

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

*August 3, 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

July 30, 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 August 3, 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. Public Comment
4. Consent Agenda
5. Non-Consent Agenda
6. Superintendent Report
7. Legislative Update
8. Board Follow-Up
9. Future Agenda Items
10. Debrief
11. Board Member Comments
12. Adjourn

Sincerely,

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

Traci Pierce  
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Hughes Room

August 3, 2015

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5:00 p.m.     **Study Session**  
*Topic: Budget and Facilities Planning Update*

6:00 p.m.     **Executive Session** re collective bargaining  
*Location: Hughes*

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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>Public Comment</b>			
	<b>Consent Agenda</b>	<b>GP-8</b> ( <i>Annual Agenda Planning</i> )		
	▪ Vouchers - June and July			
	▪ Minutes - June 22 study session & board meeting		1	1
	▪ Human Resources Report - Salary Schedules		7	2
	▪ Approval of monitoring reports	<b>B/CR 5</b> ( <i>Monitoring CEO Performance</i> )		
	✓ EL-06, Student Learning Environment		8	3
	✓ EL-09, Staff Treatment		9	4
	✓ EL-10, Budgeting/Financial Planning		10	5
	✓ EL-11, Financial Administration		11	6
	▪ Donations		12	7
	<b>Non-Consent Agenda</b>			
	▪ Long-Term Facilities Planning Task Force Draft Recommendations		13	8
	▪ 2014-15 Budget, First Reading		15	9

**Superintendent Report**

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

**Legislative Update**

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

**Board Follow-Up Items**

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

**Future Agenda Items**

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

**Debrief**

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

**Board Member Comments**

2015-16 Board Meeting Schedule

**Adjourn**

**Next Board Meetings:**

**August 24, 2015**

**7:00 p.m.**

**Special Board Meeting** for the purpose to hold a public hearing and to fix and adopt the 2015-16 Budget

**September 14, 2015**

**5:00 p.m.**

**Board Work Session**

*Topic: TBD*

*Location: Board Room*

**7:00 p.m.**

**Board Meeting**

*Location: Board 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  
June 22, 2015

CALL TO ORDER

The study session was called to order by President Jackie Pendergrass at 6:00 p.m.

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

ROLL CALL

Excused: Chris Carlson.

Present: Superintendent Traci Pierce.

The topic discussed was:

TOPIC

- *Capital Planning/Comprehensive Community Engagement*

The meeting was adjourned at 6:55 p.m.

ADJOURNMENT

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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  
June 22, 2015

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

CALL TO ORDER

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

ROLL CALL

Member Excused: Chris Carlson.

Present: Superintendent Traci Pierce.

It was requested that EL-6, Student Learning Environment, be removed from the consent agenda and placed on the non-consent agenda.

APPROVAL OF AGENDA

Nancy Bernard moved to approve the agenda with EL-6, Student Learning Environment, removed from the consent agenda and placed on the non-consent agenda. Seconded by Mark Stuart.

Motion carried.

Janene Fogard, Deputy Superintendent, related that the district has a strong and collaborative partnership with the cities of Kirkland, Redmond, and Sammamish as well as King County to support the district's strategic goal to provide a safe and innovative learning environments. Each of these jurisdictions provide ongoing support for School Resource Officers (SRO) in our schools. SROs collaborate with members of the school community to provide a broad range of support and serve as a liaison and partner to ensure staff is aware of current research and strategies to increase school safety, implement research-based school safety assessments, help provide crime prevention, and serve as a link to community resources. In addition, they serve as role models and work hard to maintain relationships with students. Tonight, these dedicated SROs who serve in this capacity were individually recognized.

RECOGNITION

Scott Emry, Manager, Risk, Health, and Safety, presented certificates of appreciation to the SROs and conveyed his appreciation for the support that they provide to the schools. He introduced each of the officers.

Jackie Pendergrass related that the next matter on the agenda was a grievance being brought to the board regarding a short-term suspension. She related that the grievance procedure is being held in accordance with Washington Administrative Code 392-400-255. If a grievance has not been resolved at the school level or after presenting the grievance to the superintendent or her designee, then the student and parent have the right to present a written and/or oral grievance to the board during its next regular board meeting.

STUDENT GRIEVANCE  
APPEAL

The father, Mr. Sun, presented his grievance to the board.

Nancy Bernard moved to approve the consent agenda.  
Seconded by Siri Bliesner.

CONSENT AGENDA

Jackie Pendergrass, yes; Nancy Bernard, yes; Siri Bliesner, yes;  
and Mark Stuart, yes.

Motion carried.

Approves minutes of the June 1, 2015 study session board meeting and June 1 work session.

APPROVAL OF MINUTES

Approves June 22, 2015 Human Resources .

APPROVAL OF HUMAN RESOURCES REPORT

Approval of the following instructional materials for use in the Lake Washington schools -

INSTRUCTIONAL MATERIALS ADOPTION

Title: Duke  
Author: Kirby Larson  
Publisher: Scholastic  
Copyright: 2013  
No. of Copies: 60  
Price: \$7.99 per book  
School Requesting: Twain Elementary  
Classification: Grade 5

Title: Second Step Child Protection Unit  
Author: Committee for Children  
Publisher: Committee for Children  
Copyright: 2014  
No. of Copies: 1  
Price: \$250.00  
School Requesting: Lakeview Elementary  
Classification: Grade K-1

LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
June 22, 2015

Title: AVID  
Author: AVID  
Publisher: AVID  
Copyright:  
No. of Copies: 1 kit for each of the two school requesting  
Price: \$4,370.00  
School Requesting: Redmond and Evergreen Middle Schools  
Classification: Grades 6-8

Title: Shadow  
Author: Michael Morpurgo  
Publisher: Feiwel and Friends  
Copyright: 2010  
No. of Copies: 40  
Price: \$2.50 per book  
School Requesting: Rose Hill Elementary  
Classification: Grade 5

Title: Who Was Isaac Newton?  
Author: Janet B. Pascal  
Publisher: Penguin  
Copyright: 2014  
No. of Copies: 30  
Price: \$4.99 per book  
School Requesting: Rose Hill Elementary  
Classification: Grade 5

Approves the monitoring report for EL-5, Parents and Community, as presented.

APPROVAL OF  
MONITORING REPORT  
EL-5, PARENTS AND  
COMMUNITY

Approves the monitoring report for EL-8, Instructional Materials Selection, as presented.

APPROVAL OF  
MONITORING REPORT  
EL-8, INSTRUCTIONAL  
MATERIALS SELECTION

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Lake Washington Schools Foundation to Inglewood Middle in the amount of \$2,850.00 to purchase subscription renewal for IXL Math.

Acceptance from Juanita Elementary PTSA to Juanita Elementary in the amount of \$13,330.53 to purchase playground equipment.

Acceptance from Christa McAuliffe PTSA to McAuliffe Elementary in the amount of \$5,000.00 to support safety patrol (\$600.00) and field trips (\$1,100.00); purchase books for classroom libraries (\$300.00); and reimburse copy machine supplies (\$3,000.00).

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

June 22, 2015

Acceptance from John Muir Elementary PTSA to Muir Elementary in the amount of \$5,600.00 to provide stipends for choir (\$1,300.00), drama (\$1,300.00) and purchase laptops (\$3,000.00).

Acceptance from Anonymous donor to Redmond Elementary in the amount of \$3,000.00 to support lunch buddy program.

Acceptance from Community group of Discovery School to Sandburg Elementary in the amount of \$1,635.39 to support field trips.

Acceptance from Kirkland Middle School PTSA to Kirkland Middle in the amount of \$2,000.00 to purchase professional repair and cleaning of shared music/band instruments.

Acceptance from Inglewood Middle School PTSA to Inglewood Middle in the amount of \$2,000.00 to purchase equipment for weight room.

Acceptance from Northstar Community Parent Fund to Northstar Middle School in the amount of \$10,000.00 to purchase classroom supplies.

Acceptance from Tesla STEM PTSA to Tesla STEM High in the amount of \$5,000.00 to purchase a 3D printer for Advanced Biomedical Engineer program.

Acceptance from Wolves Football Association to Eastlake High \$ 21,500.00 To provide logo and lettering enhancement to Eastlake High School stadium turf upgrade project.

Acceptance from LWHS Choir Boosters to Lake Washington High in the amount of \$4,355.60 to support choir trip.

**TOTAL \$ 76,271.52**

NON-CONSENT

Ms. Siri Bliesner referred to EL-6.2, not disrupt educational time, and felt that the district was not in compliance based on the implementation of Smarter Balanced Assessments (SBA) at the high school level. She expressed her concerns with the testing schedule noting that some students were kept home for three hours for eight mornings; she proposed doing an analysis of other options to keep students at school while testing is occurring. Dr. Pierce noted that at the high school level, there are mixed grade classes. She explained that historically during

MONITORING REPORT  
EL-6, STUDENT LEARNING  
ENVIRONMENT

testing for finals and state testing, some students in the same class need to be tested while others are scheduled for class. The district is in the process of debriefing and discussing these issues to plan for next year. Mark Stuart raised the issue of the impact on the second semester versus the first semester and the need to balance for testing. Concern was also raised regarding the logistics of returning books and equipment at the end of the year.

EL-6, Student Learning Environment, will be presented for approval at the August 3 board meeting.

Jackie Pendergrass noted that usually the district is presenting for first reading the budget at this time and a public hearing in August. Since the legislature has not completed its work, the district doesn't have the state budgetary information.

2014-15 BUDGET,  
FIRST READING

Ms. Barbara Posthumus, Director of Business Services, presented the proposed 2015-16 Draft Budget, provided a recap on the legislative session and reviewed budget policies, processes, and timelines. She highlighted key changes in revenues and expenditures for each of the funds: General Fund, Associated Student Body Fund, Debt Service, Capital Projects Fund, and Transportation Vehicle Fund. Budgeted enrollment for 2015-16 is 26,330, a growth of 963 students over the prior year.

Ms. Posthumus reviewed the next steps of what will occur when the legislature passes a state budget. The next steps will be: August 3 board meeting to provide an updated budget presentation, August 4-24, a public comment period will be held, and on August 24 a special board meeting will be held to hold a public hearing and action on the 2015-16 budget. A copy of the budget will be available from the business office or the district's website. Feedback can also be provided via the website or e-mail.

Siri Bliesner was pleased to see the budget tied to the district's strategic plan.

Dr. Pierce described the 2015 Summer School programs for elementary, middle school, and high school. Invitations were extended to identified students in Title 1 schools for summer literacy camps and special education students for extended year opportunities.

SUPERINTENDENT  
REPORT

The board members shared their experiences while attending the 2015 graduation events.

BOARD MEMBER  
COMMENTS

Mark Stuart reported that he attended the Sammamish Rotary Meeting.

Siri Bliesner reported that she had attended the WSSDA Leadership meeting.

Jackie Pendergrass reviewed the proposed 2015-16 board meeting schedule. Both Jackie Pendergrass and Nancy Bernard will be out-of-town in October so a revised schedule will be presented at the August 3 board meeting.

Nancy Bernard moved to adjourn. Seconded by Mark Stuart.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 8:50 p.m.

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Jackie Pendergrass, President

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Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report

## August 3, 2015



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Abdel Shahid, Nadia NC	Teacher	Lake Washington HS	C-0	08/24/15	Leave Replacement
Abreu, James NC	.5 Teacher	Inglewood MS	A-0	08/24/15	Leave Replacement
Baker, Valerie NC	.7 Teacher	Mann Elem/Redmond Elem	D-0	08/24/15	Leave Replacement
Bakken, Jeannette	Associate Director	Special Services	\$129,945.00	07/01/15	Repl. L. Deen
Benton, Alexandra NC	Teacher	Redmond HS	C-0	08/24/15	Leave Replacement
Bohannon, Todd NC	Teacher	Renaissance	C-0	08/24/15	Leave Replacement
Brink, Erin NC	Teacher	Stella Schola MS	A-0	08/24/15	Leave Replacement
Brosseau, Stephen NC	Teacher	Redmond HS	C-0	08/24/15	Leave Replacement
Buckingham, Paul NC	Teacher	Eastlake HS	A-0	08/24/15	Leave Replacement
Carlson, Kristin NC	Teacher	Lake Washington HS	A-3	08/24/15	Leave Replacement
Chapin, Michael NC	.2 Teacher	Rose Hill MS	D-16	09/02/15	Leave Replacement
Castillo, Jose	Custodian	Redmond HS	\$18.12	03/11/15	Repl. D. Lee
Chapple, Jaime NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Clagg, Dina NC	Prof Learning Specialist	Prof Learning	C-0	08/24/15	Budgeted
Cline, Courtney NC	Teacher	Mead Elem	A-0	08/24/15	Leave Replacement
Cohn, Lauren NC	.8 Teacher	Finn Hill MS/Northstar	A-0	08/24/15	Leave Replacement
Corey, Benjamin NC	Teacher	Rockwell Elem	A-0	08/24/15	Leave Replacement
DeFord, Rebekah NC	Teacher	Juanita HS	C-0	08/24/15	Leave Replacement
DiBella, Andrew NC	Teacher	Lake Washington HS	A-0	08/24/15	Leave Replacement
Doughty, Aimee NC	Teacher	Inglewood MS	B-5	08/24/15	Leave Replacement
Doyle, Toby NC	Counselor	Lake Washington HS	C-0	08/24/15	Leave Replacement
Edahl, Kayleigh	Admin Secretary III	Resource Center	\$20.86	02/09/15	Repl. J. Malone
Enslein, Katherine NC	Teacher	Kamiakin MS	C-0	08/24/15	Leave Replacement
Filzen, Kolina NC	Teacher	Bell Elem	A-0	08/24/15	Leave Replacement
Glover, Erin NC	Teacher	Blackwell Elem	A-0	08/24/15	Leave Replacement
Goodman, Jonathan NC	Teacher	Eastlake HS	A-0	08/24/15	Leave Replacement
Gregory, Katherine NC	Teacher	Eastlake HS	A-0	08/24/15	Leave Replacement

# Human Resources Board Report

## August 3, 2015



### NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Guptil, Nicole NC	Teacher	Alcott Elem	A-0	08/24/15	Leave Replacement
Hall, Peter NC	Teacher	Carson Elem	A-0	08/24/15	Leave Replacement
Hallam, Olivia NC	Teacher	Einstein Elem	A-0	08/24/15	Leave Replacement
Hansen, Deborah NC	.8 Teacher	Rush Elem/Franklin Elem	A-5	08/24/15	Leave Replacement
Harel, Helly NC	.8 Teacher	Sp Ed Pool	D-5	08/24/15	Leave Replacement
Harris, Amy NC	Teacher	Alcott Elem	C-0	08/24/15	Leave Replacement
Hemenway, Gina P3	Teacher	Special Services	C-0	08/24/15	Leave Replacement
Herring, Kimberly NC	Teacher	Redmond HS	C-0	08/24/15	Leave Replacement
Hogan, Rachael NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Howell, Morgan NC	Teacher	Lake Washington HS	A-0	08/24/15	Leave Replacement
Hsiao, Chiao-Chun NC	.6 PT	Special Services	C-0	08/24/15	Leave Replacement
Hurd, Suzanne	Admin Secretary III	Resource Center	\$20.86	02/06/15	Repl. D. Durant
Imai, Robin	Principal	Einstein Elem	\$118,430.00	07/01/15	Repl. K. Belshaw
Ivy, Andrew NC	Teacher	Tesla STEM HS	D-17	08/24/15	Leave Replacement
Jacobson-Ross, Emily NC	Teacher	Redmond MS	A-0	08/24/15	Leave Replacement
Janzen, Elizabeth NC	Teacher	Redmond Elem	A-0	08/24/15	Leave Replacement
Jensen, Marla NC	.5 SLP	Special Services	C-0	08/24/15	Leave Replacement
Ketsdever, Aimee NC	Teacher	Kamiakin MS	A-0	08/24/15	Leave Replacement
Kilstrom, Kevin	Custodian	Eastlake HS	\$18.12	02/17/15	Repl. R. Lee
Klemczyk, Cynthia NC	Teacher	Rose Hill MS	C-0	08/24/15	Leave Replacement
Kolbly, Marye-Heather NC	Psychologist	Special Services	D-0	08/24/15	Leave Replacement
Krieger, Timothy	Director of Teaching & Learning	Resource Center	\$143,470.00	07/01/15	Repl. L. Stevens
Kruse, Matthew NC	.9 Teacher	Lake Washington HS	C-6	08/24/15	Leave Replacement
Lazarek, Laura NC	Teacher	Eastlake HS	B-5	08/24/15	Leave Replacement
Long, Trevor NC	Teacher	Redmond MS	A-0	08/24/15	Leave Replacement
Love, Taylor NC	Teacher	Mead Elem	A-0	08/24/15	Leave Replacement
Lynn, Jessica NC	Teacher	Alcott Elem	A-0	08/24/15	Leave Replacement

# Human Resources Board Report

## August 3, 2015



### NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Mahoney, Dan NC	Teacher	Keller Elem	A-0	08/24/15	Leave Replacement
Margolis, Fran NC	Teacher	Finn Hill MS	C-0	08/24/15	Leave Replacement
McCain, Katherine NC	Counselor	Kirkland MS	C-0	08/24/15	Leave Replacement
McGinnis, Jessica NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Meyer, Danielle NC	Teacher	Eastlake HS	C-0	08/24/15	Leave Replacement
Midboe, Hattie NC	Teacher	Stella Schola MS	A-0	08/24/15	Leave Replacement
Miller, Sara NC	Teacher	Alcott Elem	C-0	08/24/15	Leave Replacement
Minuk, Lauren NC	Teacher	Elem Pool	C-0	08/24/15	Leave Replacement
Mizuno, Sandra NC	.4 Teacher	Eastlake HS	C-0	08/24/15	Leave Replacement
Montgomery, Janice NC	.2 Teacher	Mead Elem	C-16	08/24/15	Leave Replacement
Nelson, Holly NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Neubert, Liesl NC	Teacher	Redmond HS	C-17	08/24/15	Leave Replacement
Okroy, Michelle NC	Teacher	Eastlake HS	C-0	08/24/15	Leave Replacement
Orndorff, Jessica NC	Teacher	Lake Washington HS	A-0	08/24/15	Leave Replacement
Parkhurst, Brianne NC	Teacher	Alcott Elem	A-0	08/24/15	Leave Replacement
Peters, Catherine NC	Teacher	Twain Elem	C-0	08/24/15	Leave Replacement
Plona, Kelli NC	Teacher	Lake Washington HS	C-0	08/24/15	Leave Replacement
Pokrandt, Karen NC	Teacher	Tesla STEM HS	C-0	08/24/15	Leave Replacement
Potter, Danielle NC	Teacher	Redmond MS	C-0	08/24/15	Leave Replacement
Prosser, Lindsay NC	Teacher	Elem Pool	C-0	08/24/15	Leave Replacement
Raney, Susie NC	Teacher	Environmental	C-0	08/24/15	Leave Replacement
Rasmussen, Hanah NC	Teacher	Rockwell Elem	A-0	08/24/15	Leave Replacement
Rieger, Greta NC	Teacher	Juanita Elem	A-0	08/24/15	Leave Replacement
Rood, Danielle NC	Teacher	Audubon Elem	B-2	08/24/15	Leave Replacement
Rubin, Todd NC	Teacher	Redmond HS	C-0	08/24/15	Leave Replacement
Rudolph, Katy	Associate Principal	Evergreen MS	\$111,480.00	07/01/15	Repl. A. Balicki
Samad, Nadiyah NC	Teacher	Tesla STEM HS	C-0	08/24/15	Leave Replacement

# Human Resources Board Report

## August 3, 2015



### NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Saracco, Kristin NC	Teacher	Redmond MS	C-0	08/24/15	Leave Replacement
Satterberg, Heather NC	.8 Teacher	Evergreen MS/Explorer	A-1	08/24/15	Leave Replacement
Schmidt, Alana NC	Teacher	Juanita Elem/Sandburg Elem	C-0	08/24/15	Leave Replacement
Schmidt, Elizabeth NC	Teacher	Lake Washington HS	A-0	08/24/15	Leave Replacement
Simon, Cindy NC	.8 Teacher	International CS	C-0	08/24/15	Leave Replacement
Simons, Lance NC	Teacher	Redmond HS	C-0	08/24/15	Leave Replacement
Smith, Annemarie NC	Teacher	Juanita HS	C-0	08/24/15	Leave Replacement
Snyder, Kathryn NC	Teacher	Frost Elem	A-0	08/24/15	Leave Replacement
Spier, Elizabeth NC	.8 Teacher	Inglewood MS	C-0	08/24/15	Leave Replacement
Staples, Elizabeth NC	Teacher	Inglewood MS	A-0	08/24/15	Leave Replacement
Steward, Miranda NC	.7 Teacher	Juanita HS	A-0	08/24/15	Leave Replacement
Story, Brian	Associate Principal	Lake Washington HS	\$116,030.00	07/01/15	Repl. P. Barone
Stroud, Jessica NC	Teacher	Evergreen MS	A-0	08/24/15	Leave Replacement
Sushner, Michelle	Associate Principal	Muir Elem/Sandburg Elem	\$104,380.00	07/01/15	Budgeted
Tangen, Trevor NC	.8 Teacher	Redmond HS	A-0	08/24/15	Leave Replacement
Towles, Caroline NC	.6 Teacher	Rush Elem/Franklin Elem/Elem Pool	A-0	08/24/15	Leave Replacement
Tretheway, Deborah NC	Teacher	Parks Elem	C-10	08/24/15	Leave Replacement
Tubbs, Melissa NC	Teacher	Twain Elem	A-1	08/24/15	Leave Replacement
Turnley, Katherine NC	Teacher	Kamiakin MS	C-0	08/24/15	Leave Replacement
Upendahl, Kathryn NC	Teacher	Franklin Elem	A-0	08/24/15	Leave Replacement
Vandervate, Devon	Custodian	Eastlake HS	\$18.12	03/16/15	Repl. S. Bevins
Vereide, Heather NC	Teacher	Einstein Elem	A-0	08/24/15	Leave Replacement
Walford, Andy NC	Teacher	Juanita HS	A-4	08/24/15	Leave Replacement
Walter, Christina NC	.5 Counselor	Evergreen MS	C-3	08/24/15	Leave Replacement
Webb, Catherine NC	Teacher	Twain Elem	C-1	08/24/15	Leave Replacement
Weiss, Erik	Associate Principal	Juanita HS	\$116,030.00	07/01/15	Budgeted
Whealy, Cody NC	Teacher	Redmond MS	C-0	08/24/15	Leave Replacement

# Human Resources Board Report August 3, 2015



## NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Woehlbrandt, Nicholas NC	Teacher	Evergreen MS	C-3	08/24/15	Leave Replacement
Wood, Betania	Custodian	Parks Elem/Inglewood MS	\$18.12	02/10/15	Repl. R. Mendez
Zemke, Alisa NC	Counselor	Redmond HS	C-0	08/24/15	Leave Replacement

## RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Beresford, Shawna	Counselor	Redmond HS	10/06/08	06/22/15	.4 Resignation
Bechtel-Hall, Katherine	Teacher	Thoreau Elem	11/18/13	07/21/15	.4 Resignation
Bryan, Lynne	Instructional Assist	Audubon Elem	09/11/90	06/30/15	Retirement
Burdon, Brian	Teacher	Evergreen MS	09/03/96	06/17/15	Resignation
Chandarana, Bhumika	OT	Special Services	08/25/14	09/30/14	Resignation
Chikalla, Cheryl	Teacher	Special Services	09/10/90	08/21/15	Resignation
Chirichigno, Laurie	Teacher	Juanita HS	03/12/07	07/29/15	Resignation
Coleman, Sheridan	Instructional Assist	Sandburg Elem	01/08/90	07/01/15	Retirement
De Beaumarchais, Sacha	Teacher	Redmond MS	08/26/13	08/03/15	Resignation
Elgammal, Lindsey	Teacher	LOA	08/26/13	07/06/15	Resignation
Erickson, Jeremy	Teacher	Special Services	08/24/10	06/17/15	.9 Resignation
Friday, Kendra	Librarian	Redmond MS	08/24/04	07/10/15	Retirement
Haggerty, Elizabeth	Teacher	Stella Schola	01/29/07	06/17/15	Resignation
Hammond, Gloria	Instructional Assist	Kirk Elem	05/02/96	07/01/15	Retirement
Hickcox, Tina	Counselor	Twain Elem	08/24/05	06/26/15	Resignation
Hulet, Alexis	Teacher	Lake Washington HS	12/10/10	06/22/15	.2 Resignation
Jones, Richard	Bus Driver	Transportation	07/31/13	04/15/15	Resignation (REV)
Koefod, Barbara	Teacher	Twain Elem	09/10/90	07/21/15	Resignation

# Human Resources Board Report

## August 3, 2015



### RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Kreutzer, Sue	Teacher	Frost Elem	08/28/14	06/19/15	Resignation
Lawson, Dawn	Teacher	Muir Elem	06/26/13	06/17/15	Resignation
Layton, Dianna	Teacher	Lakeview Elem	08/24/05	06/17/15	Resignation
Lowery, Jesse	Teacher	Twain Elem	09/12/12	06/17/15	Resignation
Marchand, Robin	Instructional Assist	Rose Hill Elem	10/17/97	08/31/15	Retirement
McKague, Molly	Teacher	Frost Elem	08/25/14	08/25/14	Resignation
Peabody, David	Teacher	Redmond HS	08/29/07	07/23/15	Resignation
Plank, Tracy	Teacher	Frost Elem	08/12/13	06/26/15	.5 Resignation
Randolph, Shelley	Teacher	Rockwell Elem	04/19/11	06/25/15	Resignation
Reed, Jaclyn	Psychologist	Special Services	08/28/06	06/17/15	Resignation
Roberts, Patricia	Secretary	Redmond HS	12/18/12	07/31/15	Resignation
Rogers, Elicia	OT	Special Services	08/24/05	06/17/15	.2 Resignation
Schoenfeld, Sarah	Instructional Assist	Extended Day	12/15/14	06/18/15	Resignation
Seielstad, Allison	Psychologist	Special Services	11/07/07	06/17/15	Resignation
Siemers, Jeannette	Teacher	Parks Elem	06/27/11	07/22/15	Resignation
Stern, Katrina	Teacher	Twain Elem	08/24/14	02/18/15	Resignation
Sweerus, Andrea	Teacher	Kamiakin MS	05/31/11	06/30/15	Resignation
Thom-McMaster, Kristen	Teacher	LOA	08/24/05	07/07/15	Resignation
Thonn, Sarah	Admin Secretary II	Special Services	10/06/08	07/31/15	Resignation
Ward, Geri	Office Manager	Thoreau Elem	12/18/91	06/30/15	Retirement
Wartenbe, Jane	Teacher	Einstein Elem	08/31/89	08/31/15	Retirement
White, Meredith	Teacher	Kamiakin MS	08/27/12	06/30/15	Resignation
Zachau, Stacey	Teacher	Redmond HS	08/29/11	06/19/15	Resignation

# Human Resources Board Report August 3, 2015



## CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Bair, Russell	Smith Elem	.9 2 Yr Prov to .9 2 Yr Prov/.1 NC	8/24/2015
Barber, Ellen	Rose Hill Elem	.5 C to .5 C/.5 NC	8/24/2015
Bergevin, Julie	Kamiakin MS	.8 1 Yr Prov to .8 1 Yr Prov/.2 NC	8/24/2015
Bergum, Adell	Finn Hill MS	.5 2 Yr Prov to .5 2 Yr Prov/ .5 NC	8/24/2015
Bradwisch, Karilyn	Redmond HS	.8 NC to 1.0 NC	8/24/2015
Durbin, Sharlene	Keller Elem	.8 C to .8 C/.1 NC	8/24/2015
Fenton, Elizabeth	Kamiakin MS	.7 2 Yr Prov to .7 2 Yr Prov/.3 NC	8/24/2015
Frank, Sharon	Thoreau Elem/Discovery	.9 C to .9C/.1 NC	8/24/2015
Free, Lindsay	Blackwell Elem	.9 3 Yr Prov to .9 3 Yr Prov/.1 NC	8/24/2015
Harrison, Nina	Eastlake HS	.6 3 Yr Prov to .6 3 Yr Prov/.4 NC	8/24/2015
Israel, Toby	Alcott Elem	.9 C to .9C/.1 NC	8/24/2015
Kairis, Alison	Redmond HS	.6 2 Yr Prov to .6 2 yr Prov/.3 NC	8/24/2015
Martin, Lynette	Rose Hill Elem	.8 C to .8 C/.2 NC	8/24/2015
Merwine, Keira	Finn Hill MS/Juanita HS/LWHS	.6 3 Yr Prov to .6 3 Yr Prov/.4 NC	8/24/2015
Morrison, Hanna	Rose Hill Elem	.9 2 Yr Prov to .9 2 Yr Prov/.1 NC	8/24/2015
Pence, Jennifer	Emerson K-12	.5 1 Yr Prov to .5 1 Yr Prov/.2 NC	8/24/2015
Patterson, Craig	Redmond MS	.6 3 Yr Prov to .6 3 Yr Prov/.4 NC	8/24/2015
Rowe, Ashley	Finn Hill MS	.8 3 Yr Prov to .8 3 Yr Prov/.2 NC	8/24/2015
Shulz, Jenna	Finn Hill MS	.7 3 Yr Prov to .7 3 Yr Prov/.3 NC	8/24/2015
Wilcox, Emily	Lake Washington HS	.8 2 Yr Prov to .8 2 Yr Prov/ .2 NC	8/24/2015
Yarlott, Tamzen	Kirk Elem	.7 1 Yr Prov to .7 1 Yr Prov/.3 NC	8/24/2015

# Human Resources Board Report August 3, 2015



## 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>
Davis, Taylor	Teacher	Elem Associate Principal	07/01/15	Budgeted	\$104,380.00
Elmer, Leslie	Teacher	Elem Associate Principal	07/01/15	Budgeted	\$104,380.00
Green, Rebecca	Prof Tech 5	Prof Tech 6	07/02/15	Budgeted	\$85,900.00
Rakonza, Lori	Prof Tech 2	Prof Tech 4	07/02/15	Budgeted	\$66,255.00
Sivadasan, Alaina	HS Associate Principal	Elem Associate Principal	07/01/15	Budgeted	\$104,380.00
Vanderveer, Jill	Teacher	HS Associate Principal	07/23/15	Budgeted	\$116,030.00
White, Violet	Acct Tech II	Admin Secretary III	06/30/15	Repl. J. Summers	\$22.02

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
ADMINISTRATOR SALARY SCHEDULE  
2015-16**

APPROVED: August 3, 2015

EFFECTIVE: July 1, 2015

<u>POSITION TITLE</u>	<u>POSITION SPECIFICATIONS</u>	<u>POSITION CODE</u>	<u>2015-16 SALARY</u>
Deputy Superintendent #+	Selected by Superintendent from qualified applicants.	A5AD	\$174,375
Associate Superintendent #+		A5C*	\$159,685
Director+	Twelve month contract-inclusive of holidays and vacations.	A5D*	\$147,775
Associate Director+		A5G*	\$133,845

# Plus \$5,500 annuity

+ Plus \$1,850 per year cell phone/mileage allowance (includes \$940 cell phone and \$910 mileage/expense reimbursement). An additional \$250 per year may be provided to administrators whose job requires significant in-district travel

An additional \$3,000 stipend will be paid to administrators with an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$850.93 per FTE  
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
BUILDING ADMINISTRATORS SALARY SCHEDULE  
2015-16**

APPROVED: August 3, 2015

EFFECTIVE: July 1, 2015

<u>Level</u>	<u>Position Title</u>	<u>Position Code</u>	<u>2015-16 Salary (12-month)</u>
1	Senior High Principal++	B3PP	\$136,330
2	Middle School Principal+ Alternative School Principal+	B2PP B6PA	\$125,875
3	Elementary Principal+	B1PP	\$121,985
4	Senior High Associate Principal++	B3AP	\$119,510
6	Middle School Associate Principal+	B2VP	\$114,825
7	Elementary Associate Principal+	B1VP	\$107,510
	Substitute Administrator (1-5 day assignment 85% of Elementary Principal rate. If an individual works more than 5 consecutive days, rate of pay is the same as regular salary schedule for that assignment.)		\$103,687
	Admin Leadership Stipend	BS	\$1,445

+ Plus \$1,250 per year cell phone/mileage allowance (includes \$940 cell phone and \$310 mileage/expense reimbursement)

++ Plus \$1,500 per year cell phone/mileage allowance (includes \$940 cell phone and \$560 mileage/expense reimbursement)

An additional \$3,000 stipend will be paid to administrators with an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$850.93 per FTE  
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
DEPARTMENT ADMINISTRATOR SALARY SCHEDULE  
2015-16**

APPROVED: August 3, 2015

EFFECTIVE: July 1, 2015

<u>Level</u>	<u>POSTION CODE</u>	<u>2015-16 SALARY</u>
A	C5A*	\$120,125
B	C5B*	\$107,410
C	C5C*	\$100,925
D	C5D*	\$88,475
E	C5E*	\$75,915
F	C5F*	\$68,245
Facility On-call stipend	XF	\$3,620

All Salary amounts are based on 1.0 FTE

Plus \$1,250 per year cell phone/mileage allowance (includes \$940 cell phone and \$310 mileage/expense reimbursement). An additional \$250 per year may be provided to administrators whose job requires significant in-district travel

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$850.93  
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

**SALARY SCHEDULE 8**  
**Lake Washington Educational Support Personnel**  
**2015-16**

APPROVED: August 3, 2015  
EFFECTIVE: September 1, 2015

<u>SALARY RANGE</u>	<u>JOB TITLE</u>	<u>POSITION CODE</u>	<u>YEARS</u>		
			<u>0-5</u>	<u>6-10</u>	<u>11+</u>
0	Clerical Assistant	O*0A	\$13.00	\$14.15	\$15.18
1	Accounting Technician I Office Assistant	O*1T O*1A	\$17.33	\$18.47	\$19.50
2	Receptionist Administration Secretary I	O*2R O*2S	\$17.89	\$19.03	\$20.07
3	School Secretary Data Processors Library Catalogers	O*3S O*3D O*3L	\$18.87	\$20.02	\$21.05
4	Office Manager I Administration Secretary II Accounting Technician II Middle School VP Assistant	O*4M O*4S O*4T O*4A	\$19.72	\$20.86	\$21.90
5	Office Manager II Administration Secretary III Accounting Technician III	O*5M O*5S O*5T	\$21.54	\$22.68	\$23.72
6	Administration Secretary IV	O*6S	\$22.83	\$23.97	\$25.01

\*In accordance with the negotiated agreement (Section 6.2) an additional \$0.25 cents per hour will be paid for employes with 16-20 years of experience.  
An additional \$0.25 cents per hour will be paid for employees with 21+ years of experience

**SALARY SCHEDULE 9**  
**Substitutes**  
**2015-16**

APPROVED: August 3, 2015  
EFFECTIVE: September 1, 2015

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2015-16 SALARY</u>	<u>2014-15 SALARY</u>
Substitute Custodian	2LCU	\$15.40	\$15.40
Substitute Instructional Assistant	2PI	\$12.61	\$11.68
Substitute IA Support Technician	2ST	\$19.92	\$19.04
Substitute Special Education Para Educator	2NS	\$13.78	\$13.78
Substitute Hearing Impaired Para Educator	2NT	\$24.60	\$24.60
Substitute Secretary	2OS	\$16.04	\$15.54
Substitute Groundsperson	2MA	\$20.60	\$20.60
Substitute Bus-Truck Serviceperson	2KBS	\$19.93	\$19.93
Substitute Truck Driver	2JD	\$18.66	\$18.66
Substitute Messenger	2JM	\$16.94	\$16.94
Summer Grounds Helper	2MAH	\$10.13	\$10.13
Substitute Laborer	2MI	\$15.56	\$15.56
Substitute Craftsperson#	2MB	\$23.83	\$23.83
Substitute Room Supervisor-Head Start	2QRS	\$17.82	\$17.24
Substitute Prof Tech	85% of regular board approved rate		

#Includes: Carpenters, Glazier, Painter, Electrician, Bldg Equip Mech, Plumber, Crafts/Tradesperson

Wage levels will be adjusted automatically pursuant to minimum wage laws.

**SALARY SCHEDULE 10  
PROFESSIONAL-TECHNICAL  
2015-16**

APPROVED: August 3, 2015  
EFFECTIVE: September 1, 2015

Salary Level	2014-15 Salary	2014-15 Hourly Rate (261 days)
1	\$48,120	\$23.05
2	\$57,110	\$27.35
3	\$66,255	\$31.73
4	\$68,245	\$32.68
5	\$75,915	\$36.36
6	\$88,475	\$42.37
7	\$100,925	\$48.34
8*	\$107,410	\$51.44
Facility On-Call Stipend	\$3,620	

All Salary amounts are based on 1.0 FTE

\*Level 8 cannot be achieved after the 2013-14 school year

Professional Fund (tuition/conference/materials reimbursement or hourly compensation): \$350.

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$850.93.  
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

**SALARY SCHEDULE 11**  
**Service Employees International**  
**2015-16**

APPROVED: August 3, 2015  
EFFECTIVE: August 16, 2015

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>	<u>Level</u>
Instructional Assistant			
0-5 years of services	P*IA	\$14.84	A
6-10 years of service	P*IB	\$15.51	B
11-15 years of services	P*IC	\$16.18	C
16+ years of service	P*ID	\$17.36	D
Technical Support Specialist			
0-5 years of services	P5SD	\$23.43	A
6+ years of service		\$24.39	B
Headstart Assistant Teacher			
0-5 years of services	P1TA	\$15.14	A
6+ years of service		\$17.26	B
Headstart/Readystart Teacher			
0-5 years of services	P1HT	\$20.97	A
6+ years of service		\$24.04	B
Family Support Specialist			
0-5 years of services	P1SW	\$23.85	A
6+ years of service		\$25.62	B

**SALARY SCHEDULE 12**  
**International Alliance of Theatrical Stage Employees (IATSE)**  
**2015-16**

APPROVED: August 3, 2015  
EFFECTIVE: September 1, 2015

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Theater Manager	T3TM	\$27.35

APPROVAL OF MONITORING REPORT  
EL-6, STUDENT LEARNING ENVIRONMENT

August 3, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. EL-6, Student Learning Environment, was presented for board approval at the June 22 board meeting and was removed from the consent agenda so it could be discussed on the non-consent agenda. All areas of EL-6, Student Learning Environment, are in compliance and, therefore, it is being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-6, Student Learning Environment, as presented.

# Lake Washington School District Executive Limitation Monitoring Report

## EL-6 Student Learning Environment August 3, 2015

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies.

The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

- |                                                                                                                   |               |     |
|-------------------------------------------------------------------------------------------------------------------|---------------|-----|
| 1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students. | In Compliance | ◀ ▶ |
|-------------------------------------------------------------------------------------------------------------------|---------------|-----|



### *Evidence*

The extracurricular obligations of students; such as participation in extracurricular sports, music, work, church, family, and community activities are an important aspect of student and family life. School events are scheduled to avoid conflict with these religious holidays and Sundays, with some exceptions as pre-approved. School's daily schedules are established to allow for a balance between students' academic needs and their out-of-school interests and obligations. Athletic events and practices are scheduled after school as much as possible. Students are infrequently released early for: league play; travel time for Seattle games; spring sports such as baseball, tennis, track and golf; KingCo Championships; district and state competitions. The number of times depends on success in each tournament. Absences, due to athletic conflicts are considered excused, however, student athletes must make up any missed assignments or homework.

"Encourage students to maintain a reasonable balance between instructional and extracurricular activities."	5	4	3	2 & 1	mean
<b>January 2005</b>	20%	42%	30%	8%	<b>3.7</b>
<b>Feb./March 2006</b>	21%	45%	20%	13%	<b>3.7</b>
<b>May 2007</b>	13%	46%	30%	11%	<b>3.6</b>
<b>Dec. 2007-Feb. 2008</b>	18%	50%	21%	11%	<b>3.7</b>
<b>Dec. 2008-Feb. 2009</b>	17%	44%	32% <sup>^^</sup>	7%	<b>3.7</b>
<b>Dec. 2009-Feb. 2010</b>	22%	48%	23%	7%	<b>3.8</b>
<b>Dec. 2010-Feb. 2011</b>	26% <sup>^</sup>	37% <sup>^</sup>	26%	11%	<b>3.7</b>
<b>Dec. 2011-Feb. 2012</b>	22%	43%	25%	10%	<b>3.7</b>
<b>Dec. 2012-Feb. 2013</b>	27%	42%	22%	9%	<b>3.9</b>
<b>Dec. 2013-Feb. 2014</b>	31% <sup>*,^^</sup>	41%	20%	8%	<b>3.9<sup>*,^^</sup></b>
<b>Dec. 2014-Feb. 2015</b>	24%	45%	24%	7%	<b>3.8</b>

\* Significant difference vs. January 2005

<sup>^</sup> Significant difference vs. previous three-month period

<sup>^^</sup> Significant difference vs. March 2006

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

1. Consider a reasonable balance between the instructional needs and the extracurricular obligations of students.	In Compliance	◀ ▶
-------------------------------------------------------------------------------------------------------------------	------------------	-----



### *Evidence {continued}*

The survey is scaled 1 to 5 with 1 indicating “Not at all successful” and 5 indicating “Very successful.” The question asks parents, “In your opinion, how successful has the Lake Washington School District been in its efforts to encourage students to maintain a reasonable balance between instructional and extracurricular activities?”

- 69% of parents surveyed during December 2014-February 2015 gave a rating of 4 or 5.
- The mean rating for parents was 3.8, which was down from 3.9 during the same time period a year prior.

2. Consider instructional continuity.	In Compliance	◀ ▶
---------------------------------------	------------------	-----



### *Evidence*

Instructional continuity is important for students to gain the necessary skills and concepts required of them. The current negotiated calendar provides instructional continuity through consistent weekly Wednesday early release days of one and one half hours where teachers meet to discuss student work and plan to improve student learning. In addition the collective bargaining agreement specifies limits regarding use of teacher annual leave days.

- Schools have thirty-five (35) weeks during the school year in which students are in school each day (except legal holidays). Annually, Directors of School Support review high school schedules to ensure that school activities, graduation schedules, and testing do not substantively impact instructional continuity.

3. Assure the instructional time provided for students during the academic day is not interrupted by unnecessary intrusions or the scheduling of activities that can be scheduled during other times.	In Compliance	◀ ▶
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	-----



### *Evidence*

A variety of strategies are used to ensure the instructional time provided for students is not interrupted by unnecessary interruptions. A school master calendar is developed inclusive of grading periods, final schedules, field trips, and assemblies. At the secondary level, schools often have different bell schedules for different types of assemblies. The following strategies and efforts are utilized to limit unnecessary intrusions or scheduling of activities during the school day:

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

3. Assure the instructional time provided for students during the academic day is not interrupted by unnecessary intrusions or the scheduling of activities that can be scheduled during other times.	In Compliance	◀ ▶
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### *Evidence {continued}*

- Non-instructional or co-curricular activities are scheduled outside of the school day, with few exceptions.
- School daily schedules are reviewed each year to ensure compliance with minimum Basic Education requirements.
- Directors of School Support work with high school administrators to ensure that end-of-year activities, including finals schedules and senior celebrations do not unduly intrude on instructional time. High school end-of-year schedules are submitted and reviewed by Directors of School Support and the Associate Superintendent of Student and School Support Services.
- The Director of School Support in charge of graduation schedules graduation ceremonies in alignment with Basic Education requirements as directed by law.

4. Assure that any behaviors, actions, or attitudes by adults who have contact with students do not hinder the academic performance of students.	In Compliance	◀ ▶
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### *Evidence*

Adults who have contact with students are held to a set of defined policies designed to ensure appropriate behaviors, actions, and attitudes. The following administrative policies, procedures, and practices are in place to assure that the behaviors, actions, or attitudes of any adults, whether employees, volunteers, or visitors, do not hinder student academic performance. They include: Conduct on School Property, Volunteer Screening Procedures, Code of Professional Conduct, Employee Evaluation Procedures, and Employee Investigative Procedures.

#### **Conduct on School Property:**

- Interruption of student learning or academic performance of students is prohibited by Administrative Policy KGB, Public Conduct on School Property.
  - o This policy specifies that no individual may enter school property or conduct themselves in a manner which interferes with the orderly operation of the school or which interferes with the educational process.
- Violations result in formal warnings and in some cases, referral to police agencies for no-contact orders.
- Visitors to schools are required to report to school offices for a visitor pass and classroom visitors require pre-approval by the teacher.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

- |                                                                                                                                                  |                  |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|
| 4. Assure that any behaviors, actions, or attitudes by adults who have contact with students do not hinder the academic performance of students. | In<br>Compliance | ◀ ▶ |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|



### ***Evidence*** {continued}

#### **Volunteer Screening Procedures:**

- The law requires the district to perform background checks on all volunteer applicants through Washington State Patrol. Once approved, volunteer names are added to the approved volunteers list. Volunteers and visitors are required to sign-in at buildings and wear name badges.

#### **Code of Professional Conduct:**

- Teachers, educational staff, and administrators must adhere to the Professional Code of Conduct, as codified in law. The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine-member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked. Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC. The district is obligated to report alleged violations of the Professional Code of Conduct to OSPI to investigate.

#### **Employee Evaluation Procedures:**

- Every employee group has an established process and criteria for annual evaluation, as codified by law and/or labor contract and/or district policy. Supervisors are required to provide feedback to assigned employees and provide written evaluations by established deadlines.

#### **Employee Investigative Procedures:**

- Allegations of inappropriate behaviors or actions that warrant investigation by the Human Resources department are investigated in a timely manner following established investigatory protocols. Administrators and supervisors receive training each year on procedures for reporting and investigating allegations of misconduct.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|
| <p>5. Adopt an administrative policy on conduct and discipline which:</p> <ul style="list-style-type: none"> <li>a. prohibits the use of drugs, alcohol or tobacco products by students or adults on school property and at school-sponsored events;</li> <li>b. prohibits the presence of firearms or other dangerous weapons on school property and at school-sponsored events;</li> <li>c. prohibits any form of violence on school property and at school-sponsored events;</li> <li>d. provides for the discipline of special education students consistent with their Individual Education Plan;</li> <li>e. establishes procedures for student interrogations, searches and arrests;</li> <li>f. establishes procedures to afford students, parents and school personnel due process with regard to student conduct and discipline issues;</li> <li>g. establishes procedures for written appeal to the Board from a decision to suspend or expel a student;</li> <li>h. provides for administration of appropriate discipline of students deemed to be habitually disruptive;</li> <li>i. establishes the district's student attendance policy;</li> <li>j. prohibits unruly behaviors to disrupt learning;</li> <li>k. prohibits bullying or other types of intimidation; and</li> <li>l. prohibits the administration of corporal punishment.</li> </ul> | In<br>Compliance | ◀ ▶ |
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### *Evidence*

Administrative policies on student conduct and discipline that specifically address a- f above have been developed, adopted, and disseminated to staff, students, and parents. Student discipline policies are reviewed annually and are in compliance with state and federal guidelines and statutes. JFC-R (Student Conduct) is in alignment with Student Rights and Responsibilities and student handbooks at all levels. JFD, JFD-R, and JFD-E conform to the state model policy for Harassment, Intimidation, and Bullying.

- |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>a) See District Policy – JFC, JFC-R</li> <li>b) See District Policy – JFC, JFC-R, JFCJ</li> <li>c) See District Policy – JFC, JFC-R</li> <li>d) See District Policy – IGB, IGB-R</li> <li>e) See District Policy – JFG, JFGA</li> <li>f) See District Policy – JF, JG, JFH</li> <li>g) See District Policy – JED, KLD</li> </ul> | <ul style="list-style-type: none"> <li>h) See District Policy – JFC, JFC-R</li> <li>i) See District Policy – JEA, JEG</li> <li>j) See District Policy – JEE, JED, JED-R, JEDA</li> <li>k) See District Policy – JFD, JFD-R, JFD-E</li> <li>l) See WAC 392-400-235 Discipline</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

5. Adopt an administrative policy on conduct and discipline which: <i>{for complete listing, see page 6}</i>	In Compliance	◀ ▶
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### ***Evidence*** *{continued}*

Discipline policies, which prohibit student behavior that disrupts learning, have been developed, adopted, and disseminated to staff, students, and parents. In accordance with state statute, students may be removed from a class, after attempts have been made to remediate the behavior, for the class period and up to two days (or until an administrative conference) if they are disruptive. When this occurs, appropriate disciplinary action is administered and parents are notified.

Administrative policies and procedures, which prohibit bullying and other types of intimidation and harassment, have been developed, adopted, and disseminated to staff, students, and parents and are posted in each school and worksite. These policies and procedures, JFD, JFD-R, and JFD-E (Incident Reporting Form), are in accordance with state statute RCW 28A.300.285 (Washington State’s anti-bullying law) and were adopted in July 2011. Training on these policies is provided annually to administrators, certificated and classified staff, students, coaches, and bus drivers.

6. Appropriately involve teachers, administrators, students, and the community in developing administrative student discipline policy.	In Compliance	◀ ▶
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### ***Evidence***

Each year, school administrators convene a committee composed of staff, parents, and students (at the secondary level) to review and refine school discipline policies and procedures and to assist in the development of student discipline codes of conduct and student handbooks. The District Discipline Committee meets annually to review administrative student discipline policy and procedures. The District Discipline Committee has representation from all building levels and from all four learning communities.

7. Arrange to distribute and review annually a student handbook which outlines the conduct and discipline policy to each enrolled student and to each new student in the district.	In Compliance	◀ ▶
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### ***Evidence***

Each school distributes and reviews the student handbook with all students. Students new to the district receive orientation and a review of school conduct and discipline policies from school counselors, homeroom teachers or administrators. Students and parents sign that they have reviewed the student handbook, and some classroom teachers administer student handbook and discipline policy assessments to their students. The Student Rights and Responsibilities section of the student handbook is reviewed, updated, and revised annually.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

8. Distribute to each student copies of any significant changes in the handbook	In Compliance	◀ ▶
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### *Evidence*

Should significant changes to student handbooks occur during the school year after student handbooks are distributed, students are provided the new information in a timely manner.

- In accordance with administrative policy KC and KC-R (Security Camera Systems), students were notified during the 2014-15 school year of the installation of security cameras. Policy requires annual notification of students. This notification will become part of the standard student handbook materials that are reviewed and signed annually.

9. Ensure that a copy of the district policies, and any significant changes, are posted or available for inspection in each school building and on the website.	In Compliance	◀ ▶
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### *Evidence*

Updated district policies are available in each school building, on the district website, and on the staff portal. Schools are notified of all policy changes by email and through updates to the Administrator Resources and the Student Discipline Portal site. A poster for *Harassment, Intimidation, & Bullying Policies and Procedures* was developed. Multiple copies were distributed to all buildings and worksites for posting, and additional copies are provided annually as needed.

10. Ensure that the policies are enforced consistently and with reasonable judgment.	In Compliance	◀ ▶
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### *Evidence*

Policies related to student discipline are reviewed on an annual basis and updated as appropriate to reflect changes in state law. All administrators and staff receive annual training in August regarding student behavior and discipline policies and procedures. These policies and procedures are published in the common district pages of all school handbooks. Guidelines and protocols for the enforcement of these policies are posted on the Student Discipline Portal site, and administrators communicate with Directors of School support to ensure that policies are reasonably and consistently enforced. The district has one hearing officer who conducts hearings when parents/guardians appeal disciplinary actions. The entire appeal process is clearly communicated and conducted according to Washington Administrative Code. The district also has one Compliance Officer for Harassment, Intimidation, and Bullying (HIB) who ensures implementation of the policy and procedure by overseeing the investigative processes, ensuring that investigations are prompt, impartial, and thorough.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

All administrators have received student investigation training designed to ensure common, equitable practice. Continuing efforts are made to ensure consistent discipline communication from administration to parents/guardians that accurately reflects appropriate Washington Administrative Codes (WAC's) and procedures. Additionally, discipline codes in Skyward are reviewed and updated annually, and all schools are held accountable to enter discipline violations in the system.

“Student discipline is handled in a fair manner.”	Always	Usually	Sometimes	Never	Mean
<b>Fall 2009</b>	22%	59%	16%	3%	<b>3.0</b>
<b>Fall 2010</b>	29%	54%	15%	2%	<b>3.1</b>
<b>Fall 2011</b>	28%	61%	10%	1%	<b>3.2</b>
<b>Fall 2012</b>	25%	61%	13%	1%	<b>3.1</b>
<b>Fall 2013</b>	30%	51%	18%	1%	<b>3.1</b>
<b>Fall 2014</b>	28%	51%	19%	2%	<b>3.1</b>

- Community survey data from fall 2014 show that 79% of parents feel that student discipline is always/usually handled in a fair manner. This is a decrease from 81% in the fall of 2013 and 86% in fall 2012.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance

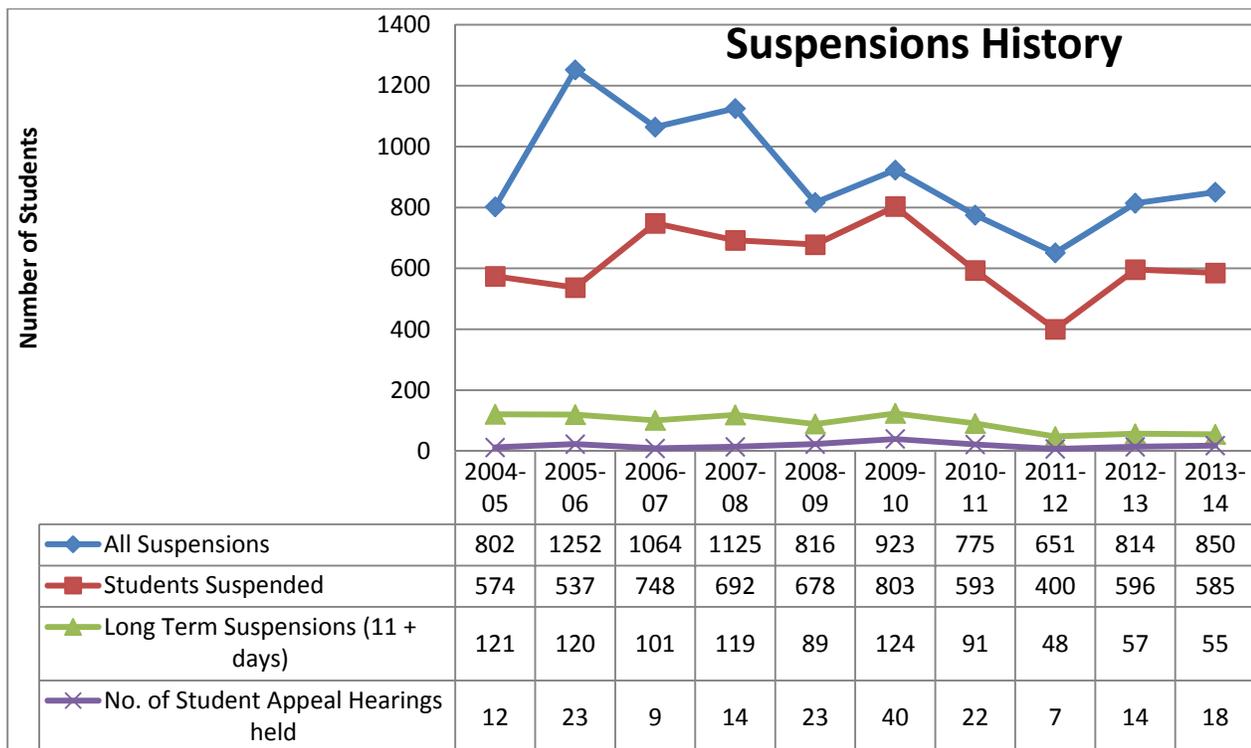


### *Evidence*

*All Suspensions* means the total number of suspensions (i.e. one student suspended three different times equals three suspensions). *Students Suspended* means individual students (not repeated) who were suspended (i.e. one student suspended more than once equals one individual student).

Suspensions are for exceptional/serious misconduct and discipline (e.g. arson, drugs/alcohol, firearms, harassment, threats, etc.) and for other forms of misconduct and discipline (e.g. disruptive behavior, physical aggression, theft, vandalism, willful disobedience, etc.). Specific data by school and by level for these violations are recorded and reviewed.

The chart below displays longitudinal student suspension data by number of students for short-term and long-term suspensions:



## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

- The average total number of students for 2012-2013 was 25,385. Suspensions for this year accounted for 2.3% of the total student population.
- The average total number of students for 2013-2014 was 25,938. Suspensions for this year accounted for 2.2% of the total student population.
- In 2013-14, the number of all suspensions increased by 4.4%; however, the number of students suspended decreased by 1.9%.
- The number of discipline appeals increased from 14 in the 2012-13 school year to 18 in the 2013-14 school year. Appeals are logged according to the date of the initial discipline violation. All 18 appeals were either upheld or modified; none were overturned.
- No appeals were submitted to the Board during the 2013-14 school year.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

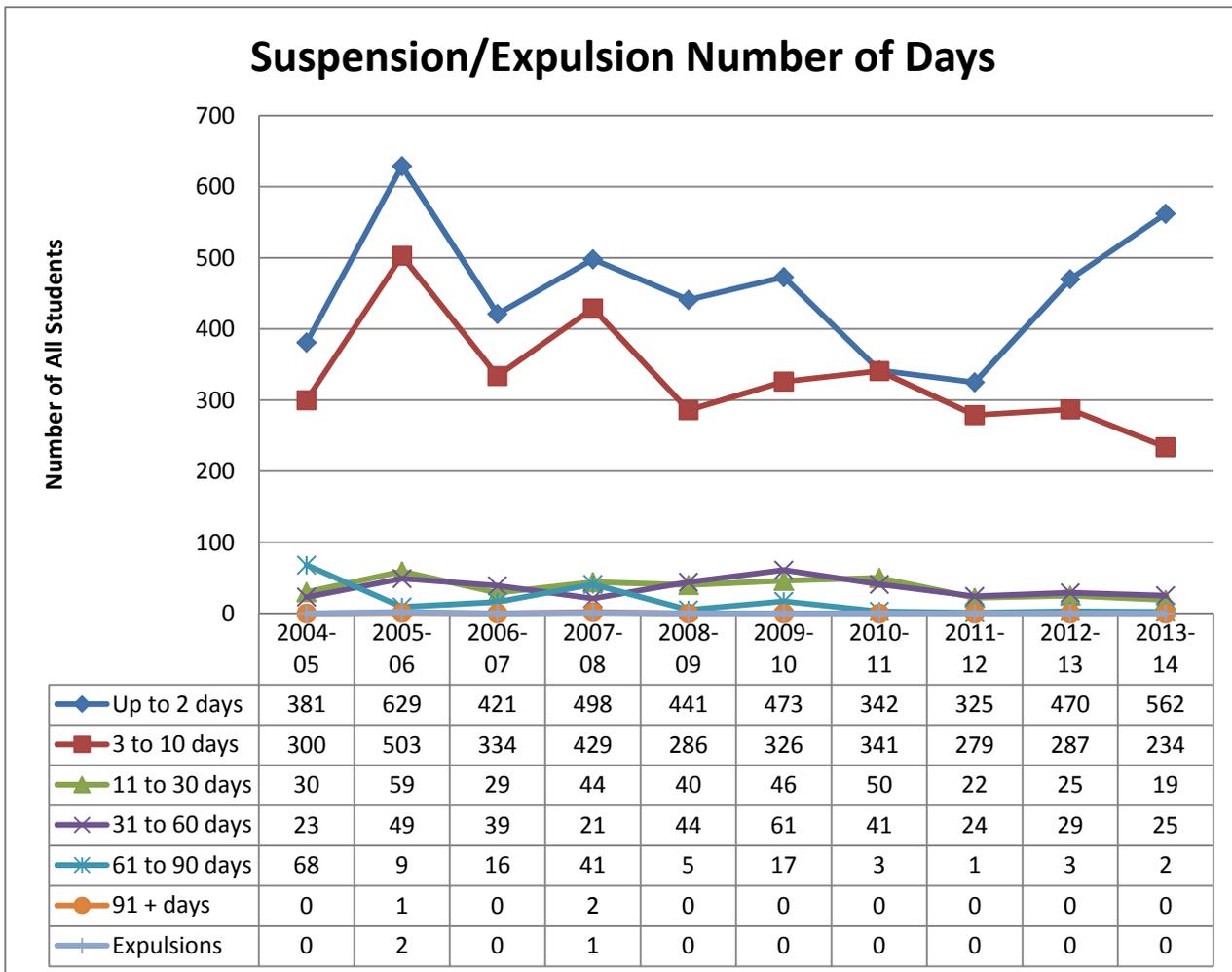
10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

Longitudinal student suspension data by number of days for short-term and long-term suspensions are shown below:



- In the 2013-14, the “up to 2 days” range increased by 92 over the 2012-13.
- All other ranges decreased.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

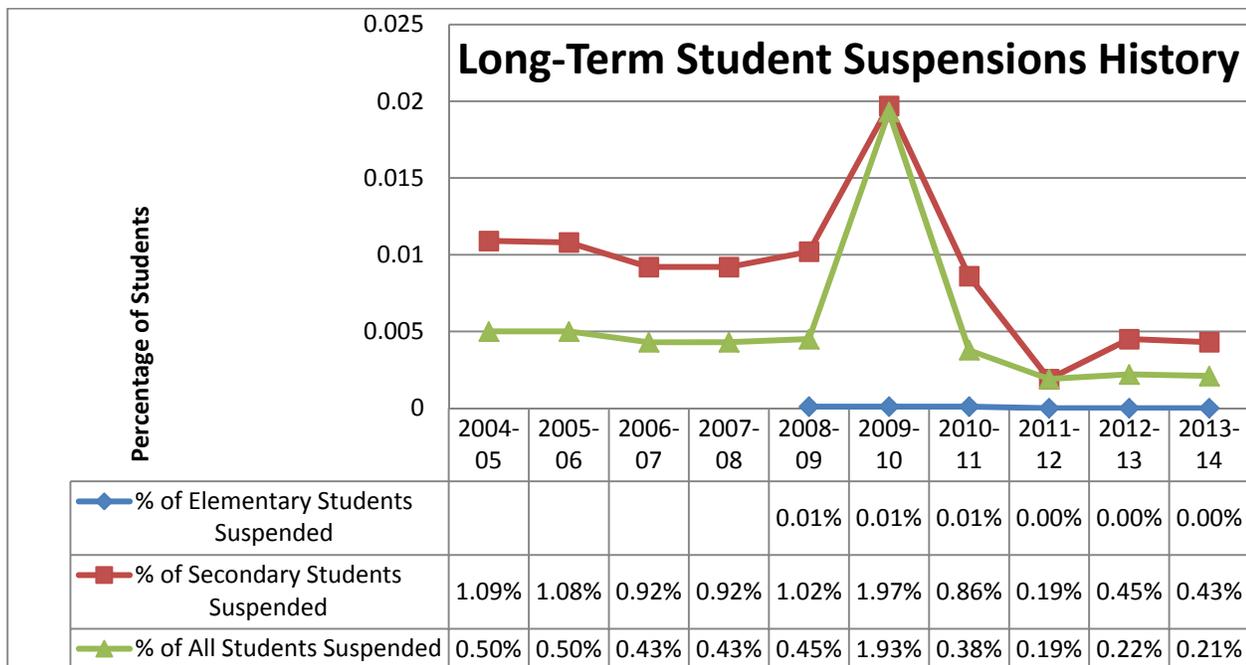
In  
Compliance



### *Evidence*

Student discipline is being tracked both at the school and District level in order to identify trends and develop and implement support as applicable.

The chart below displays longitudinal long-term student suspension data by level:



## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

The State requires all incidents of exceptional misconduct to be reported for elementary, middle, and high schools. The tables below displays the number of exceptional misconduct incidents by level and year:

### Elementary State Behavior and Weapons Reports

Elementary School Behavior Report	2013-2014	*2012-2013	2011-2012	2010-2011
Bullying	12	8	24	46
Tobacco	0	1	0	0
Alcohol	0	0	0	0
Illicit Drugs	0	0	0	0
Fighting without Major Injury	22	15	18	14
Violence without Major Injury	22	17	39	18
Violence with Major Injury	0	0	4	6
Elementary School Weapons Report	2013-2014	*2012-2013	2011-2012	2010-2011
Handgun	0	0	0	0
Rifle or Shotgun	0	0	0	0
Multiple Firearms	0	0	0	0
Other Firearms	5	0	0	0
Knife or Dagger	7	3	3	22
“Other” Weapons	0	5	6	2

\*2012-2013 marks the first year of K-5 elementary school configuration

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

#### Middle School State Behavior and Weapons Reports

Middle School Behavior Report	2013-2014	*2012-2013	2011-2012	2010-2011
Bullying	28	30	59	37
Tobacco	2	0	1	6
Alcohol	2	4	7	3
Illicit Drugs	3	10	21	15
Fighting without Major Injury	16	15	38	19
Violence without Major Injury	4	29	37	15
Violence with Major Injury	0	2	0	0
Middle School Weapons Report	2013-2014	*2012-2013	2011-2012	2010-2011
Handgun	0	0	0	0
Rifle or Shotgun	0	0	0	0
Multiple Firearms	0	0	0	0
Other Firearms	0	0	0	0
Knife or Dagger	5	3	2	3
“Other” Weapons	0	3	0	16

\*2012-2013 marks the first year of 6-8 middle school configuration

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



### *Evidence*

#### High School State Behavior and Weapons Reports

High School Behavior Report	2013-2014	*2012-2013	2011-2012	2010-2011
Bullying	6	14	17	11
Tobacco	4	1	3	3
Alcohol	36	21	15	4
Illicit Drugs	51	53	29	33
Fighting without Major Injury	27	31	14	21
Violence without Major Injury	7	19	8	3
Violence with Major Injury	0	1	0	0
High School Weapons Report	2013-2014	*2012-2013	2011-2012	2010-2011
Handgun	0	0	0	0
Rifle or Shotgun	0	0	0	0
Multiple Firearms	0	0	0	0
Other Firearms	0	2	0	0
Knife or Dagger	3	4	0	2
“Other” Weapons	0	2	0	12

\*2012-2013 marks the first year of 9-12 high school configuration

### **Attendance**

Attendance is important for academic success, and unexcused absences may be an early warning sign of unaddressed problems at school and/or an early indicator of a student’s risk of not graduating. When youth fail to attend school, they are considered truant.

Washington law requires children from age 8 to 17 to attend a public school, private school, or to receive home-based instruction (homeschooling) as provided in subsection (4) of RCW 28A.225.010. Children who are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Washington State’s truancy law, known as the Becca Bill, requires the school/district and the juvenile court to take specific actions when youth are truant.

**EL-6 Student Learning Environment**

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.  
Accordingly, the CEO shall:

10. Ensure that the policies are enforced consistently and with reasonable judgment.

In  
Compliance



***Evidence***

After one unexcused absence in a month, the school is required to inform the parent in writing or by phone. After two unexcused absences, the school is required to initiate a parent conference to improve the student's attendance. After five unexcused absences in a month, the parent and school must enter a contract to improve the student's attendance. After seven unexcused absences in a month, or ten unexcused absences in an academic year, the school district may file truancy petitions with the juvenile court. If the student is not in compliance with a court order resulting from a tuition petition, the school is required to file a contempt motion. The district employs four Becca Coordinators who work with schools to file petitions when necessary.

- In 2013-2014, high school truancy petitions filed under the Becca Law decreased by two from the previous year.

<u>School Year</u>	<u>Truancy Petitions</u>
2013-14.....	126
2012-13.....	128
2011-12.....	95
2010-11.....	113
2009-10.....	114

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.

In  
Compliance



***Evidence***

To support students at-risk of suspension or expulsion, the district employs a number of proactive strategies and provides alternatives to out-of-school suspension:

**Identification of students at risk:**

- Referral arrangements exist with Youth Eastside Services to provide training in anger management, drug and alcohol intervention and prevention, and other coping skills. Students are also referred for risk assessment for anger and drug/alcohol use. The district has compiled and updated a list of approved providers for these risk assessments and implements an approval process for other requested providers.
- Drug and Alcohol Prevention and Intervention Specialists are employed by eight of our secondary schools.
- School counselors work one-on-one and in group settings to support the emotional and academic needs of students.

## EL-6 Student Learning Environment

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.	In Compliance	◀ ▶
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### *Evidence {continued}*

- Becca Coordinators provide student and family intervention and support for truancy issues.

**Opportunities for students to avoid suspension:**

- With the exception of serious misconduct, schools use a progressive discipline approach and employ methods to modify student behavior for incidents other than serious misconduct. These methods include alternatives to short-term and long-term suspension such as: detention, behavior contracts, community service, loss of privileges, in-school suspension and other restrictions.
- Schools have adopted a number of programs to support positive school climate and reduce bullying and intimidation, including:
  - ❖ *Steps to Respect* and *Kelso's Choices* are effective programs at all elementary schools. *Second Step* is being piloted at several elementary schools.
  - ❖ *Peace Builders* and mentoring programs such as Lunch Buddies are effective at many elementary schools. Several elementary schools have implemented a *Rachel's Challenge* program.
  - ❖ Personalization at the secondary level is provided through home rooms and other programs to ensure that students are connected to an adult at school.
  - ❖ Programs to teach students the definitions of harassment, intimidation, and bullying and to encourage prompt reporting to school staff and appropriate disciplinary action taken where warranted have been developed and implemented.
  - ❖ Cyber-safety presentations have been provided at the middle and high school levels for the past two years.
- A variety of anti-bullying programs and activities occur at all schools. These efforts were increased for 2014-2015, and include Safe School Ambassadors and a variety of other activities and events such as Unity Day during National Bullying Prevention month.

**EL-6 Student Learning Environment**

**Executive Limitation:** With respect to treatment of students, the CEO shall ensure all conditions, procedures, actions, and decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies. The CEO shall also establish and adopt administrative policy on student discipline which maintains a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption.

Accordingly, the CEO shall:

11. Identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.

In  
Compliance



***Evidence {continued}***

- An Anti-Bullying Advisory Committee (A-BAC) was initiated in 2013-2014 and continued in 2014-2015. Administrators, teachers, counselors, parents, and students regularly attend quarterly meetings. This committee makes recommendations for anti-bullying activities and shares effective strategies and efforts across all schools to cultivate a culture of respect throughout the district.

Student suspension data is reviewed at the district level on a monthly basis to help identify students at risk and in an effort to review the proactive programs currently in place. Programs are expanded and modified as needed.

I certify the above to be correct as of August 3, 2015.

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

APPROVAL OF MONITORING REPORT  
EL-9, STAFF TREATMENT

August 3, 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-9, Staff Treatment, are in compliance and, therefore, it is being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-9, Staff Treatment, as presented.

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

**EL-9 District Staff  
August 3, 2015**

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|
| <p>1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:</p> <ul style="list-style-type: none"> <li>a) Attracting and hiring the most highly qualified and best-suited candidates for employment.</li> <li>b) Retaining and nurturing top quality staff.</li> <li>c) Developing compensation and benefit plans that reward employees consistent with statute, with the applicable marketplace, with organizations of comparable size and type, and within available and projected resources.</li> <li>d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable.</li> </ul> | In Compliance | ◀ ▶ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|

***Evidence***

- a) Attracting and hiring the most highly qualified and best-suited candidates for employment:

One of district's strategic goals is to recruit, hire, and retain highly effective personnel. The district not only attends state recruitment fairs, they continue to work directly with universities and their teacher preparation programs. Staff works to continually works with the universities to identify potential qualified candidates and to promote the district. Lake Washington participated in major career and recruitment events at the following universities:

- |                                                                                                                                                                                                                                   |                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Central Washington University</li> <li>• Pacific Lutheran University</li> <li>• Seattle Pacific University</li> <li>• Seattle University</li> <li>• University of Puget Sound</li> </ul> | <ul style="list-style-type: none"> <li>• University of Washington, Bothell</li> <li>• University of Washington, Seattle</li> <li>• Western Washington University</li> <li>• Whitworth University</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In addition to attending these university events, staff participated in the Spokane Career Fair and the Tacoma Career Fair. At all of these recruiting events, a team of building principals, department administrators, and professional learning specialists works to recruit high quality teacher candidates. The most successful recruiting event in 2014-15 was the district's own Lake Washington School District Job Fair in March. The event attracted over 150 teaching candidates, 60 interviews were conducted, and resulted in the hiring of 31 teachers.

The district also advertises vacancies with cooperating agencies such as: Washington Association of School Administrators (WASA); Washington School Personnel Association (WSPA); Association of Washington School Principals (AWSP); and, Washington Association of School Business Officials (WASBO). The district has also utilized signage at schools and Craigslist postings for classified positions.

For both certificated and classified positions, the main source of recruitment is the district on-line application system, Searchsoft.

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- |                                                                                                                                                     |               |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|
| 1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:<br><i>{See page 1 for complete listing.}</i> | In Compliance | ◀ ▶ |
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**Evidence {continued}**

- In the 2014-15 school year the district attracted 1,703 certificated applicants, from which the following number of staff were hired:
  - Elementary Teachers.....66
  - Secondary Teachers .....79
  - Special Education Teachers .....44
  - Specialists .....18
  - Total new hires.....**207**
  
- In addition, the district rehired the following non-continuing staff:
  - Elementary Teachers.....86
  - Secondary Teachers .....78
  - Special Education Teachers .....13
  - Specialists .....8
  - Total rehired.....**185**
  
- In the 2014-2015 school year, the district attracted 1,387 classified applicants from which 117 new staff members were hired.
- In the 2014-2015 school year, the district attracted 235 administrator applicants from which 10 new administrators were hired

Probationary periods are also a means to ensure the highest qualified candidates are retained for employment. For certificated staff, teachers hired by the district into vacant positions are placed on provisional contracts. Teachers new to the profession must serve three (3) years as a provisional teacher. The district may decide to non-renew provisional teachers at the end of each provisional year. Teachers on provisional status must be formally observed twice each year; however, in the last year of provisional service teachers must be formally observed three (3) times.

Teachers new to the district who have served at least two (2) years in another Washington State school district serve only one (1) year in provisional status. The district may decide to non-renew them by May 15 of their provisional year.

- For the 2014-2015 school year, the district had 399 provisional teachers.

Continuing teachers with identified performance concerns, as identified by their supervisor through the district’s teacher professional growth and evaluation system, are placed on Plans of Improvement and provided assistance in the areas of deficiency. If their performance does not rise to proficient levels, they are subject to the probationary process as defined by law and may be subject to non-renewal.

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- 1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:  
{See page 1 for complete listing.}

In Compliance



### **Evidence {continued}**

- During the 2014-2015 school year, ten (10) teachers were identified with performance concerns and placed on Plans of Improvement (POI). Of these teachers:
  - Two (2) resigned or retired prior to being placed on probation;
  - One (1) improved his/her performance deficiencies and was taken off the POI; and,
  - Seven (7) remain on a POI into the 2015-2016 school year; one such teacher is on leave.

Some teachers are hired on a one-year non-continuing contract, as their positions are filling those of continuing contract teachers who have been approved for a leave of absence. Evaluative data on non-continuing contract teachers is used to inform employment decisions should a vacancy become available the following year.

For classified staff, the district establishes defined probationary periods consistent for each classification. During the probationary period, supervisors observe and evaluate staff based on established evaluation criteria and expectations to ensure quality and fit of the selected candidate to the position. Supervisors complete an evaluation form for all new hires prior to the expiration of their probationary period. Supervisors work with Human Resources to determine whether the probationary employee successfully completed the probationary period and should be converted to regular status, or whether the employee has failed to successfully meet established criteria during the probationary period and employment should be terminated.

- For the 2014-2015 school year, eight (8) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

Continuing classified staff members with performance concerns, as identified by their supervisor through the district's classified evaluation system, are placed on Plans of Improvement (POI) and provided assistance in the areas of deficiency. If the employee's performance does not rise to satisfactory/proficient levels by the conclusion of their POI, their employment is terminated due to failure to meet the minimum qualifications for their position.

- For the 2014-2015 school year, three (3) individuals were placed on a POI. One (1) such individual resigned after being placed on the POI and two (2) successfully completed their POIs, improved their performance deficiencies, and were taken off their POIs.

- b) Retaining and nurturing top quality staff:

The district has made a significant investment in induction programs intended to nurture new staff and ensure their success. The Educator Introduction Academy (EIA) is designed to orient new certificated staff members to the district and ensure they are knowledgeable in district curriculum, standards, instructional framework, and other expectations. In addition to EIA, teachers in years one and two of their careers participate in the district's New Teacher Support Program (NTSP). The emphasis of NTSP is on enhancing new teachers' skills.

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- 1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:  
*{See page 1 for complete listing.}*

In Compliance



### **Evidence {continued}**

Teachers are supported through one-to-one mentoring and coaching, classroom visitations, and differentiated workshops.

Directors of School Support provide a tiered support system, similar to the EIA and NTSP, for principals new to the district. Monthly meetings are held that focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

- Annual staff survey results indicate that 72% of staff agree or strongly agree that their school provides an environment that supports long-term employment and 65% of staff agree or strongly agree that the district provides an environment that supports long-term employment.

*Turnover data for staff groups is shown below:*

2012-2013	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	3	2	0	0	83	88	5%
Certificated	40	108	0	1	1,527	1,676	9%
Classified	24	57	3	5	995	1,084	8%
2013-2014	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	5	6	0	0	94*	105*	10%
Certificated	35	109	0	2	1,518	1,664	9%
Classified	26	61	1	3	993	1,084	8%
2014-2015	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	0	5	0	0	100	105	5%
Certificated	35	125	0	0	1,538	1,698	9%
Classified	47	74	0	8	1,026	1,155	11%

\* *NOTE: The increased number in this group is due to a restructuring and consolidation of professional-technical administrators into the administrator group. For teachers, the turnover rate has remained at 9% for the current year.*

- The turnover rate increased for administrators from the 2012-2013 school year. The group was expanded to include Department Administrators who were previously included in the classified staff category.

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- |                                                                                                                                                     |               |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|
| 1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:<br><i>{See page 1 for complete listing.}</i> | In Compliance | ◀ ▶ |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|



**Evidence {continued}**

- c) Developing compensation and benefit plans that reward employees consistent with statute, with the applicable marketplace, with organizations of comparable size and type, and within available and projected resources:
- During the 2013-2014 school year, the district successfully negotiated compensation packages based on comparable neighboring districts' packages. The district finalized negotiations with the Lake Washington Educational Support Professionals (LWESP). The managers and theater technicians recently organized through PERC; consequently, the district is currently in collective bargaining agreement negotiations.
  - Benefit changes were implemented for teachers and administrators in accordance with new requirements that all employees pay a portion of their medical premiums. Changes have also been bargained for LWESP and Trades Bargaining Council. This change will be will be bargained with Service Employees International Union (SEIU) in upcoming contract re-openers.
- d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable:

Provisions have been negotiated with each group to address specific concerns of the bargaining group that are mutually beneficial within available resources. Negotiated provisions for both technology and workload recognition stipends are a part of the teachers' agreement. The Trades' agreement provides for required training for para-educators to further develop and enhance their job skills and abilities. Mechanics are eligible to receive merit pay based on demonstrated superior performance on annual bus inspections. Bus drivers who maintain exceptional attendance are eligible to receive a monetary bonus.

**EL-9 District Staff**

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- 2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:
- a) Assuring an organizational culture that conforms with the following:
    - recognition of the fundamental role played by staff in the achievement and well-being of students;
    - open and honest communication in all written and interpersonal interaction;
    - respect for others and their opinions;
    - focus on common organizational goals as expressed in Board **End Results** policies;
    - commitment to the integrity and the positive image of the district, its leaders, and staff.
  - b) Maintaining an organizational culture of respect, dignity and courtesy that does not tolerate any behaviors, actions or attitudes by parents or guests that hinders the performance or well-being of staff.
  - c) Having written operating personnel policies which::
    - Clearly state rules and procedures for staff and volunteers;
    - Provide for effective handling of complaints;
    - Include adequate job descriptions for all staff positions;
    - Include an effective personnel performance evaluation system;
    - Protect against illegal discrimination and harassment;
    - Provide for appropriate due process.
  - d) Protecting confidential information.
  - e) Making reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers who have unsupervised contact with students.
  - f) Honoring the terms of negotiated agreements with staff.
  - g) Providing staff with an opportunity to become familiar with the provisions of this policy.

In Compliance



**Evidence**

- a) Assuring an organizational culture that conforms with the values of: importance of staffs' role; open and honest communication; respect for others and their opinions; focusing organizational goals on Boards End Results; and, a commitment to integrity and positive image are evidenced as follows:

Recognition of the fundamental role staff plays in the achievement and well-being of students is evidenced by:

Ensuring staff are informed and trained on district expectations through:

- New Employee Orientation - a training held monthly throughout the year that all new staff and substitutes are required to attend to receive training in the areas of:
  - o Risk Management: On the Job Accidents and Injuries, Chemical Hazards, Pest Management
  - o Human Resources: Human Dignity & Harassment Policy, Educators and Touching
  - o Health Services: Child Abuse Reporting, HIV/HBV Presentation
- Buildings and departments' annual review of the district's expectations for employee conduct, which includes expectations for safe interactions with students, mandatory reporting requirements, and the district's harassment policy.

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- |                                                                                                                                                                                                        |               |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|
| 2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:<br>{See page 6 for complete listing.} | In Compliance | ◀ ▶ |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|



**Evidence {continued}**

Recognition of outstanding staff contributions occur through a variety of means:

- School Board recognition, district publications, the district's website home page, and media coverage;
  - o Listing "Kudos" in the *Focus* internal newsletter;
  - o Providing Years of service recognition program and annual retirement tea;
  - o Honoring new teachers for their efforts at a celebratory dinner;
  - o Acknowledging National Board Certification in the *Connections* newsletter, as well at Board meetings and on the district website; and,
  - o Publicizing recognition for outstanding educator performance from legislators, special interest and service clubs.

Open and honest communication in all written and interpersonal interaction is evidenced by:

- Internal communication vehicles to support open and honest communication:
  - o A bi-weekly newsletter, *Focus*, includes general news, people news, and department news. The goal of this newsletter is to keep employees informed about information that could affect them as well as to build a sense of community.
  - o *District Digest*, a communication vehicle for District Leadership Team members, is a weekly e-newsletter designed to give short, easy-to-read information including announcements, "to do's" and reminders, as well as to communicate about district initiatives and work.
  - o A regular monthly email from the Superintendent, which also includes articles from the deputy and associate superintendents, was started this year to provide regular updates to staff. These emails reinforce a positive organizational culture and the value of district staff.
  - o Periodic superintendent's messages are sent to the entire organization. These emails reinforce a positive organizational culture and the value of district staff.
- The Focus newsletter was redesigned prior to the 2014-15 school year based on feedback from employee focus groups, to provide more of the information staff members want.

## EL-9 District Staff

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Accordingly, the CEO shall:

- 2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:  
{See page 6 for complete listing.}

In Compliance



**Evidence {continued}**

Respect for others and their opinions is evidenced by:

- District Leadership Team involvement in strategic planning and budget prioritization process through the Strategic Advisory Leadership Team (SALT).
  - Lake Washington Education Association, principal and central leadership involvement in a strategic planning representative group, which analyzes teacher survey data and provides recommendations to SALT.
  - Staff and parent involvement in providing feedback and input regarding district programs through a annual district program survey.
  - Building level staff involvement in the Continuous Improvement Process.
  - Building level staff involvement in curriculum refinement and materials selection.
  - Staff, parents, and community involvement in development of levy and bond measures.
  - Use of the International Association for Public Participation framework as a tool to enable parent, student, staff, and community voices to be heard in decision-making processes.
- In 2013-14, the district began a new annual district program survey to seek program input and feedback from staff and parents.

Focus on common organizational goals as expressed in Board End Results policies is evidenced by:

- The district internal strategic work plan was updated by the Strategic Advisory Leadership Team. This document articulates work over the next five (5) years to accomplish the district's organizational goals.
- As part of the Lake Washington Education Association (LWEA) bargaining agreement, a new process was agreed to which will provide an opportunity for input on the strategic work plan directly from teachers.

Commitment to the integrity and the positive image of the district, its leaders, and staff is evidenced by:

- Documented Central Leadership Team (CLT) operating principles serve as a guide to how the central administrative team agrees to conduct themselves. These principles include: modeling professional conduct, cultivating healthy interpersonal relationships, practicing clear and purposeful communication, making decisions intentionally, and engaging in creative problem-solving.
- Active efforts to generate positive media attention for the good work occurring in the district. Weekly *News from the Schools* dispatches provide regular items to local weekly newspapers on student and staff achievements.

**EL-9 District Staff**

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by: <i>{See page 5 for complete listing.}</i>	In Compliance	◀ ▶
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------	-----

**Evidence {continued}**

- b) Maintaining an organizational culture of respect, dignity and courtesy that does not tolerate any behaviors, actions, or attitudes by parents or guests that hinders the performance or well-being of staff is accomplished through established practice:
  - Concerns regarding the behaviors or actions of parents or guests that may hinder the performance or well-being of staff are addressed through building and/or district administrators.
    - If the concern cannot be handled at the building level, the Directors of School Support interface with parents or guests when behaviors may hinder the performance and well-being of staff.
- c) The following written personnel policies, procedures, and guidelines are in place:
  - Rules and procedures for staff and volunteers are incorporated into administrative policy, employee bargaining agreements, and staff handbooks. A volunteer manual explains the conditions and expectations of volunteers.
  - Handling of complaints is provided for in each collective bargaining agreement as procedures for the resolution of complaints/grievances. Employees who are not represented by a recognized bargaining unit as defined by state statutes may utilize the Staff Complaints and Grievance Procedures (Policy GBM, Staff Complaints and Grievances).
  - Job descriptions are maintained by the Human Resources department. Prior to posting job vacancy announcements, staff reviews existing job descriptions to ensure the description remains current and consistent with district expectations and is on par with positions of a similar nature in other districts. Human Resources department continues to work on updating job descriptions. Performance evaluation systems are established and outlined in district procedures.
  - Illegal discrimination and harassment are prohibited as addressed in Administrative Policies AC, Non-Discrimination; ACA, Human Dignity; and ACB, Harassment of Staff. These policies outline the procedures to be followed for violations of these policies.
  - The District’s non-discrimination statement was updated to reflect current law and is included in appropriate District communications.
  - Due process procedures are followed for all disciplinary or adverse personnel actions. These procedures follow collective bargaining requirements and legal requirements.
  - 80.0% of staff members continue to agree that “schools clearly state rules and procedures for staff and volunteers” according to the annual staff survey.
- d) Staff confidential information is protected under state law (RCW 28A.405, 42, and 49), employee contracts, and Administrative Policy GBL, Personnel Records. Specific practices to protect confidential information include:
  - Procedures established by the Human Resources department allow employee files only to be reviewed by the employee, the employee’s authorized representative, the employee’s supervisor, and those designated as having a specific business need.

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- 2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:  
{See page 5 for complete listing.}

In Compliance



**Evidence {continued}**

- Files are kept locked in areas with restricted access. Any medical information is filed separately, locked, and access is restricted as required by law.
  - External requests, not made by the individual, are released through the district's attorney to ensure disclosure only as required by law.
- e) Background inquiries are made for all staff and volunteers as required by state law through applicant disclosure forms and a criminal background history as follows:
- All applicants completed a district disclosure form indicating any criminal history or previous terminations of employment.
  - Those indicating serious crimes against children are prohibited from employment pursuant to state law.
  - Other disclosures are reviewed and a determination is made as to whether an applicant will be considered.
  - Background checks are made as follows:
    - o New employees, including substitutes, are fingerprinted and submitted to OSPI for processing through the FBI data banks.
    - o All district volunteers are checked through the Washington State Patrol Identification and Criminal History Section, Washington Access to Criminal History (WATCH).
    - o Background inquiries showing criminal convictions are reviewed. Failure by an applicant to fully complete the disclosure form is grounds to deny employment/volunteer participation. Providing false or incomplete statements on the disclosure form subjects the individual to immediate termination.
    - o All applicants for employment must also submit a Disclosure B form, which must be completed by previous Washington school district employers, indicating any sexual misconduct.
- f) The District works diligently to honor the terms of negotiated agreements with staff by maintaining positive relationships with the various representative labor groups. Each bargaining group has regular labor-management meetings at which concerns are discussed and every attempt is made to address concerns or issues prior to the filing of a formal grievance.
- During the 2013-2014 school year, there were no rulings, judgments, or findings that the district violated any labor law or contractual provision.
  - All other grievances filed were resolved applicable representatives.
- g) The provisions of these policies have been made available to all staff via the district's website.

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



### *Evidence*

A variety of strategies are engaged to ensure that all staff members are qualified and trained to fulfill their responsibilities effectively and successfully.

- The Educator Introduction Academy (EIA) is designed to orient new certificated staff members to the district and ensure they are knowledgeable in the curriculum, standards, instructional framework, and other district expectations.
- New Teacher Support Program (NTSP) is designed to enhance new teachers' skills. Teachers are supported through one-to-one mentoring and coaching, classroom visitations, and differentiated workshops.
- Directors of School Support provide a tiered support system, similar to the EIA and NTSP, for principals new to the district. Monthly meetings are held which focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

### **Certificated Staff - New Teacher Support Program (NTSP)**

The purpose of the NTSP Program is to:

1. Provide teachers in their first and second years of teaching individualized guidance, resources, and support through mentoring and instructional coaching;
2. Accelerate instructional skills of the classroom teacher in order to improve student learning; and,
3. Assist first and second year teachers in their transition to district culture and standards.

Consulting teachers (CTs) serve as mentors and coaches. The sole function of the CT is to assist new teachers as they enter and adjust to the profession. Participation in NTSP is a condition of employment.

Each first and second year teacher is provided a CT. The teacher and CT work together to create a trusting, confidential partnership that promotes the acceleration of instructional practice and student achievement. CTs typically visit/observe first year teachers' classroom weekly to take observational notes, provide feedback, and hold reflective conversations focused on the classroom environment, instruction, planning, and professional responsibilities. Second year teachers are provided with regular support at the start of the second year, followed by a model of "gradual release." Depending on the needs of the individual teacher, CTs spend additional time modeling or co-teaching lessons, in-class coaching, taking video of portions of a lesson, collecting data, and/or taking scripted observation notes. Many times the CT and teacher will meet before school, after school, or during planning time to further work on a teacher's goals and area of focus. In addition, CTs coordinate with each teacher and building administrator to attend the teacher's fall and spring post-observation conference with the principal.

- During the 2014-2015 school year, 108 first year teachers, 60 elementary and 48 secondary, new to the profession and an additional 95 teachers, 57 elementary and 38 secondary, in their second year of teaching were supported.

## EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



**Evidence {continued}**

- CTs completed more than 450 hours of formal classroom observation, over 4,000 hours of informal observation, and provided in excess of 4,700 hours of curriculum planning and support to new teachers.

### *Number of Teachers Supported through NTSP*

Years of Service	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year	2010-2011 School Year*	2009-2010 School Year*
1 <sup>st</sup> year	109	91	89	67	61	62
2 <sup>nd</sup> Year	95	82	69	65	57	73
3 <sup>rd</sup> Year	N/A	N/A	N/A	N/A	72	73
<b>Total</b>	204	173	158	132	190	208

\* These two years reflect a 3<sup>rd</sup> Year program funded through the Washington State Grant which ended mid-year through the 2010-2011 School Year.

**Note:** 2013-2014 Survey Data will be compiled in August.

### *Support Survey Results 2012-2013: New Teacher Support Program*

Survey Question: <i>Rate the level of support provided in each of the following components</i>	2012-2013 School Year % of the respondents rated this component a 4 or 5 on a 5 point (5 being high) scale
<b>Personal Support</b> – <i>an opportunity to chat, vent, be encouraged, e-mails, phone calls, etc.</i>	94.5%
<b>Informal visits with Consulting Teacher feedback</b> – <i>Observation notes and feedback or face to face discussion</i>	96.3%
<b>Practice Formal Observation by Consulting Teacher</b> – <i>Pre-Observation Conference, Observation, and Post-Observation Conference. A chance for practice before the real thing with your principal.</i>	90.7%
<b>Instructional and/or curriculum assistance</b> – Problem-solving, help with teaching strategies, looking at student work together, unit/lesson/curriculum planning	88.9%
<b>In-depth reflective discussions with my CT</b>	94.4%
<b>Visiting Exemplary Teachers with my Consulting Teacher</b>	92.6%
<b>CT support with PGE system</b>	90.8%

\* These two years reflect a 3<sup>rd</sup> Year program funded through the Washington State Grant which ended mid-year through the 2010-2011 School Year.

## EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



*Evidence {continued}*

### National Board Certification Candidates

Every year, the district provides support for teachers pursuing National Board Certification. The district's Professional Learning Department provides six National Board Certified and trained facilitators to support candidates. Facilitators meet with candidates on a monthly basis at the Resource Center. In addition, each candidate receives three release days, which are organized and coordinated through Professional Development. The support program is open to all teachers within the Lake Washington School district. Support continues for teacher candidates for up to three years.

The purpose of the National Board Certification Program is to:

1. Support teachers who pursue National Board certification candidacy in *Advanced*, *First Time*, and/or *Renewal*;
2. Facilitate National Board candidates to describe, analyze, and reflect upon their teaching practices using student learning as evidence to implement effective instruction;
3. Provide ongoing support for teachers who choose to continue the National Board process for up to three years;
4. Provide reflection for teachers to improve student learning.

### *National Board Candidate Support Program Participation*

	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year	2010-2011 School Year	2009-2010 School Year
Candidates	28	32	23	20	34	33
Advanced	10	7	2	11	11	5
Take One	0	0	3			
Renewal	4	9	5			

### Washington State Professional Certification (Pro Teach) Program

Teachers are required to begin the process to earn their Professional Certification within five years of entering the profession or moving to Washington State from another state. The *ProTeach* assessment is composed of three portfolio entries designed to demonstrate proficiency of the Washington State Teaching Standards. The district's Professional Learning Department assists teachers working on their Professional Certification. Teachers receive three release days a year to complete these requirements. The Professional Learning Department and Professional Certification Specialists organize and coordinate these days as well as participate on the teacher candidate Professional Growth Teams.

## EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



*Evidence {continued}*

The purpose of the *ProTeach* Program is to:

1. Support participants through the required process designed to move them from Residency Certificate to Professional Certificate; and,
2. Provide participants with the details, facilitative support and work time necessary to complete and submit the *ProTeach* assessment portfolio to the ProTeach Standards Board for scoring.

*Number of Educators Participating in the Professional Certification by Year*

ProTeach 2014-2015 School Year	ProTeach 2013 – 2014 School Year	ProTeach 2012 – 2013 School Year	ProTeach 2011 – 2012 School Year
<p><b>23</b> LWSD/SPU support cohorts including Master’s program</p> <p><b>62</b> LWSD only support</p>	<p><b>30</b> LWSD/SPU support cohorts including Master’s program</p> <p><b>41</b> LWSD only support</p>	<p><b>40</b> LWSD/SPU support cohorts including Master’s program</p> <p><b>22</b> LWSD only support</p>	<p><b>29</b> LWSD/SPU support courses</p> <p><b>19</b> LWSD only support</p>

### Student Teacher Program

The growth of individuals new to the profession is critically important in maintaining teaching quality and reducing professional attrition. For that reason the district is committed to the development of the teaching profession by placing student teaching candidates in our system. These placements allow the district to support student teachers as potential future employees. Giving schools in the district equal access to student teaching candidates from local universities also ensures that district principals and teachers have a shared obligation and opportunity to grow and develop the next generation of educators.

The purpose of student teacher placement is to:

1. Develop teachers new to the teaching profession;
2. Create and maintain relationships with colleges and universities in order to access cadres of quality pre-service teaching candidates;
3. Support student teaches as potential future employees in order to maintain teaching quality and reduce professional attrition;
4. Maintain a roster of high-quality Cooperating Teachers who will positively impact the growth of future educators;
5. Provide a consistent process familiar to principals and placement coordinators.

## EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



*Evidence {continued}*

### *Student Teacher Placement Requests –3 year trend*

	Placement Requests	Actual Placements
Winter 2013	34	22
Winter 2014	37	28
Winter 2015	51	34

### *Student Teacher Placements – 3 year trend*

2012-13 School Year	2013-14 School Year	2014-15 School Year
57 placements	63 placements	74 placements

### **Professional Learning Coach Program**

The purpose of the Professional Learning Coach Program is:

1. Encourage, empower, and equip all educators to respond to the instructional needs of all students through partnering in ongoing, job-embedded professional learning;
  2. Provide optional coaching to teachers who have taught for a minimum of one year;
  3. Support the professional learning of teachers in the district by collaborating with other professional learning specialists. 2014-15 efforts focused on literacy and math.
- During the 2014-2015 school year, 109 total teachers participated in coaching cycles, which included 48 individual teachers and 61 in professional collaborative teams. There were 74 coaching cycles completed. Teachers participating in the program serve a total of 4,363 students.
  - 88% of participating teachers reported that they engaged in meaningful reflection about their practice as a result of participation in the coaching program; 85% reported implementing new instructional strategies.

### **Professional Learning Series Program**

The Professional Learning Series Program provides a variety of paid and unpaid opportunities for certificated staff to access self-selected learning focused on a wide variety of topics. These topics include, but are not limited to, technology, curriculum design, effective instructional practices, unit and lesson planning, gifted education and assessment. Quarterly book studies are also offered. These professional learning experiences are based on staff input, current needs, and trends in education. The Professional Learning Series:

## EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



### *Evidence {continued}*

1. Provides certificated staff access to extended learning opportunities outside their regular workday;
2. Provides certificated staff opportunities to serve as instructors in areas in which they possess expertise which could benefit others;
3. Provides opportunities for the attendees of given courses to build on what they've learned by sharing the resources and knowledge with others in their building.

General education teachers, special education teachers, preschool teachers, occupational therapists, speech and language pathologists, and physical therapists and vision specialists may access this program.

### *2014-15 Professional Learning Series Program Participation*

	Professional Learning Classes	Technology Classes	Book Studies
<b>Fall 2014</b>	0	122 enrolled	0
<b>Winter 2015</b>	54 enrolled	107 enrolled	17 enrolled
<b>Spring 2015</b>	121 enrolled	65 enrolled	15 enrolled

*Note: The Professional Learning Series Program was still in development during the fall of 2014*

### **Mathematics: Algebra 1 & 2 and Geometry Collaborative Work Sessions**

Algebra 1 & 2 teachers, from all middle and high schools participated in three half-day math collaborative work sessions focused on new math standards and supported by Professional Learning Specialists and Coaches. Geometry teachers participated in one full-day session. These sessions focused standards and alignment with district adopted curriculum and other resources and materials. Sessions focused on the use of effective math strategies and the use of instructional resources that support common core state standards implementation in math, improved instructional practice and student learning.

- 72% of participating teachers agreed or strongly agreed that the sessions helped to deepen their understanding of the new state standards

### **K-5 Literacy: Wonders Curriculum**

During the 2014 – 2015 school year, K-5 Literacy Teacher Leaders from all elementary schools met monthly with Professional Learning Specialists and Coaches to support second year implementation of the K-5 Wonders literacy curriculum. Efforts focused on the use of core literacy strategies, the use of instructional resources, and development of teachers' leadership skills.

- 85% of participating teachers agreed or strongly agreed that that teachers' confidence and/or instructional and pedagogical knowledge increased as a result of learning about and using literacy resources in buildings

## EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



*Evidence {continued}*

### **Middle School Literacy: Grade 6 Collaborative Work Sessions**

Sixth grade teachers from all middle schools and 5<sup>th</sup> grade Quest programs participated in four collaborative work sessions supported by Professional Learning Specialists and Professional Learning Coaches. The sessions focused on implementation of new state English Language Arts standards and alignment with 6<sup>th</sup> grade Prentice Hall Literacy curriculum in its second year of implementation. Sessions focused on the use of literacy strategies and instructional resources that support improved instructional practice and student learning.

- 73% of participating teachers agreed or strongly agreed that student achievement has increased as a result of the new standards, resources, and professional learning efforts

### **Classified Training**

Classified Professional Development offers classes to meet the needs of classified staff in completing their job responsibilities. In addition, various departments conduct job-specific training for their staff members.

A summary of participation in classified professional learning offerings and highlights for 2014-2015 follows.

*Number of Classified Staff Participating in classes offered by Classified Professional Learning Classes by Year:*

Year	# of classes offered*	Total # of attendees	Office Professionals	Instructional Assistants	Para Educators/ Trades	Prof Tech	Other
2014-15	103	1,166	573	281	193	96	63
2013-14	82	1,507	801	414	177	51	64
2012-13	50	685	193	144	294	39	15
2011-12	69	1,238	365	258	538	68	9

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In  
Compliance



*Evidence {continued}*

- For the second year, Classified Professional Learning offered staff in-depth instruction in Microsoft Word and Excel to prepare interested staff members to obtain the Microsoft Office Specialist certification, the leading worldwide IT certification signifying a high level of knowledge, skills, and abilities in using Microsoft Office 2010 software. The District offered four 13-class series. 56% of staff members who regularly attended class passed the rigorous certification, far exceeding the national average. In total, 33 classified staff members earned 51 Microsoft Office certifications. All staff members taking the classes gained important job-related skills and knowledge.
- Topic-based technology classes were offered throughout the year to meet the needs of staff with varying skills levels. In the spring, Classified Professional Learning teamed up with Technical Operations to offer classes around the district on Office 365/OneDrive which was attended by 142 classified staff.

### SEIU

- A professional development committee including district and SEIU representatives continued to meet for the fourth year. The committee discusses training topics to meet the needs of Instructional Assistants and decides on the number of training hours are available for each member outside of the scheduled workday to attend paid training. The SEIU Educational Compensation Program is outlined in the Collective Bargaining Agreement. New classes were developed and offered in 2014-15 to meet the professional needs of the district's IAs including Helping Elementary Students Use Kelso Choices; Working with Secondary Students with Autism; and Supporting the WonderWorks curriculum. The Eastlake Learning Community hosted a class for 56 IAs and paras on Positive Behavior Management on a January student conference afternoon. The committee sponsored a SEIU Professional Learning Survey conducted in May 2014. Data obtained from this effort will be used to develop offerings for 2015-16. There were 158 SEIU members took one or more classes presented by Classified Professional Learning in 2014-15, up from 133 the previous school year.

### LWESP

- A professional development committee including district and LWESP representatives continued to meet for the fourth year. The committee discusses topics for training to meet the needs of LWESP members. There were 110 LWESP members who took one or more classes offered by Classified Professional Learning in 2013-14, down from 114 the previous school year.
- The LWESP Office Professionals Mentor/Training Support Program offers assistance to employees new to a position the opportunity to work with an experienced staff member. In 2014-15, eleven mentor/protégé teams worked together to transfer important knowledge and skills to new staff.
- The LWESP Training Fund provides tuition for job-related workshops that are not offered by the district. This year, 12 office professionals applied for funding to attend classes.
- The Office Professionals Workshop took place on August 15, 2014 at Rose Hill Middle School. This conference-style event featured presenters from a wide range of district departments sharing updates and information on processes and policies of interest to LWESP members as well as a guest speaker presenting on conflict resolution strategies and communications skills. There were 73 LWESP members gathered to gain knowledge and have an opportunity to learn and share with their colleagues from across the district.

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In  
Compliance



*Evidence {continued}*

### Professional-Technical

- Professional Technical staff members had a new professional development fund for staff to apply for up to \$350 in funding to pay for registration fees or materials to attend one day of professional development training to enhance their skills and support the district's organizational goals. Professional-Technical staff is also compensated for attending relevant and beneficial training for up to one day outside of the scheduled workday. 29 staff attended one or more classes after regular work hours.

### First Aid/CPR Training

Classified Professional Learning manages the district's First Aid/CPR training program. As of June 30, 32 classes were completed and 4 classes are scheduled to be held in August. There were 599 classified and certificated staff, coaches, and substitutes who earned two-year First Aid and CPR certifications. In 2014-15, schools were offered the opportunity to host a First Aid/CPR training onsite for their building staff.

- 11 schools exercised this option.
- Districtwide classes were taught at high schools in each learning community in addition to the Resource Center. The district works with Puget Sound ESD to offer certificated staff an opportunity to earn clock hours for the 3.5-hour class.

Year	# of First Aid/CPR classes offered through Classified Professional Learning	# of staff and coaches certified
2014-15	36*	599
2013-14	24	457
2012-13	21	433

\* 32 completed as of June 30, 2014

### Training Offered By District Departments

In addition to training offered by Classified Professional learning, many departments offer training specific to the employees in their area of responsibility. Below are highlights of department-level training that occurred across the district:

- Support Services offered Trades staff job-specific and safety training including monthly Toolbox Talks on topics such as Hazardous Waste Disposal, Mold Awareness, and Hazard Communication. Custodians participated in monthly on-site trainings that centered on a safety or technical topic and reinforced with weekly e-mail safety tips and electronic newsletter.
- Technology Operations trained staff on Office 365/OneDrive, student, fiscal, HR, payroll, and Skyward data systems.
- The Communications Department offered classes on a range of topics including the portal, School Messenger, K12 Insight, and creating/maintaining school websites.
- The Intervention Programs department provided training for Instructional Assistants working with ELL students.

## EL-9 District Staff

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3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In  
Compliance



*Evidence {continued}*

### **Support for New Administrators:**

Each year, the District provides support for new administrators through August New Administrator Orientation (NAO) and monthly meetings. NAO is provided to ensure a proper induction and orientation to the district and to introduce new administrators to their colleagues from across the district.

Some of the topics covered during NAO are:

1. District vision, mission, values, goals;
  2. Teacher and principal professional growth and evaluation;
  3. Special Education
  4. Intervention programs
  5. Curriculum, assessment, and instruction
  6. Technology supports (student and teacher)
  7. Human Resources processes and procedures
  8. Budget planning
- 9 new administrators that participated in NAO during the 2014-2015 school year.

## EL-9 District Staff

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Accordingly, the CEO shall:

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



### *Evidence*

Expectations of appropriate use of district electronic resources are outlined in the district's Acceptable Use Policy. These guidelines govern the appropriate use of the district network and other digital resources.

Expectations for technology applications are specific to job duties. Technology skills, which are job specific, are assessed as part of the recruiting and hiring process and/or provided through in-district training. Classified staff development has been provided for a variety of technology applications. Training for teachers has been provided through the Professional Learning Department in alignment with the Responsibility Contract as negotiated and as outlined below:

- The 2013-2017 collective bargaining agreement between Lake Washington School District and Lake Washington Education Association created the *Technology Responsibilities: Skill Acquisition and Integration Contract*. This supplemental contract increases the technology application expectations for staff and provides compensation to teachers for acquiring technology skills and integrating technology into their classrooms. The supplemental contract aligns with the district's adopted instructional framework and the eight state evaluation criteria and states, "Professional educators are required to use and integrate technology in order to fully utilize the technology resources provided by the district to accomplish their work instructionally as well as to fulfill their professional responsibilities," and "provides additional compensation for ongoing training, learning, and implementation of district-required technology."
- During the 2014 – 2015, teacher technology training focused on the Haiku Learning Management System and Mobile Access for Students (MAS). Training occurred as part of all-day LEAP activities, through professional development classes, and through use of MAS facilitators in each building.
- Building Administrators received training for the electronic delivery of the Standards Based Assessment (SBA) using mobile devices, and in turn used the trainings to prepare their staffs for proctoring testing. The testing schedule was coordinated district-wide to ensure optimal testing environments and included on-site support from Technology Operations, Technology Integration, and Assessment Specialists. SBA testing occurred March-May for Grades 3-12.
- Teachers participated in the following Haiku trainings during LEAP, small group, and self-guided learning opportunities:
  - Haiku Refresher
  - Building Showcases of Exemplary Use
  - Self-Directed Haiku Exploration
  - Haiku Handbook
    - District Requirements
    - Building Agreements
    - Guidelines and Narratives

## EL-9 District Staff

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In Compliance



### *Evidence {continued}*

- Staff spent 120 minutes of the May 22 full-day LEAP working with the new Haiku Handbook. This time was broken into four focus areas:
  1. Updated Haiku Handbook Introduction (Video)
  2. Haiku Best Practices
    - District Requirements
      - Naming Conventions
      - Classes vs Extras category
      - Active Classes
      - Enrolled Students and Parents
    - Haiku Building Agreements
      - Contact Information Location
      - Where Assignments are Located
      - Posting of Daily Work and Homework
      - Establishing Timelines for Posting Assignments
  3. Guidelines and Narratives
    - a. Introduction (PowerPoint)
    - b. Examination of role-specific guidelines and narratives
    - c. Self-Assessment
  4. Building-Directed Haiku Worktime
    - a. Self-assessment of Haiku use
    - b. Review end-of-year processes
    - c. Showcases
    - d. Participate in district-wide Haiku discussion
    - e. Learn about a new interactive feature
    - f. Learn about a new communication feature
    - g. Build assessment
    - h. Build end-of-unit/year survey
    - i. Continue to build content for the rest of this year
    - j. Build class for next year
    - k. Badges
    - l. Exploring and posting content in Haiku library
    - m. Embedding Office documents in Haiku

As of May 2015, there were:

- 2,122 active Haiku teacher accounts
- 22,165 active Haiku student accounts
- 9,504 active Haiku parent accounts
- 2,988 active Haiku classes

## EL-9 District Staff

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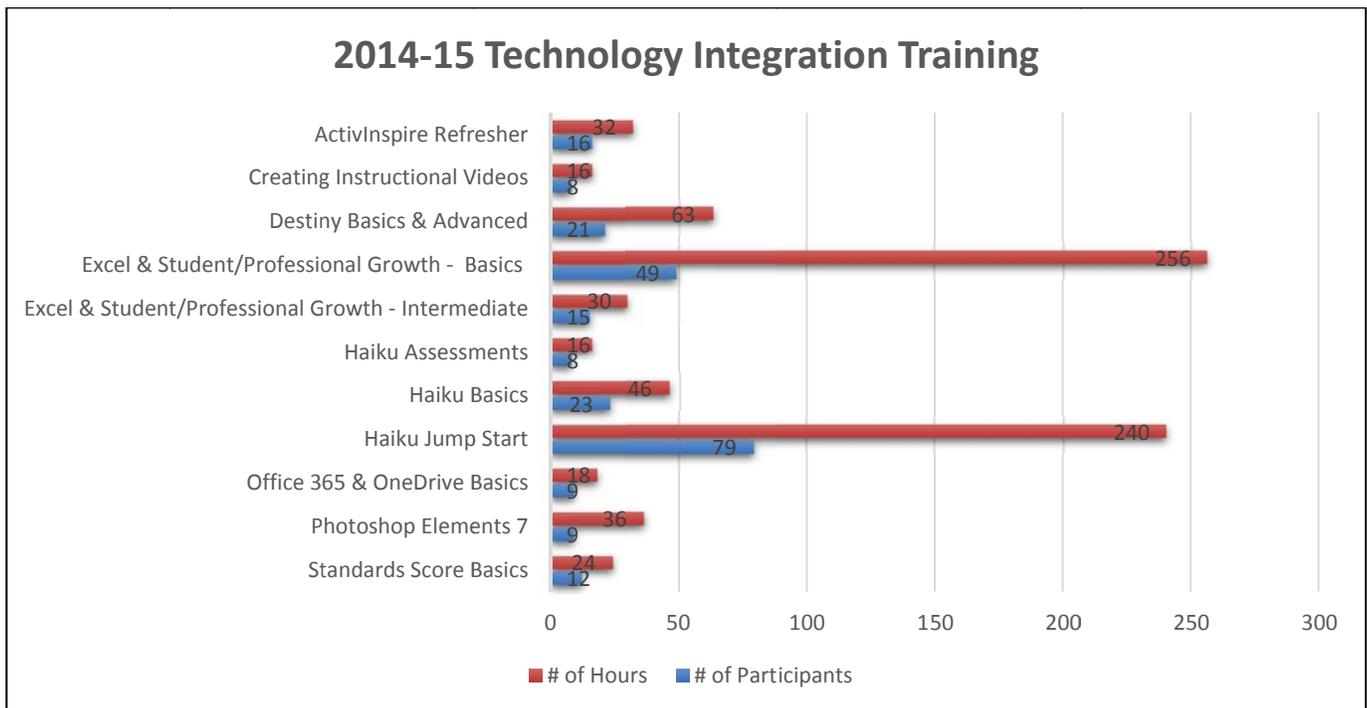
In Compliance



### *Evidence {continued}*

- Certificated staff participated in 14 hours of required technology training during all-day LEAP activities to support professional growth and evaluation, MAS, and productivity. Training topics included:
  - Teachscape Technology (Professional Growth & Evaluation)
  - Technology Standards (MAS support)
  - Acceptable Use Procedures (MAS support)
  - Digital Citizenship (MAS support)
  - Digital Curriculum Resources (MAS support)
  - Office 365 (Staff and student productivity)
  - OneDrive for Business (Staff and student productivity)
  - Haiku (MAS support, Staff and student productivity)

In addition, 269 certificated staff participated in 797 hours of optional technology training including on the following topics:



- New teachers received an additional 4-7 hours of technology training, through the Educator Introduction Academy (EIA), to ensure basic technology skills and familiarity with district applications.

## EL-9 District Staff

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In Compliance



### *Evidence {continued}*

- Classified staff received technology training in various subjects, including:
  - ASB Budgets
  - Microsoft Office (Excel, Outlook, Word, etc.)
  - Office 365 & OneDrive Basics
  - PhotoShop Elements 7
  - Website Administration
  - WonderWorks
- In addition to EIA, LEAP, and technology classes, Technology Integration Specialists created the Knowledgebase for Integrating Technology (KIT). KIT is a Haiku class designed to provide teachers with tools to integrate technology into teaching and learning. Work is underway to revitalize and reorganize KIT to meet the needs of all certificated, classified, and administrative staff.
- Technology Integration Specialists built information and training resources in a Haiku class called Curriculum Assessment & Technology (CAT) in order to facilitate the delivery of information and resources needed for Curriculum and Assessment work by all staff. Additionally, staff can find resources on the site that assist with using district technology for testing, standards based instruction, grading, etc.
- Technology Integration and Technology Operations used KIT and the district portal to provide a wide variety of “How To” and just-in-time support documents for district technology resources, including:
  - Back To School Technology
  - Carnegie Learning
  - DIBELS
  - Digital Citizenship
  - Digital Resources
  - Discovery Education
  - Distribution Lists
  - eBackpack
  - enVision Math
  - FOSS Web
  - Front Row
  - Haiku
  - Help Central
  - IEP Online
  - Internet Browsers
  - My Access
  - Turnitin
  - Office 365
  - Online Curriculum
  - Online Databases
  - Outlook-Email-setup
  - Photo Story
  - Publisher Information
  - Report Card
  - Resources for All Levels
  - Skyward
  - Software Center
  - Student Laptops
  - Student Logon
  - TCI
  - Teachscape
  - Tech Trainings
  - Technology Standards
  - Type to Learn 4
  - Washington: Our Home
  - Web Tools
  - Wonders

**EL-9 District Staff**

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.  
Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s *End Results* policies and complies with the Board’s organizational limitations policies, by:
- a) Developing and administering an evaluation system for all academic and administrative personnel that is designed to:
    - Improve instruction;
    - Measure and document excellent performance and unsatisfactory performance based on valid and reliable evidence;
    - Assist teachers and administrators to link their performance with multiple measures of student achievement and well-being;
    - Assure that instructional time is used to students’ maximum advantage.
  - b) Developing and administering an effective evaluation system for classified personnel.
  - c) Providing to the Board an annual report, as a part of the annual internal monitoring report, on the effectiveness of the evaluation system and its alignment with the Board’s *End Results* policies.

In  
Compliance



**Evidence**

**Teacher/Certificated Evaluation System**

History

The district Professional Growth and Evaluation (PGE) system for teachers and certificated staff is based on Charlotte Danielson’s *Framework for Teaching*. Danielson’s instructional framework identifies aspects of a teacher’s responsibilities that have been shown, through research studies, to promote improved student learning. The framework specifies 4 domains and 22 associated components of teacher professional practice and defines unsatisfactory, basic, proficient, and distinguished performance in each domain and associated component.

Teacher Evaluation

Based on the 2012 legislation requiring a new Teacher Evaluation system, the district developed a plan to fully implement the new state required Teacher Evaluation for the 2013-2014 school year. Teachers are defined as certificated staff with classrooms and/or have daily responsibilities for instructing. All districts were required to adopt an approved instructional framework, aligned with the state’s eight teacher evaluation criteria, as well as a four- tiered system of evaluation. Lake Washington’s long-standing use of Charlotte Danielson’s *Framework for Teaching* as the adopted instructional framework and basis of the district’s teacher evaluation system meets this requirement. However, legislation required the following changes to the district’s teacher evaluation system:

1. Implementation of five (5) student growth goal components in addition to the 22 components found within the *Framework for Teaching*;
2. Implementation of specific strands of evaluation: Comprehensive and Focused;
3. Use of the state’s scoring band to determine level of proficiency (basic, unsatisfactory, proficient, or distinguished);
4. Implementation of the state’s scoring band to determine level of proficiency (low, average, high) in setting and achieving student growth goals; and,
5. Determination of an overall numeric rating for all teachers.

**EL-9 District Staff**

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5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 26 for complete listing}.</i>	In Compliance	◀ ▶
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***Evidence {continued}***

- In the 2013-14 school year, the district adopted the Teachscape technology-based platform to manage teacher evaluation processes.
- All teachers and administrators have been trained in the new evaluation system and in the use of the Teachscape system.
- In the 2014-15 school year, the district provided training for teachers and principals regarding setting, monitoring, and achieving student growth goals.
- The District continued the use of PGE Teacher Leaders to help provide this training to the organization.

Other Certificated Educator Evaluation

As the new (2013-14 school year) state teacher evaluation requirements only apply to certificated staff with direct/daily teaching responsibilities, the evaluation systems for other certificated educators remains largely unchanged. However, to maintain alignment with classroom teachers, some minor modifications were made.

Process

The evaluation process for all certificated employees includes the following:

- Employee completes a self-assessment aligned to the domains and components;
- Employee works in collaboration with his/her evaluator to set annual goals for professional growth;
- Employee meets quarterly with a support team of colleagues to share and discuss evidence toward goal attainment;
- Evaluator conducts routine, informal classroom observations and formal observations as required;
- Employee collects evidence of goal attainment and presents evidence to evaluator in end-of-year summary conference; and,
- Evaluator assesses employee performance in all domains and associated components in annual summary evaluation.

**Comprehensive and Focused Evaluation Strands**

Teachers are designated as either on the Comprehensive or Focused strand of evaluation in alignment with the State’s evaluation system requirements.

Comprehensive Strand

All teachers in their first four (4) years of employment with the district and/or on a provisional contract are on placed on the Comprehensive evaluation strand, and are expected to perform, at a minimum, at the basic level in all criteria/domains and components. The proficient level must be reached in all criteria/domains and components by the end of the third year of teaching. Teachers on the Comprehensive evaluation strand must be informally observed on a regular basis and formally observed at least two times per year. Throughout the year, teachers and evaluators collect performance evidence associated with all 22 components found in the *Framework for Teaching* and the 5 student growth goal components. Teachers on plans of improvement must also be placed on the Comprehensive strand. After three successful years on the Comprehensive strand, teachers move to the Focus evaluation strand; every fourth year, successful continuing teachers return to the Comprehensive strand for one year.

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*{see page26 for complete listing}.*

In  
Compliance



***Evidence {continued}***

Focused Strand

The Focused evaluation is meant for proficient and distinguished teachers and its purpose is to support professional growth. Non-provisional, continuing teachers in year 5 of employment or beyond, whose performance is proficient or better in all criteria/domains and components are placed on the Focused strand. Teachers on the Focused evaluation strand must be informally observed on a regular. Throughout the year, teachers and evaluators collect performance evidence associated with all the components of domain 4: Professional Responsibilities, found in the *Framework for Teaching* and the student growth goal component aligned with criteria 8: *Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.*

Student Growth Goals

In accordance with state law, all teachers all set student growth goals.

- Teachers on the Comprehensive strand set goals in five (5) components that focus on sub-groups of students, classes of students, and whole groups (grade level or content strand) of students.
  - Teachers on the Focused strand set goals in one (1) component, which focuses on whole groups (grade level or content strand) of students. Teachers in this strand must have demonstrated proficiency in the other four (4) components of student growth goals.
- The following chart shows the number of teachers at each year and level of the evaluation system for the past five years:

*Number of Certificated Staff \* By Year and Level*

Designation	2014-15		2013-2014		Designation	2012-2013		2011-2012		2010-2011	
	N	%	N	%		N	%	N	%	N	%
<b>Total Comprehensive</b>	<b>915</b>	<b>54%</b>	<b>893</b>	<b>53%</b>	<b>Total Level 1</b>	<b>432</b>	<b>28%</b>	<b>409</b>	<b>27%</b>	<b>452</b>	<b>29%</b>
<b>Total Focused</b>	<b>785</b>	<b>46%</b>	<b>783</b>	<b>47%</b>	<b>Total Level 2</b>	<b>1,090</b>	<b>72%</b>	<b>1,107</b>	<b>73%</b>	<b>1,088</b>	<b>71%</b>
<b>Total Certificated Staff</b>	<b>1700</b>	<b>100%</b>	<b>1,676</b>	<b>100%</b>	<b>Total Certificated Staff</b>	<b>1,522</b>	<b>100%</b>	<b>1,516</b>	<b>100%</b>	<b>1,540</b>	<b>100%</b>

\* *Certificated Staff includes librarians, counselors, psychologists, instructional specialists, and therapeutic specialists (OTs, PTs, SLPs)*

\* *Total Certificated staff is based on head count of part and full time staff*

## EL-9 District Staff

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**Evidence {continued}**

- The following tables reflect the percent of certificated staff at the specific level of proficiency by designated category:

*Certificated Staff – Comprehensive and Focused*

Designation	Unsatisfactory		Basic		Proficient		Distinguished	
	N	%	N	%	N	%	N	%
Comprehensive	1	< .1%	9	1%	622	68%	283	31%
Focused	-	-	1	< .1%	293	37%	491	63%

*Plan of Improvement Data*

	2014-15	2013-14	2012-13	2011-2012
Total Number of Teachers Placed on a Plan of Improvement	10	14	12	9
Improved and Taken off Plan	1	1	1	1
On Leave	1	1	4	-
Resigned or Retired	2	8	8	6
Total on Plan at End of School Year	7 (of which 1 is on leave)	5 (of which 1 is on leave)	17	11
Total Number of Teachers Placed on Probation and Exited From System	-	-	-	-

### Building Administrator Evaluation System

History

Based on 2012 legislation, the Lake Washington School District developed a plan to implement the new principal evaluation requirements for the 2013-2014 school year. The law requires districts to adopt a leadership framework aligned to the states newly adopted evaluation criteria for building principals. The district adopted the Association of Washington School Principals (AWSP) Leadership Framework, aligned to the state’s eight criteria.

**EL-9 District Staff**

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5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 26 for complete listing}.</i>	In Compliance	◀ ▶
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**Evidence {continued}**

The state’s eight criteria for principal leadership and evaluation are as follows:

1. **Creating a Culture** - Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. **Ensuring School Safety** - Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.
3. **Planning with Data** - Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.
4. **Aligning Curriculum** - Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.
5. **Improving Instruction** - Monitor, assist and evaluate staff implementation of the School Improvement Plan, effective instruction and assessment practices.
6. **Managing Resources** - Manage human and fiscal resources to accomplish student achievement goals.
7. **Engaging Communities** - Communicate and partner with school community members to promote student learning.
8. **Closing the Gap** - Demonstrate a commitment to closing the achievement gap.

Similar to teachers, principals are placed on either Comprehensive or Focused evaluation strands. Principals new to the district and within their first four (4) years of service are placed on the Comprehensive strand. After the fourth year, principals are eligible to be placed on the Focused strand. To be eligible for placement on the Focused strand, principals must demonstrate proficiency in all 28 components of the Leadership Framework. Principals on the Comprehensive evaluation strand must collect and submit specific evidence of performance associated with all components of the Leadership Framework. Principals on the Focused evaluation strand must collect and submit specific evidence of performance associated with criterion 5: Improving Instruction. Principals on the Focused evaluation strand must also demonstrate ongoing proficiency in all components of the Leadership Framework. Also similar to teachers, the law requires principals to set student growth goals. Principals on the Comprehensive evaluation strand set student growth goals associated with criteria 3, 5, and 8. Principals on the Focused evaluation strand set student growth goals associated with criterion 5.

Process

Principals\* are evaluated by their respective learning community’s Director of School Support (DSS). The evaluation process for all building principals includes the following:

1. Principal completes self-assessment aligned to the components of the Leadership Framework;
2. Principal works in collaboration with his/her DSS to set annual goals for professional growth;
3. Principal and DSS meet regularly throughout the year to review evidence toward goal attainment;
4. Principal and DSS meet to review final summative performance evidence; and,
5. DSS assesses principal performance in annual summary evaluation.

*\*Principals are responsible for evaluating associate principals using the same process as outlined above.*

**EL-9 District Staff**

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Accordingly, the CEO shall:

- |                                                                                                                                                                                                                                                                               |                  |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|
| 5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by:<br><i>{see page 26 for complete listing}.</i> | In<br>Compliance | ◀ ▶ |
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***Evidence {continued}***

- **Final Summative Rating:**  
The following tables reflect the number Final Summative Scores for comprehensive and focused Building Administrative Staff:

*Principal and Associate Principal –Final Summative Scores*

<b>Level of Proficiency</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Number of Principals and/or Associate Principals	0	2	28	31

- As of June 2015, there are no building administrators on formal plans of improvement.

**Central Office Administrator Evaluation System**

In 2010, Engrossed Second Substitute Senate Bill 6696 created a four-tiered system of professional growth and evaluation for both teachers and building principals. In addition to creating a four-tiered system, the legislation created eight new criteria for teachers and principals upon which to focus their professional growth and evaluation, with common themes tying the criteria for teachers and principals together.

Lake Washington School District Administrative Policy and Procedures regarding evaluation of central office administrative professional staff were last updated in 1990. The legislative changes with respect to principal professional growth and evaluation presented the opportunity to review and update district policy and procedure with respect to central office administrator professional growth and evaluation. Given the leadership role of central office administrators in supporting principals in all facets of operational and instructional leadership, common themes tie the criteria for principals and central office leaders together, similar to how common themes tie the criteria for teachers and principal together.

In December 2013, the superintendent convened a sub-committee of central leadership team (CLT) members, representing each division, to develop a CLT Leadership Framework and Professional Growth and Evaluation System. Throughout the remainder of the 2013-14 school year, the sub-committee gathered story and interests regarding evaluation processes from the entire CLT; researched existing executive leadership frameworks from educational, non-profit, and corporate contexts; developed eight criteria and framework language associated with the proficient level; and, sought input and feedback from the entire CLT throughout the entire process. In the summer of 2014, the CLT framework was finalized and in 2014-15, a new CLT evaluation system was implemented based on the following eight criteria:

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

1. **Fostering District Culture:** Demonstrating understanding of and commitment to district mission, vision, values, and goals.
2. **Communicating, Facilitating, and Presenting:** Engaging in effective and efficient two-way communication.
3. **Managing Resources:** Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.
4. **Leading Initiatives and Continuous Improvement Efforts:** Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.
5. **Problem Solving and Decision Making:** Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.
6. **Engaging Communities:** Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.
7. **Leading and Building the Leadership Capacity of Others:** Promoting the success of the organization by creating a culture focused on continuous professional growth.
8. **Growing Professionally:** Promoting the success of the organization by focusing on personal professional growth.

Process

CLT members are evaluated by immediate supervisor. The evaluation process includes the following:

1. CLT member completes self-assessment aligned to the components of the Leadership Framework;
  2. CLT member works in collaboration with his/her supervisor to set annual goals for professional growth;
  3. CLT member and supervisor meet regularly throughout the year to review evidence toward goal attainment;
  4. CLT member and supervisor meet to review final summative performance evidence; and,
  5. Supervisor assesses CLT member performance in annual summary evaluation.
- As of June 2015, there are no central office administrators on a formal plan of improvement.

EL-9 District Staff

**Executive Limitation:** The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- |                                                                                                                                                                                                                                                                               |                  |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|
| 5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by:<br><i>{see page 26 for complete listing}.</i> | In<br>Compliance | ◀ ▶ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|



**Evidence {continued}**

**Classified Staff Evaluation System**

Evaluation tools have been established for each classified bargaining group as documented in the collective bargaining agreements. The evaluation formats focus on technical performance, customer service, compliance with policies and procedures, and service to students. The classified evaluation instruments require ratings on proficiency-based scales using a Distinguished, Proficient, Needs Improvement, Unsatisfactory rating scale or a Satisfactory, Needs Improvement, Unsatisfactory rating scale.

Supervisors complete the evaluation in alignment with the applicable contract provisions and timelines. The Human Resources Department maintains a tracking system to ensure the annual completion of the evaluations, and staff provides support and assistance to individual supervisors and employees in addressing needed improvements.

Human Resources staff monitors evaluations to ensure employees marked unsatisfactory or needs improvement are appropriately placed on a plan of improvement. Having completed work on the teacher and administrator evaluation tools, Human Resources will be reviewing the various classified evaluation instruments for recommendations for improvement that could be addressed collaboratively with applicable union groups.

I certify the above to be correct as of August 3, 2015.

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

APPROVAL OF MONITORING REPORT  
EL-10, BUDGETING/FINANCIAL PLANNING

August 3, 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-10, Budgeting/Financial Planning, are in compliance and, therefore, it is being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-10, Budgeting/Financial Planning, as presented.

# Lake Washington School District Executive Limitation Monitoring Report

## EL-10 Budgeting/Financial Planning August 3, 2015

**Executive Limitation:** Financial planning for any fiscal year shall align with Board’s *End Results* policies, ensure the district’s financial position is fiscally sound and derived from a multi-year plan.

Accordingly, the CEO shall develop a budget which:

1. Is in a summary format understandable to the Board and community presented in a manner that allows the board to see the relationship between the budget and the End Results priorities for the year.	In Compliance	◀ ▶
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### *Evidence*

The Budget Summary document has been designed to present the budget in an understandable format.

- The 2015-16 document includes information on the district’s strategic goals and objectives. The presentation to the Board provided information on budget enhancements by strategic goal area. In addition, changes to the format and content of the document have begun in accordance with the Association of School Business Officials (ASBO) Meritorious Budget Award, which outlines a prescribed format and content for the budget.

2. Adequately describes revenues and expenditures.	In Compliance	◀ ▶
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### *Evidence*

- The 2015-16 Budget Document presented to the Board details revenues and expenditures for each fund.

3. Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for each category for the current fiscal year, and the amount recommended for the next fiscal year.	In Compliance	◀ ▶
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### *Evidence*

- The 2015-16 Budget Document details 2013-14 expenditures, 2014-15 budget, and the amount proposed for 2015-16 by account.

4. Discloses budget planning assumptions.	In Compliance	◀ ▶
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### *Evidence*

- Staff presented the budget at the June 22 and August 3 Board meetings. The presentation included the enrollment and state funding assumptions upon which the 2015-16 proposed budget was based.

**EL-10, Budgeting/Financial Planning**

**Executive Limitation:** Financial planning for any fiscal year shall align with Board’s **End Results** policies, ensure the district’s financial position is fiscally sound and derived from a multi-year plan. Accordingly, the CEO shall develop a budget which:

5. Plans for the expenditure in any fiscal year to be equal or less than are conservatively projected to be available during the year.	In Compliance	◀ ▶
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***Evidence***

- The expenditures proposed in the 2015-16 budgets are in alignment with anticipated revenues and fund balance resources.

6. Provides necessary information to the Board on matters with a significant budgetary impact, allowing the Board adequate time to consider the information presented.	In Compliance	◀ ▶
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***Evidence***

The Board receives a monthly financial report showing the current financial conditions of the district. These reports are to be completed 30 days after the end of the month, with the exception of year-end closing. Any deviations from the planned budget are noted on the monthly financial report.

Information was provided to the Board regarding the state and federal budget impacts. Throughout the year, financial forecasts are monitored as are impacts from legislative budget actions. The Board was updated as new information was received.

7. Considers feedback from the board.	In Compliance	◀ ▶
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***Evidence***

- The Board provided feedback on budget and strategic work during several work sessions this year including:
  - October 6 work session
  - March 20-22 work session
  - May 4 work session
  - June 1 work session
- The Board provided feedback and direction on bond and levy planning in order to develop the capital projects fund budget.
- The draft budget for 2015-16 was presented at the June 22, 2015 Board meeting. Due to the legislative session ending late, a final proposed budget was presented at the August 3, 2015 Board meeting.

**EL-10, Budgeting/Financial Planning**

**Executive Limitation:** Financial planning for any fiscal year shall align with Board’s **End Results** policies, ensure the district’s financial position is fiscally sound and derived from a multi-year plan. Accordingly, the CEO shall develop a budget which:

8. Provides for reasonable contingencies.	In Compliance	◀ ▶
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**Evidence**

The proposed budget includes budget reserves for inventory replacement, potential revenue shortfalls in future years, enrollment contingencies, unknown capital expenses, and emergency reserves.

9. Maintains the projected year-end fund balance is not less than five percent of the projected revenue.	In Compliance	◀ ▶
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**Evidence**

All funds meet or exceed the 5% reserve requirement.

10. Provides adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audits, Board and committee meetings, Board memberships, and district legal fees.	In Compliance	◀ ▶
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**Evidence**

- The 2015-16 Board budget of \$864,855 provides for Board training and memberships, the cost of the annual fiscal audit by the State Auditor, Board election expenses and anticipated legal support fees. This amount is based on past historical trends and anticipated needs. The table below reflects the three-year history:

	<b>2015-16 Budget</b>	<b>2014-15 Budget</b>	<b>2013-14 Actual</b>
State Auditor Fees	60,000	55,000	60,294
Election Expense	132,000	0	454,388
Legal Fees	563,000	563,000	487,612
Staff Salaries/Benefits	50,652	47,847	47,942
Board Association Dues	32,400	32,400	23,724
Board Training, Supplies, Conferences, etc.	26,803	26,803	18,766
<b>Total</b>	<b>\$864,855</b>	<b>\$725,050</b>	<b>\$1,092,756</b>

**EL-10, Budgeting/Financial Planning**

**Executive Limitation:** Financial planning for any fiscal year shall align with Board’s **End Results** policies, ensure the district’s financial position is fiscally sound and derived from a multi-year plan. Accordingly, the CEO shall develop a budget which:

11. Takes into consideration fiscal soundness in future years and builds on the organizational capabilities sufficient to achieve End Results in future years.	In Compliance	◀ ▶
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***Evidence***

The district maintains a multi-year budget forecast. Consideration of long-term financial impacts is part of decision making for any budget adjustments.

The district strategic plan identifies five strategic goals that focus organizational work to accomplish the district’s mission and vision. The resources for the identified work are included in the budget document and are designed to build organizational capabilities toward achieving the End Results.

- The 2015-16 budget includes resources to support work identified in the strategic plan, which help enable accomplishment of the Ends Results.

12. Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases, and benefits.	In Compliance	◀ ▶
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***Evidence***

The budget includes the known costs associated with the labor-management agreements with our various bargaining units including the costs for wages, step increases, and district provided benefits in the follow-on years of the contracts. Inflationary adjustments are incorporated based on data provided by the state.

- The 2015-16 budget includes 3% state provided cost of living allowance (COLA). Locally bargained increases have been anticipated and included in the district’s budget.

EL-10, Budgeting/Financial Planning

**Executive Limitation:** Financial planning for any fiscal year shall align with Board’s **End Results** policies, ensure the district’s financial position is fiscally sound and derived from a multi-year plan. Accordingly, the CEO shall develop a budget which:

13. Is based on reasonable consultation with appropriate constituent groups.	In Compliance	◀ ▶
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**Evidence**

Input on the budget was solicited from District Leadership Team members. Input from staff and parents was solicited via program surveys. Budget addition requests were solicited by, reviewed by, and prioritized by the Strategic Advisory Leadership Team (SALT), which is a representative group of building, central office, and department administrators who advise the superintendent. SALT used survey data to help inform budget recommendations to the superintendent, who created the final proposed budget.

- The district solicited input through a survey from certified staff members on program and strategic plan efforts. A representative group of teachers and administrators met with SALT to review the results of the survey and provide feedback on the strategic plan. A parent program survey also helped inform budget development requests. SALT’s budget recommendation considered this input in the budget process.
- A draft of the budget was presented at the June 22, 2015 regular Board meeting and posted on the district’s webpage to provide an opportunity for feedback. The draft budget document was also made available to interested members of the public. A final proposed budget was presented at the August 3, 2015 regular Board meeting and posted on the district’s webpage to provide an opportunity for feedback.

I certify the above to be correct as of August 3, 2015.

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

APPROVAL OF MONITORING REPORT  
EL-11, FINANCIAL ADMINISTRATION

August 3, 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-11, Financial Administration, are in compliance and, therefore, it is being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-11, Financial Administration, as presented.

# Lake Washington School District Executive Limitation Monitoring Report

## EL-11 Financial Administration August 3, 2015

**Executive Limitation:** With respect to the actual, ongoing administration of the district’s financial assets, the CEO shall ensure no material deviation from the annual budget or budget policy adopted by the board, nor cause or allow any fiscal condition that is inconsistent with achieving the Board’s End Results, or places the long-term financial health of the district in jeopardy.

Accordingly, the CEO shall:

1. Expend less funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of reserve funds, and tax anticipation notes.	In Compliance	◀ ▶
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### *Evidence*

- In 2014-15, budgeted expenditures were \$272,157,535. Expenditures were funded through budgeted revenues of \$273,646,620 and \$0 use of fund balance.
- In 2013-14, actual expenditures were \$247,723,995. Expenditures were funded through actual revenues of \$251,640,697 and \$0 use of fund balance.

2. Settle payroll and debts in a timely manner.	In Compliance	◀ ▶
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### *Evidence*

The district processes payroll monthly with the actual payday occurring on the last working day of the calendar month. All employee data is input on an annualized contract basis, except subs, which are paid on actual time worked. Schools/departments report exceptions, such as vacation and sick leave. The actual payroll is processed at least three days in advance of payday to facilitate the electronic direct deposit payment. Payroll taxes, retirement obligations, and other benefit/payroll obligations are paid when due by either bank electronic transfers or by district warrants.

Accounts payable are paid on a weekly basis by warrants or by credit card. Vendor invoices are carefully reviewed to ensure that goods or services have been received in accordance with purchase order requirements, receipt has been verified, and the proper sales tax is paid. Discounts are taken when offered and accounts are kept current to avoid interest penalties. Emergency payments, which cannot wait for the weekly distributions, are paid by the district revolving fund.

A summary of payments by fund for payroll and accounts payable is submitted monthly to the Board for approval.

When due, interest maturing from the district issued general obligation bonds is paid out of the debt service fund to the fiscal agent directly by King County.

EL-11, Financial Administration

**Executive Limitation:** With respect to the actual, ongoing administration of the district’s financial assets, the CEO shall ensure no material deviation from the annual budget or budget policy adopted by the board, nor cause or allow any fiscal condition that is inconsistent with achieving the Board’s End Results, or places the long-term financial health of the district in jeopardy. Accordingly, the CEO shall:

<p>3. Ensure that purchases are made:</p> <ul style="list-style-type: none"> <li>a. exercising reasonable precaution against conflict of interest;</li> <li>b. considering comparative prices based on items of similar quality;</li> <li>c. considering a balance between long-term quality and cost; and</li> <li>d. using competitive procurement procedure as required by law.</li> </ul>	<p>In Compliance</p>	<p>◀ ▶</p>
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**Evidence**

The following procedures are in place to ensure purchases are made in accordance with state law and district policies and procedures:

- a. An audit is conducted annually by state auditors and has found our processes to be in compliance. Purchase requisitions are reviewed to ensure they do not represent a conflict of interest.
- b. Language used in bid and quotation documents allows vendors to bid items of a certain brand or one of equal quality. The purchasing department also researches items ordered to ensure the lowest price with similar quality.
- c. Consideration of long-term quality and costs is a joint responsibility between departments and purchasing staff. For example, when purchasing major new equipment, testing and evaluation of equipment is completed prior to making purchase decisions. Advice from consultants, such as architects, is also used to help evaluate the quality/cost benefit.
- d. State auditors review completed bids and contract awards on an annual basis to ensure compliance. No discrepancies were found in this area in the latest audit. When the cost of any furniture, supplies, or equipment exceeds \$75,000, formal bids shall be called for by issuing a public notice in the newspaper. When the cost of any furniture, supplies, or equipment exceeds \$40,000 but is less than \$75,000, quotations from at least three different sources are required. When the cost of public works (building improvements or repairs) exceeds \$100,000 (except when the district uses the small works roster process), the formal bid process is followed. When the cost of public works exceeds \$75,000 but is less than \$100,000, informal bids are solicited from licensed contractors who appear on the district’s small works roster.

EL-11, Financial Administration

**Executive Limitation:** With respect to the actual, ongoing administration of the district’s financial assets, the CEO shall ensure no material deviation from the annual budget or budget policy adopted by the board, nor cause or allow any fiscal condition that is inconsistent with achieving the Board’s End Results, or places the long-term financial health of the district in jeopardy. Accordingly, the CEO shall:

4. Ensure reports or filings required by any state or federal agency are timely and accurately filed.	In Compliance	◀ ▶
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**Evidence**

Major reports that affect district finances are as follows:

- P223 – monthly enrollment reporting
- P103 – ethnic enrollment reporting
- F-195 – Annual Budget
- F-196 – Year End Financial Statements
- S275 – Certificated and Classified Staff, Basic Ed Compliance
- Grant reports

The business services department monitors due dates and financial records to ensure that these are reported in a timely and accurate manner.

There are large numbers of other reports required by the state, federal, or other governmental agencies. Each department is responsible for filing these reports by the due dates and ensuring their accuracy.

- During the past year, no funds have been lost due to untimely or inaccurate reports.

5. Aggressively pursue receivables after a reasonable grace period.	In Compliance	◀ ▶
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**Evidence**

The district minimizes delinquent accounts receivable by using the bank ACH (Automated Clearing House) process whereby the district is able to withdraw monies directly from families’ bank accounts for funds owed the district for some fee-based programs.

For other accounts receivable that are billed on a district invoice and are difficult to collect, contact is made with customers through verbal and written correspondence.

For school building fines/fees, cash register software tracks outstanding fines/fees and provides the ability to communicate with parents through School Messenger. The district has a fine/fee collection process that is implemented with school buildings during the year to ensure timely collection of outstanding fines.

If after a reasonable period attempts to collect fail, then, with proper notification, the account is turned over to a professional collection agency. For those accounts not successfully collected, on an annual basis, a report is sent to the superintendent requesting that those accounts receivables be written-off.

- For 2013-14, there were no accounts written-off.

EL-11, Financial Administration

**Executive Limitation:** With respect to the actual, ongoing administration of the district’s financial assets, the CEO shall ensure no material deviation from the annual budget or budget policy adopted by the board, nor cause or allow any fiscal condition that is inconsistent with achieving the Board’s End Results, or places the long-term financial health of the district in jeopardy. Accordingly, the CEO shall:

6. Invest funds in securities that are authorized by law.	In Compliance	◀ ▶
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**Evidence**

All funds were invested through the county treasurer and in accordance with RCW 36.29.020, which restricts the treasurer to investments in: 1) savings or time accounts in designated qualified public depositories; 2) certificates, notes, or bonds of the United States; 3) other obligations of the United States or its agencies; or, 4) any corporation wholly owned by the government of the United States.

7. Receive Board authorization before issuance of any debt.	In Compliance	◀ ▶
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**Evidence**

No debt has been issued without board authorization, as required by law.

- No bond sales were conducted during the 2014-15 school year.

8. Receive Board authorization before expending any funds from the fund reserve balance.	In Compliance	◀ ▶
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**Evidence**

Board policy requires the district to maintain a fund balance reserve of at least 5% in the general fund.

- The 2014-15 Budgeted ending fund balance was \$24,105,281, representing 8.8% of budgeted revenues. The additional 3.8% is anticipated to be carried over to next year in order to maintain on-going expenditures.
- For the 2013-14 fiscal year, the actual ending fund balance was \$26,136,677, representing 10.4% of actual revenues. The additional 5.4% was due to expenditure items planned for in 2013-14 and actually expended in the next fiscal year, as well as monies carried over in order to maintain on-going expenditures.

EL-11, Financial Administration

**Executive Limitation:** With respect to the actual, ongoing administration of the district’s financial assets, the CEO shall ensure no material deviation from the annual budget or budget policy adopted by the board, nor cause or allow any fiscal condition that is inconsistent with achieving the Board’s End Results, or places the long-term financial health of the district in jeopardy. Accordingly, the CEO shall:

9. Receive Board authorization as allowed by law before permanently transferring unencumbered monies from one fund to another.	In Compliance	◀ ▶
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**Evidence**

New legislation, effective with the 2008-09 school year, expanded the uses of capital funds for technology. The law requires school districts to transfer dollars from the capital projects fund to the general fund when capital funds are used for ongoing web-based fees, subscriptions, or software licenses, and ongoing training related to the installation and integration of technology. In addition, the district sold non-voted Limited General Obligation bonds in 2012 and is using the 2011 six-year capital facility levy to pay back the bonds. This requires the district to transfer dollars from the capital projects fund to the debt service fund. Dollars for both these transfers are reflected in the budget each year.

10. Ensure funds are received, processed, and disbursed under controls that are sufficient under generally accepted accounting procedures.	In Compliance	◀ ▶
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**Evidence**

The State audits accounting records on an annual basis and issues an opinion on financial reports, compliance and internal controls.

- The 2013-14 audit resulted in no audit findings.

Internal controls include proper separation of duties, timely depositing/processing, adequate supporting documentation, and efficient review/supervision. These procedures were established to ensure compliance with generally accepted accounting principles, district policies, and state laws.

The district’s internal controls accountant audits the various schools/departments on a cyclical basis to ensure that these controls and procedures are in place and operating efficiently and effectively.

EL-11, Financial Administration

**Executive Limitation:** With respect to the actual, ongoing administration of the district’s financial assets, the CEO shall ensure no material deviation from the annual budget or budget policy adopted by the board, nor cause or allow any fiscal condition that is inconsistent with achieving the Board’s End Results, or places the long-term financial health of the district in jeopardy. Accordingly, the CEO shall:

11. Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.

In Compliance



**Evidence**

The state auditor examines our financial records and reports and issues an independent opinion as to whether our reports are in accordance with generally accepted principles.

Our financial/accounting software system, through Washington School Information Processing Cooperative (WSIPC), tracks financial records by fund and in accordance with generally accepted accounting principles.

On a monthly basis the Board receives a report by fund. These reports are closely reviewed by staff to ensure accuracy and proper reporting.

- In 2013-14, the state auditor issued an unmodified opinion stating that the financial statements present fairly, in all material respects, the financial position of the school district.

12. Publish and post a financial condition statement annually.

In Compliance



**Evidence**

The district is required to annually submit the F-196 report to the Office of the Superintendent of Public Instruction by October 25 of each year. This report presents governmental fund financial statements detailing the district’s major funds.

The district has elected to implement the new financial reporting requirements of Governmental Accounting Standards Board (GASB) Statement No. 34 in order to comply with generally accepted accounting principles. The district is therefore required to provide government-wide financial statements along with a management discussion and analysis statement.

The district also prepares a financial and statistical report, which includes more detailed reporting by fund and statistical information, as well as the annual audited financial report. This report is published in July of each year.

I certify the above to be correct as of August 3, 2015.

Traci Pierce, Superintendent

## DONATIONS

August 3, 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>
Emily Dickinson PTSA to Dickinson Elementary	\$1,140.30	To purchase and install playground sign.
Community Group of Discovery School to Discovery Elementary	\$ 4,730.83	To purchase six laptops (\$2,628.00) and support field trips (\$2,102.83).
Lakeview Elementary PTSA to Lakeview Elementary	\$ 16,500.00	To purchase netbooks.
Christa McAuliffe PTSA to McAuliffe Elementary	\$ 1,899.00	To purchase kiln (\$999.00) and cubbies (\$900.00).
Norman Rockwell PTSA to Rockwell Elementary	\$ 7,467.90	To purchase reader board.
Carl Sandburg PTSA to Sandburg Elementary	\$ 3,611.25	To support field trips.
Mark Twain PTSA to Twain Elementary	\$ 4,178.00	To provide academic tutoring stipends.
<b>TOTAL</b>	<b>\$ 39,527.28</b>	

### RECOMMENDATION

The Board of Directors accepts the donations as identified at the August 3, 2015 board meeting.

LONG-TERM FACILITIES PLANNING TASK FORCE  
DRAFT RECOMMENDATIONS

August 3, 2015

SITUATION

The Lake Washington School District is one of the fastest-growing school districts in King County. Current enrollment stands at over 26,000 and is projected to grow to close to 30,000 by 2021-22. Current classroom space in the district will not accommodate these growing numbers. In addition, the district has some aging facilities that need to be addressed.

The district has been planning for this growth for some time. In fact, the district ran a bond measure in 2010; if that bond measure had passed, we would have two additional elementary schools in our district to accommodate students. Unfortunately, that bond measure did not garner the needed 60% voter approval to pass. In 2011, a levy was passed which allowed for the additions at Redmond High School and Eastlake High School along with the construction of Tesla STEM. This new capacity allowed us to complete the reconfiguration to 9-12 high schools, 6-8 middle schools, and K-5 elementary schools in 2012. This change was good for educational purposes, and it created more capacity at the elementary level, as those schools now have one fewer grade level of students. However, even with the passage of the 2011 levy and reconfiguration, our growing enrollment and need for more classrooms continue to be a challenge.

In order to engage the community in a dialogue to further explore the enrollment and capacity issues, potential solutions, and alternatives, the district established a Long-Term Facilities Planning Task Force. This 63-member Task Force includes community members and parents from across the district. Their work has been to:

- Learn about our long-term facilities planning work-to-date
- Analyze our facility needs and consider options for meeting those needs and funding implications
- Develop and evaluate long-term facilities planning options
- Collaborate with us to develop a community-supported long-term facilities planning strategy

In addition to the 63-member Task Force, there was a 26-member working sub-committee. To date, the Task Force held eight meetings and the working sub-committee also held eight meetings.

Throughout the process, the task force has studied issues related to the district's facilities challenges of lack of classroom capacity and aging facilities. Throughout the process, online and in-person input opportunities were conducted by the Task Force to gather input from the community to inform their work.

The Task Force has now developed a set of draft recommendations that will be presented at the August 3 board meeting. Task Force members will be present to answer board questions and receive any board feedback.

In mid-August, an online open house will be launched to gather additional feedback on the draft recommendations. In September, an in-person meeting will also be scheduled to gather feedback on the draft recommendations.

### RECOMMENDATION

The Board receives the Long-Term Facilities Planning Task Force draft recommendations, asks questions, seeks clarification, and provides feedback to the Task Force.

2015-16 BUDGET  
FIRST READING

August 3, 2015

SITUATION

The 2015-16 draft budget was presented to the Board at the June 22, 2015 meeting. The budget was posted on the district's website and copies were made available to interested persons. Feedback could be provided via the website or email.

On June 29 the state legislature passed the biennial budget. Changes to revenue and expenditures have been incorporated into the budget and a final budget has been prepared. An overview of the changes will be presented at the board meeting.

The district budget document is presented in both the official F-195 state format and the district summary format. A copy of the summary budget is available from the business office or the district website. Feedback can also be provided via the website or email.

A public hearing and adoption of the 2015-16 budget is scheduled for a special board meeting on August 24, 2015, 7:00 p.m.

Lake Washington School District  
2015-16 Board Meeting Dates

*August 3, 2015*

September 14 -	Study Session - 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
September 28 * -	Board Meeting - 5:30 p.m., Board Room Study Session - 5:30 p.m., Board Room
October 5 -	Study Session- 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
October 26 * -	Board Meeting - 5:30 p.m., Board Room Study Session- 5:30 p.m., Board Room
November 9 -	Study Session- 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
November 23 * -	Board Meeting - 5:30 p.m., Board Room Study Session- 5:30 p.m., Board Room
December 7 -	Study Session- 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
January 11 -	Study Session- 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
January 25 * -	Board Meeting - 5:30 p.m., Board Room Study Session- 5:30 p.m., Board Room
January 30 -	Study Session- 8:30 a.m., Hughes
February 22-	Study Session- 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
March 4-6 -	Study Session, Sleeping Lady, Leavenworth
March 14 -	Study Session- 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
March 28 * -	Board Meeting - 5:30 p.m., Board Room Study Session- 5:30 p.m., Board Room

\* - Study session to begin immediately upon adjournment of board meeting.

April 18 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
May 2 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
May 16 * -	Board Meeting – 5:30 p.m., Board Room Study Session – 5:30 p.m., Board Room
June 6 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room
June 20 -	Study Session – 5:00 p.m., Hughes Board Meeting – 7:00 p.m., Board Room
August 8 -	Study Session – 5:00 p.m., Hughes Board Meeting - 7:00 p.m., Board Room

\* - Study session to begin immediately upon adjournment of board meeting.