previously approved plans and budget parameters.

In  
Compliance



***Evidence {continued}***

Major Construction Projects	Amount Budgeted	Budgeted “Hard” Costs	Budgeted “Soft” Costs	Amount Spent as of August 31, 2014	Reason for Overage
Carson Elementary	\$26,409,625	\$17,865,070	\$8,544,554	\$26,409,625	Sewer connection, land improvements & railing corrections
Frost Elementary	\$24,415,285	\$20,642,920	\$3,772,365	\$24,409,421	NA
Lake Washington High	\$87,178,000	\$66,677,045	\$20,500,955	\$87,156,225	NA
Finn Hill Middle School	\$45,342,602	\$32,107,602	\$13,235,000	\$44,653,183	Issues related to completion of work
Muir Elementary	\$29,639,422	\$21,056,680	\$8,582,742	\$29,845,704	Mechanical system, litigation
Keller Elementary	\$26,343,000	\$18,901,414	\$7,441,586	\$24,936,331	NA
Sandburg Elementary	\$30,575,000	\$21,489,382	\$9,085,618	\$29,472,132	NA
Rose Middle School	\$59,779,000	\$44,027,647	\$15,751,353	\$58,546,567	NA
Bell Elementary	\$32,531,000	\$23,488,337	\$9,042,663	\$31,552,294	NA
Rush Elementary	\$34,062,269	\$23,511,892	\$10,550,377	\$33,340,036	NA
ICS/Community	\$26,648,990	\$18,203,482	\$8,445,508	\$25,448,477	NA
Eastlake High School Addition	\$18,169,620	\$12,706,916	\$5,462,704	\$17,479,389	NA
Redmond High School Addition	\$15,830,380	\$10,987,531	\$4,842,849	\$14,787,818	NA
STEM Secondary Choice School	\$34,031,922	\$24,701,670	\$9,330,252	\$33,795,712	NA

**Change Orders**

Major construction projects are complex. All construction projects have change orders. Construction change orders are a “change management” process whereby agreed upon modifications to the original contract’s scope of work of a project are implemented. Such modifications are agreed upon by the owner, architect, and contractor. Reasons for change orders include: regulatory agency requirements; unforeseen conditions; owner-requested changes; and, design coordination issues. The district’s goal is to have a construction change order rate below ten (10) percent of the construction “hard” cost of the project. A change order rate greater than fifteen (15) percent would be considered a significant deviation from the intended project.

- Change order percentages for major construction projects including new schools, additions, replacements, and modernizations, are summarized in the following chart and reflect the change order status as of the end of the 2013-2014 school year:

## EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

5. Prohibit construction schedules and change orders to deviate significantly from previously approved plans and budget parameters.	In Compliance	◀ ▶
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### *Evidence {continued}*

Major Construction Projects	Type of Project	Change Order %*	Status
Carson Elementary School	New	9.65%	Complete
Frost Elementary School	Replacement	3.93%	Complete
Lake Washington High School	Replacement	7.92%	Complete
Finn Hill Middle School	Replacement	10.01%	In Close-out
Muir Elementary School	Replacement	11.25%	In Close-out
Keller Elementary School	Replacement	3.17%	Complete
Sandburg Elementary School	Replacement	5.65%	Complete
Rose Hill Middle School	Replacement	7.19%	In Close-out
Bell Elementary School	Replacement	5.47%	In Close-out
Rush Elementary School	Replacement	3.85%	In Close-out
ICS/Community School	Replacement	5.90%	In Close-out
Eastlake High School	Addition	8.97%	Complete
Redmond High School	Addition	4.58%	Complete
STEM Secondary Choice School	New	2.5%	Complete
<b>Average of all major construction projects as of September 2014</b>		6.43%	

\* Total Change Orders as a % of the original construction contract amount.

6. Provide students and staff with an uncompromised and healthy environment.	In Compliance	◀ ▶
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### *Evidence*

The district utilizes various strategies to promote healthy learning and working environments for students and staff that are in alignment with available resources.

#### Standards and Levels of Service

Various facilities and operational standards and levels of service have been established that support consistent healthy learning and working environments. These include and are not limited to: school design elements (e.g. day lighting, acoustics, building envelope integrity, and other sustainable building/site aspects); building materials that do not contain asbestos, lead, PCBs or other regulated materials and that have no or very low volatile organic compounds (VOCs); durable, easily maintained and cleanable surfaces; and, established custodial service levels and expectations. In addition, there are reviews, updates, and additions to standards and to levels of service.

- In 2013-2014 Facility Services continued the work to update processes, standards, guidelines, levels of services and protocols. Representative school staff and administrators from Phase 2 modernization (replacement) and addition projects, plus staff and administrators of potential Phase 3 modernization/replacement projects, attended an educational specification workshop. The educational specification was utilized in determining scope of work and cost estimates for the proposed 2014 bond measure.

## EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board's End Results policies.

Accordingly, the CEO shall:

6. Provide students and staff with an uncompromised and healthy environment.

In  
Compliance



### *Evidence*

#### Inspections and Assessments

Planned and regular inspections as well as responsive assessments are conducted to maintain healthy conditions. Some examples are: the regular planned examination of vital building and site systems (*Appendix B*); various building condition evaluations that inform both planning and project implementation and fulfill State requirements; and, the prompt response to Indoor Environmental Quality (IEQ) concerns.

- The State required Study and Survey of all District buildings was completed in May 2014 and submitted to the State. This study is conducted every six years by a third party vendor. The process and report inventories every school buildings and verifies area calculations (square footage), plus it gives a condition rating of the buildings and their systems.
- Beginning in the 2012-2013, the District School Board adopted a resolution committing the District to the State's requirement of the Asset Preservation Program (APP). A team of inspectors (professionals in the design and construction industry) went to each school to evaluate the sites and the buildings by way of the Building Condition Assessment (system). Every building's major site and building systems, as well their sub-systems received a condition rating. Those ratings were entered into the State's Information and Condition of Schools (ICOS) automated system. The 2012-2013 evaluation included all permanent school buildings and did not include portables. The assessment is completed annual. The 2013-14 assessment was expanded to include portable classroom inventory and condition as well.

#### Environmental and Health Concerns

- There were no Indoor Environmental Quality (IEQ) concerns led to a loss of a school's educational time in 2013-2014. A health concern of an individual building occupant was reviewed and led to building testing and inspections. Testing showed that the building and its systems were believed to be the cause of the concern.
- In order to protect the health and safety of staff and students, district Custodial Services utilizes cleaning and paper products that are "Green Seal Certified". In addition to green certified products, green cleaning methods and standards are followed. Custodial practices, along with Facility Services solutions, help reduce the district carbon footprint and contribute to the reduction of harmful chemicals in the environment. All purchases (products, materials, and new equipment) are made with green practices and solutions as the goal.
- Facility Services manages a variety of programs and makes notifications as is appropriate. For example, protocols have been developed to manage specific programs such as Integrated Pest Management (IPM/*Appendix C*) in order to appropriately and pro-actively address various situations.
  - In the event chemicals are used while school is in session, notifications from the school involved are sent home with students. In 2013-2014, there were no notifications.
  - In 2013-2014 the district completed the IPM Star Certification audit and certification is anticipated in 2014-2015.

## EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board's End Results policies.

Accordingly, the CEO shall:

6. Provide students and staff with an uncompromised and healthy environment.

In  
Compliance



### *Evidence*

#### Response to Emergencies

Issues that are deemed an immediate danger to the health, welfare, or safety of persons using buildings or sites are considered emergencies and responded to the same day with the goal to resolve within two (2) days. Other situations that warrant the same type of response include violations to the fire code, repair of fire/security detection systems, roof leaks, or situations that might lead to the major disruption of the educational program. In addition, incidents of vandalism are treated as emergencies and responded to accordingly.

- In 2013-2014, there were a total of 67 incidents of vandalism in the district reported to Support Services requesting response. The following chart provides detail of reports by level:

	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Elementary</b>	31	35	66	98	76
<b>Middle Schools</b>	16	21	19	30	46
<b>High Schools</b>	20	31	28	31	37
<b>Other Sites</b>	0	1	3	1	5
<b>Total</b>	67	88	116	160	164

- The most frequent types of vandalism were graffiti (32 events) and broken windows (23 events).

Vandalism, reported to Support Services for repair, cost the district \$12,561 during the 2013-2014 school year. If the perpetrators are caught, the district seeks restitution and \$326 was recovered in 2013-2014.

	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Annual Cost of Reported Vandalism</b>	<b>\$12,561</b> With a recovery of <b>\$326</b>	\$14,140 With a recovery of \$710	\$27,823	\$37,737 With a recovery of \$1,100	\$23,353 With a recovery of \$2,458

#### Educational Program Disruption

- On Wednesday, February 12, 2014, Dickinson Elementary, Explorer Elementary and Evergreen Middle School experienced a power outage due to a wind storm which led to closure of these schools. The incident was the result of an area wide outage.

## EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

7. Permit the public’s use of facilities as long as student functions and the academic program are not compromised. Accordingly, the CEO shall develop a plan for public use of buildings that includes:
- a. definition of permitted uses;
  - b. a fair and reasonable fee structure;
  - c. clear delineation of user expectations; and
  - d. consequences and enforcement procedures for public users who fail to follow the established rules.

In  
Compliance



### *Evidence*

The district makes building and fields available for public use on a scheduled basis to ensure that school functions and the academic programs are not compromised. Each site is responsible for scheduling their buildings.

#### Permitted Use

To assist schools and the public in understanding the guidelines for community use, the district provides *Guidelines and Procedures for Use of School District Facilities* on the district website. Schools are also provided specific guidelines for staff in charge of building use. These guidelines are reviewed annually and updated as needed.

#### Fees

User groups pay fees depending on their classification. Building use fees are increased on an annual basis per the Consumer Price Index (CPI). The district tracks the amount of dollars received from building use (the chart below only reflects the past five years). Schools receive 30% of fees collected, excluding the cost of custodial, supplies, and energy.

- In 2013-2014 a total of \$645,351 was collected. This figure includes energy use, theater, and stadium fees, but not leases nor monies paid for custodial help. The chart below provides a detailed breakout of fees collected:

	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<i>Amount to Schools</i>	\$44,660	\$39,368	\$30,077	\$35,889	\$67,026
<i>Energy Use</i>	\$140,783	\$120,101	\$118,355	\$109,304	\$110,207
<i>Supply Fees</i>	\$58,909	\$50,904	\$43,036	\$51,138	\$46,520
<i>Amount to General Fund</i>	\$104,201	\$91,862	\$70,0171	\$83,744	\$156,393
<i>Pool Rental</i>	0	0	0	0	\$5,288
<i>Stadium Rental</i>	\$188,787	\$182,145	\$210,624	\$205,723	\$201,297
<i>Theater Rental</i>	\$108,011	\$91,728	\$53,932	\$44,211	\$39,516
<b><i>Total</i></b>	<b>\$645,351</b>	<b>\$576,108</b>	<b>\$526,195</b>	<b>\$530,009</b>	<b>\$626,248</b>
<i>Reimbursement for Custodial Help</i>	\$75,880	\$54,320	\$70,089	\$77,272	\$90,807

EL-13 Facilities

**Executive Limitation:** The CEO shall assure the availability of an appropriate education environment within physical facilities that are safe, efficient, and properly maintained and that support the accomplishment of the Board’s End Results policies.

Accordingly, the CEO shall:

- 7. Permit the public’s use of facilities as long as student functions and the academic program are not compromised. Accordingly, the CEO shall develop a plan for public use of buildings that includes:
  - a. definition of permitted uses;
  - b. a fair and reasonable fee structure;
  - c. clear delineation of user expectations; and
  - d. consequences and enforcement procedures for public users who fail to follow the established rules.

In  
Compliance



***Evidence***

Expectations and Consequences

The “Application for Use of School District Facilities” form, filled out by each requesting user group, delineates user expectations and consequences if procedures are not followed or if damage occurs to the building/site. User groups who cause any building or site damage, break equipment, vandalize school property, or make alterations to buildings or groups will be billed for repairs and corrections and may lose their right to be granted future building use.

I certify the above to be correct as of March 2, 2015.

\_\_\_\_\_  
Traci Pierce, Superintendent

## Appendix A: Asset Preservation Program (APP)

Support Services began to annually assess buildings identified by the State for Asset Preservation Program (APP) tracking. Districts are required to assess any building receiving State Construction Funding Assistance after 1993 on an annual basis. The annual evaluation can be done by trained in-house staff with every sixth year requiring verification by a third party evaluator. The APP is an additional and unfunded state-required planning tool (replacing the former “2% Rule”). Building scores will determine whether a proposed project will receive the intended eligible State Construction Funding Assistance or a percentage of the intended amount based on the condition rating of the existing building.

The state implementation of the system began in 2009-2010 school year. In response to APP, the District’s Board of Directors adopted an APP policy in March 2009. Subsequently, a District procedure and program have been developed along with the alignment of the plan with the State Study and Survey. The District began to implement APP building condition assessments in 2010-2011. In addition, the District also started to assess and track non-APP schools for purposes of integrating planning strategies across all District facilities.

The State introduced the Joint Legislative Audit & Review Committee’s automated building inventory system (known as ICOS - i.e. Inventory and Condition of Schools) in 2010-2011 as the data-base system to capture facilities information from all school districts across the State. In 2010-2011, District staff worked with OSPI Facilities staff to plan the implementation of this database tool in 2011-2012 in our District and then to separately augment it into a database that will be the basis for ongoing life-cycle planning for the District and the in-take for the APP program.

In 2014, the District utilized an outside vendor to conduct a Building Condition Assessment (BCA) for all school facilities not currently under construction, and uploaded the data into ICOS, as required for the APP for every sixth year. The following is a comprehensive annual summary report of the BCA scores for all District school facilities, including those under the State Asset Preservation Program (APP).

### Building Condition Assessment (BCA) Scores 2014

Era	Site Name	Year Built	Mod Year	APP*	BCA Score 2014
<b>Phase 1</b>	Twain Elementary	1962	2000	X	89.89%
1998 - 2006	Lakeview Elementary	1955	2001	X	89.94%
	Redmond Middle School	1958	2001	X	83.92%
	Audubon Elementary	1965	2001		89.06%
	Redmond High School	1964	2003	X	85.52%
	Thoreau Elementary	1964	2003	X	83.02%
	Mann Elementary	1964	2003	X	90.00%
	Kirkland Middle School	1961	2004	X	88.60%
	Juanita Elementary	1950	2005	X	89.99%
	Franklin Elementary	1967	2005	X	90.00%
	Rose Hill Elementary	1954	2006	X	90.00%
	Rosa Parks Elementary	2005	2006	X	85.69%



<b>Era</b>	<b>Site Name</b>	<b>Year Built</b>	<b>Mod Year</b>	<b>APP*</b>	<b>BCA Score 2014</b>
<b>Phase 2</b>	Rachel Carson Elementary	2008	2008		90.00%
2007 - 2015	Frost Elementary	1969	2009	X	90.00%
	Lake Washington High School	1949	2010	X	89.86%
	Finn Hill Middle School	1967	2011	X	90.00%
	Muir Elementary	1970	2012	X	90.00%
	Rush Elementary	1970	2012	X	90.00%
	Sandburg Elementary	1970	2012	X	90.00%
	International Community School	1965	2012	X	93.16%
	Keller Elementary	1969	2012	X	90.00%
	STEM Secondary School	2012	2012		89.80%
	Rose Hill Middle School	1969	2013	X	96.17%
	Bell Elementary	1966	2013	X	90.00%
<b>Phase 3</b>	Juanita High School	1971			63.52%
2016 - 2024	Kamiakin Middle School	1974			65.46%
	Kirk Elementary	1975			57.63%
	Mead Elementary	1979			72.21%
	Rockwell Elementary	1981			78.90%
	Evergreen Middle School	1983			76.27%
	Alcott Elementary	1986			81.30%
	Smith Elementary	1988			79.31%
	Wilder Elementary	1989			85.26%
<b>Phase 4</b>	McAuliffe Elementary	1990			88.91%
2025 - 2033	Inglewood Middle School	1991			74.27%
	Dickinson Elementary	1992			76.64%
	Old Dickinson	1978			N/A
	Eastlake High School	1993			86.06%
	Emerson High School	1983			68.62%
	Support Services Center	1985			N/A
	Einstein Elementary	1997			87.47%
	Redmond Elementary	1998		X	88.10%
	Blackwell Elementary	1998			88.64%
<b>Other</b>	Northstar (at Emerson HS)	2012	N/A		90.00%
	Renaissance Middle School (at Eastlake HS)	2012	N/A		90.00%

There is currently no “passing score” in the APP program. The intent is that OSPI will develop a guideline range for where an APP school is expected to rate over time in order to be eligible for state assistance funding in the future. It is the District’s understanding that the range or minimum rating has not been set or developed yet. The reason seems to be that OSPI needs more data, but they have published a “proposed” Building Condition Standard (BCS). It is the criteria OSPI uses to correlate the quantitative rating of a system with a qualitative description, such as “good”, and also to maintenance/investment.

<u>Description</u>	<u>Score Range</u>	<u>Maintenance</u>
Excellent	95% to 100%	Preventative
Good	85% to 94%	Routine
Fair	62% to 84%	Minor
Poor	30% to 61%	Major
Unsatisfactory	0% to 29%	Replacement

The OSPI rating system is designed so that a school condition assessment score will go reduce over time, even if the school is properly maintained. In general, a school’s score should go from 100% at new construction to approximately 62% or “Poor/Fair” in 30 years (even if well maintained), when it is assumed that the school would be next eligible for state assistance funding. OSPI does not have enough data yet to develop a real effective Building Condition Standard (BCS) which would allow for a comparison of condition scores to a statewide average. It is anticipated that the first comparative chart will be made available by OSPI later this year.

OSPI uses the Unifomat system for the Building Condition Assessments. The assessment looks at 19 major systems such as foundations, interior finishes, roofing, mechanical, electrical, and furnishings. Within the 19 major systems there are approximately 58 subcategories that are individually scored during the assessments. The aggregate score for a building is made up from the individual sub-categories, but certain systems are given more “weight” in the overall scoring (e.g. foundations, walls, and mechanical/HVAC).

There are a number of reasons that schools of similar design and age might have different conditions scores. For starters, there are very few schools that are exactly the same design, construction, and age. But assuming that two schools are similar (even prototypical schools), some reasons why the scores would vary include differences in: finishes and systems in design and construction; maintenance and upkeep; how the schools deteriorate and age over time (e.g. heavy use, use patterns and vandalism); what is replaced and upgraded over time; the result of code changes; and, subjectivity in assessments.

## Appendix B: Inspection of Vital Systems

Periodic inspections are completed in order to ensure the safe, continued operation of vital systems (those that impact human safety or are essential for a building) and compliance. The District utilizes both in-house staff and outside vendors in conduction inspections. Site and building systems inspected include:

Inspectors	Systems Inspected
Facilities Supervisors or Consultants	Asset Preservation Program building condition evaluations for five of the six-year cycle. The sixth year evaluation must be conducted by a certified third party (i.e. another school district or consultants)
Custodians	Playgrounds, sites/walkways, fire extinguishers, moveable walls/curtains, asbestos, toilet fixtures, faucets/bubblers, generators, HVAC air filters, portable ramps, interior/exterior lighting, indoor environmental concerns.
Trades	Water flushing systems, oil separator, HVAC controls monitoring, bleachers, generators, irrigation systems, playground surfacing, pavement/concrete walks, and science lab acid neutralization tanks.
Vendors	Fire alarm systems, fire sprinkler systems, alarm systems, drinking water backflow devices, elevators, fire extinguishers, boiler/pressure vessels, kitchen fire suppression/hoods/grease traps, bleachers/grandstands, asbestos, sewer lift stations, surface water management, water quality. Specialty (expert) assessments and surveys (e.g. roofing or playfield surveys)

## Appendix C: Integrated Pest Management (IPM)

The word “pesticide” encompasses insecticides, herbicides, fungicides and rodenticides. The District is required to report the use of any of pesticide chemical except for traps or baits.

- Six herbicide products were removed from the approved list in 2013-2014. Those include Burnout, Garlon 4, Razor Pro, Round-Up Pro, Snapshot TG, and Speed Zone.
- Details of products and quantities used either by District staff or vendors in 2013-2014 are found on the attached chart.
- Facilities are 90% complete in earning the designation of “IPM Star Certified” in 2014-2015.

In 2009-2010, an addendum was added to the District IPM protocol allowing schools to work with Support Services and become a “Pesticide Free” site. This status requires specific involvement by volunteers and site personnel to maintain shrubs, beds, and walkways in a manner that complies with state and local codes while eliminating the need for chemical herbicides. Sandburg Elementary and Thoreau Elementary were “Pesticide Free Schools” in 2013-2014.

### Herbicide Product Use 2013-2014

PRODUCT	EPA REG.#	EPA DESIG.	HERBICIDES	AREA	2013-2014	2012-2013
Casoron*	400-168	Caution	Pre-emergent Weed control	Planting beds, tree wells, sign posts, warning tracks	1,281 lbs.	862 lbs.
Freehand	7967-273	Caution	Pre-emergent Weed control	Planting beds, tree wells, sign posts, warning tracks	None used	1,710 lbs.*
Specticle	432-1499	Caution	Pre-emergent Weed control	Planting beds, tree wells, sign posts, warning tracks	383 lbs	None used
Ranger Pro	524-517	Caution	Post emergent Weed control	Planting beds, tree wells, sign posts, warning tracks	22 gallons (diluted)	13 gallons (diluted)

## Insecticide Product Use 2013-2014

Product	EPA REG.	EPA DESIG.	PEST	AREA	2013-14	2012-13
Advion	352-746	Caution	Ants, Roaches	Interior (bait)	92.5 oz	1.4 oz
Bac-A-Zap <sup>1</sup>	N/A		Rodents etc.	Deodorizer EHS	68 oz	None
BTI	6218-47	Caution	Mosquito Larva	Retention ponds	1 oz	1 oz
Drione	4816-353	Caution	Ants, Wasps	Outdoors	None Used	3oz.
Maxforce <sup>2</sup>	432-1255	Caution	Ants	Bait gel (traps)	48 oz.	10 oz.
Phantom <sup>3</sup>	241-392	Caution	Ants	Outdoors	1.25 gallon diluted	½ gallon diluted
Pro Control	499-462	Caution	Ants	Outdoors	23 oz.	None Used
PT565	499-290	Caution	Wasps Flies Ants	Outdoors	5 oz.	6 oz.
Tempo SC <sup>3</sup>	3125-498	Caution	Ants, Bees	Interior	45 gallons	18.5 gallons
Termidore <sup>4</sup>	7969-210	Caution	Carpenter Ants	Interior/exterior	16.5 gallons	None
Waspfreeze <sup>5</sup>	499-362	Caution	Bees, Spiders	Nests	30 cans	28 cans

<sup>1</sup> Rodent cleanup at Redmond HS and Kirkland MS (Eden Pest Control)

<sup>2</sup> Ant treatment at Alcott, Rockwell, and Carson Elementary; Kirkland MS; Juanita HS (Eagle Pest)

<sup>3</sup> Ant Treatment at Dickinson and Juanita Elementary (Eagle Pest)

<sup>4</sup> Ant and bee treatment at Einstein, Explorer, and Lakeview Elementary; Inglewood MS and Evergreen MS (Eagle Pest)

<sup>5</sup> Termite treatment at Einstein, Dickinson, and Lakeview Elementary (Eagle Pest)

## INSTRUCTIONAL MATERIALS ADOPTION

February 6<sup>th</sup>, 2015

### SITUATION

RCW 28A.320.230 establish that each school district shall maintain an Instructional Materials Committee to assist in recommending instructional materials to be used in the respective schools of the district and that the final approval of such material is the responsibility of the Board of Directors.

The following books have been recommended by the Instructional Materials Committee for district-wide adoption. The items recommended for adoption are:

**Title:** Bookflix  
**Author:**  
**Publisher:** Grolier.com  
**No. of Copies:** 1 License  
**Price:** \$949.00 (Silver Package) \$1,259.00 (Gold Package)  
**School Requesting:** Alcott Elementary  
**Classification:** K-3

**Title:** BrainPop  
**Author:**  
**Publisher:** FWD Media Inc. d b/a BrainPop  
**No. of Copies:** 1 License  
**Price:** \$2,095 with possible additional \$495.00 for ESL supplement  
**School Requesting:** Alcott Elementary  
**Classification:** K-5

### RECOMMENDATION

The district's Instructional Materials Committee has reviewed a series of instructional materials as to their instructional purpose, readability level, and treatment of minorities and women. The above instructional materials satisfy the selection criteria as cited in the local administrative policy IIAA-R and it is recommended that the instructional materials be adopted for use in the Lake Washington schools.

## DONATIONS

March 2, 2015

### SITUATION

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed \$1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Lake Washington Schools Foundation to Juanita Elementary	\$ 2,090.00	To provide stipends for Reaching for Success program.
Ben Franklin PTSA to Franklin Elementary	\$ 1,979.00	To support registration for staff seminars.
Lakeview Elementary PTSA to Lakeview Elementary	\$ 12,000.00	To purchase netbooks and cart.
Margaret Mead Elementary PTSA to Mead Elementary	\$ 6,000.00	To purchase and install chain link fence.
Norman Rockwell PTSA to Rockwell Elementary	\$ 3,311.37	To purchase headphones (\$2,721.09), two color printers (\$492.72), and emergency preparedness supplies (\$97.56).
Rose Hill Elementary PTSA to Rose Hill Elementary	\$ 1,325.00	To purchase xylophones for the music department (\$1,000.00), and P.E. supplies (\$325.00).
Samantha Smith PTSA to Smith Elementary	\$ 2,936.39	To provide stipend for choir (\$2,384.00), and purchase equipment for P.E. (\$552.39).
Carl Sandburg PTSA to Sandburg Elementary	\$ 3,500.00	To purchase DreamBox Learning math enrichment site license.
H.D. Thoreau Elementary PTSA to Thoreau Elementary	\$ 2,000.00	To support continuous improvement plan.
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary	\$ 6,265.80	To provide stipends for Math Olympiad, motor skills and jump rope club.
Rose Hill Middle School PTSA to Rose Hill Middle	\$ 2,162.09	To purchase Step Up to Writing site license.
Kang Gridiron Club to Lake Washington High	\$ 22,000.00	To support general athletics.
<b>TOTAL</b>	<b>\$ 65,569.65</b>	

### RECOMMENDATION

The Board of Directors accepts the donations as identified at the March 2, 2015 board meeting.