

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

November 3, 2014

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 Plan

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

October 30, 2014

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 November 3, 2014 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

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

Sincerely,

A handwritten signature in black ink that reads "Traci Pierce". The signature is written in a cursive style and is placed over a light gray rectangular background.

Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

November 3, 2014

5:00 p.m. Board Study Session

*Topic: Linkage Session with Cities of Redmond and Sammamish to discuss
Long-Term Facility Planning Process*

Location: Board Room

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	Convene, Roll Call			
7:02	Approve Agenda			
7:05	Host School			
	▪ Finn Hill Middle School – Victor Scarpelli, Principal			
7:20	Recognition			
	▪ National Merit Semifinalists & Commended Scholars –			
	- Eastlake High School – Chris Bede, Principal			
	- Lake Washington High School – Christina Thomas, Principal			
	- International Community School – Gregory Moncada, Principal			
7:30	Public Comment	GP-3 (Board Job Description)		
7:45	Consent Agenda	GP-8 (Annual Agenda Planning)		
	▪ Vouchers			
	▪ Minutes - {October 20 regular board meeting and work session}		1	1
	▪ Human Resources Report		2	6
	• Theater Managers Union		3	7
	International Alliance of Theatrical Stage Employees (IATSE) Collective Bargaining Agreement, 2014-17			
	• Donations		4	8

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:50	Non-Consent Agenda			
	<ul style="list-style-type: none"> ▪ 2015 Lake Washington School District Legislative Positions 		5	9
	<ul style="list-style-type: none"> ▪ Board Policies – First Reading <ul style="list-style-type: none"> ✓ GP-7, Board Members’ Code of Conduct ✓ GP-11, Board Use of Electronic Resources, Board Acceptable Use Procedures (AUP) 		6	10
	<ul style="list-style-type: none"> ▪ Monitor Board Policy – Middle School <ul style="list-style-type: none"> ✓ ER-2, Interdisciplinary Content Knowledge, and ER-3, Interdisciplinary Skills & Attribute 	B/CR-5 (<i>Monitoring CEO Performance</i>)	7	
8:20	Superintendent Report	EL-3 (<i>Communication & Council to the Board</i>)		
8:35	Legislative Update	GP-3 (<i>Board Job Description</i>)		
8:30	Board Follow-Up Items	GP-3 (<i>Board Job Description</i>)		
8:33	Future Agenda Items	EL-3 (<i>Communication & Council to the Board</i>)		
8:34	Debrief	GP-2 (<i>Governing Style</i>)		
8:35	Board Member Comments	GP-3 (<i>Board Job Description</i>)		
8:45	Adjourn			

Next Board Meeting: November 17, 2014

5:30 p.m. Board Meeting
Location: Board Room

5:30 pm. Board Study Session
Topic: Boundary Process and Graduation Requirements
Location: Robert Hughes Room

L.E. Scarr Resource Center
 16250 NE 74th Street
 Redmond, WA 98052

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
October 20, 2014

The study session was called to order by President Jackie Pendergrass at 5:15 p.m.

CALL TO ORDER

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

ROLL CALL

Present: Superintendent Traci Pierce.

The topics discussed were:

TOPIC

- Communications and Open Public Meetings Training

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

ADJOURNMENT

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
October 20, 2014

The board meeting was called to order by President Jackie Pendergrass at 5:30 p.m.

CALL TO ORDER

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

ROLL CALL

Excused: Nancy Bernard

Present: Superintendent Traci Pierce.

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

APPROVAL OF AGENDA

Motion carried.

Chris Carlson moved to approve the consent agenda. Seconded by Mark Stuart.

CONSENT AGENDA

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

Motion carried.

Approval of October 6 regular board meeting and work session minutes.

APPROVAL OF MINUTES

Approval of October 20, 2014 Human Resources Report.

APPROVAL OF HUMAN RESOURCES REPORT

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

INSTRUCTIONAL MATERIALS ADOPTION

Title: Who's Afraid of Virginia Woolf
Author: Edward Albee
Publisher: NAL Trade
Copyright: 1966
No. of Copies: 50
Price: \$10.66 per book
School Requesting: Juanita High School for Cambridge Program - A Level Literature
Classification: Grade 12

Title: The Better Photo Guide to Digital Photography
Author: Miotke
Publisher: AMPHOTO Books
Copyright: 2005
No. of Copies: 30
Price: \$17.00 per book
School Requesting: District CTE Office
Classification: Grades 9-12

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

October 20, 2014

Title: Human Anatomy and Physiology, 9th Ed.
Author: Marieb, Elaine and Katja Hoehn
Publisher: Pearson
Copyright: 2012
No. of Copies: 75
Price: \$156.97 per student
School Requesting: Tesla STEM School
Classification: Grades 11-12

Title: Microsoft Office 2010 Plain and Simple
Author: Katherine Murray
Publisher: Microsoft Press
Copyright: 2010
No. of Copies: 90
Price: \$30.00 per book
School Requesting: Evergreen Middle School
Classification: Grades 6-8

Title: Fighting Chance from Interact, LegiQuest, A Government for Xlandia
Author: John Larmer
Publisher: Interact
Copyright: 2012
No. of Copies: 30
Price: No Cost
School Requesting: Lake Washington
Classification: Grades 8-12

Title: The Running Dream
Author: Wendelin Van Draanen
Publisher: Ember/Random House
Copyright: 2011
No. of Copies: 40
Price: \$10.00 per book
School Requesting: Inglewood Middle School
Classification: Grade 7

Title: Cinder
Author: Marissa Meyer
Publisher: Feiwel and Friends
Copyright: 2012
No. of Copies: 35
Price: \$7.00 per book
School Requesting: Inglewood Middle School
Classification: Grade 7

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

October 20, 2014

DONATIONS

Accepts the donations/grants as identified -

Acceptance from Anonymous donor to Muir Elementary in the amount of \$10,000.00 to support academic enrichment.

Acceptance from Louisa May Alcott PTSA to Alcott Elementary in the amount of \$17,535.10 to provide stipends for ACT club, Operation School Bell, running club, cup stacking club, and PTSA liaison (\$7,310.10); support field trips (\$9,000.00), and library (\$225.00); and reimburse copy machine supplies (\$1,000.00).

Acceptance from Peter Kirk PTSA to Kirk Elementary in the amount of \$23,495.00 to provide stipends for the following extracurricular programs: 5th grade outdoor camp, chorus, math, and student council (\$10,445.00); and support field trips (\$9,300.00), 5th grade camp (\$2,250.00), and child aid scholarships (\$1,500.00).

Acceptance from Margaret Mead PTSA to Mead Elementary in the amount of \$9,550.00 to provide stipends for the following extracurricular programs: student advisory council, opportunity room, green team, Operation School Bell, LINKS (Looking into the Needs of Kids and Schools), and music club (\$9,550.00).

Acceptance from Samantha Smith PTSA to Smith Elementary in the amount of \$24,813.41 to provide stipends for the following extracurricular programs: math, reading, student council, and choir (\$8,651.00); support library, field trips, assemblies, student scholarships and music (\$12,516.00); and support Read Naturally, IXL math programs and after-school math and reading programs (\$3,646.41).

Acceptance from H.D. Thoreau PTSA to Thoreau Elementary in the amount of \$5,523.00 to provide stipends for outdoor education (\$2,089.00), choir (\$2,384.00), and running club (\$1,050.00).

Acceptance from Mark Twain PTSA to Twain Elementary in the amount of \$2,089.00 to provide stipend for math club.

Acceptance from Laura Ingalls Wilder PTSA to Wilder Elementary in the amount of \$34,508.30 to provide stipends for Math Olympiad, choir, motor skills and jump rope club (\$7,308.30); support field trips, library, P.E., IXL math, teachers, staff development, SBAC preparation, and music and performing arts (\$24,950.00); purchase art supplies (\$500.00); and reimburse copy machine supplies (\$1,750.00).

Acceptance from Eastlake Women's Basketball to Eastlake High School in the amount of \$1,826.64 to provide compensation for the coach at summer basketball camp.

TOTAL \$129,340.45

NON-CONSENT
AGENDA

Dr. Pierce related that In November of 2005, the board passed Resolution No. 1969 authorizing a special election on February 7, 2006 in order to propose the issuance of general obligation bonds in the amount of \$436 million. The bonds were to be used for Phase II of the district's modernization program which modernized 11 schools and built one new school (Carson Elementary). The bond election passed and the district proceeded to sell \$423.025 million of the bonds over the next six years in order to complete the projects.

REDIRECTING BOND
PROCEEDS AND
MATCHING FUNDS
RESOLUTION NO. 2196

The projects were completed on time and under budget. The district estimates it will have approximately \$12 million of unspent bond funds remaining. In addition, the district originally estimated that it would receive \$23 million of state matching funds (now called State Construction Assistance Program) for these projects. The district actually received \$33 million of state construction funds. Three million of these funds were designated to pay interest on the 2012 Limited General Obligation Bonds which were issued to front fund projects from the 2011 six-year Capital Projects Levy.

Due to failure of the 2014 bond measures, and the need to the serve the district's growing enrollment, there is a need to redirect unused funds to be used for additional projects. These projects include purchase and installation of portable classrooms; acquisition of land; modification of building interiors; remodeling, upgrading, and equipping classrooms as necessary for instructional programs; addition of permanent classroom space at Redmond Elementary School; and bond planning and pre-design.

In order to use the unspent bond funds and unallocated state matching funds on additional projects, the board held a public hearing on October 6. In addition, information was placed on the district website inviting any public comment.

The board inquired if additional public comments were received; two comments were submitted which were reviewed.

Siri Bliesner pointed out that these funds must be used for capital purposes and cannot be used in the general classroom.

Dr. Pierce conveyed that this will address the district's short-term housing needs through 2017-18. It does not address any future legislative actions or mandates by the McCleary decision; however, it does include space for all-day kindergarten.

Siri Bliesner moved that the board adopt Resolution No. 2196 redirecting bond proceeds and matching funds as presented. Seconded by Chris Carlson.

Motion carried.

Siri Bliesner reminded everyone to vote in the upcoming election.

BOARD MEMBER
COMMENTS

Chris Carlson moved to adjourn. Seconded by Siri Bliesner.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 5:15 p.m.

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report November 3, 2014



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Lyon, Patricia NC	Tutor	Eastlake HS	A-0	10/03/14	Leave Replacement

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Collins, Lisa	Teacher	LOA	04/05/04	10/14/14	Resignation
Cross, Jill	Admin Sec III	Resource Center	05/14/90	11/26/14	Retirement
Myers, Deanna	Special Ed Para Ed	LOA	10/22/07	08/27/14	Resignation
Scavera, Barbara	School Secretary	Twain Elem	04/16/90	08/27/14	Retirement
Shaffer, Tracy	Admin Sec III	Resource Center	10/05/11	10/22/14	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Deskins, Douglas	Inglewood MS	.6 NC to .8 NC	8/25/2014
Hayes, Cheryl	Carson Elem	.5 1yr Prov/.3 NC to .5 1yr Prov/.4 NC	9/29/2014
Moe, Chelsea	Eastlake HS	.9 2yr Prov to .9 2yr Prov/.1 NC	8/25/2014
Raffensperger, Kirsten	Special Services	.3 2yr Prov to .3 2yr Prov/.2 NC	8/25/2014
Wuotila, Siri	Inglewood MS	.8 NC to 1.0 NC	8/25/2014

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>
Biddle, Barbara	Prof Tech Level 3	Prof Tech Level 4	10/10/14	Budgeted	\$66,255.00
Geil, Mary	Prof Tech Level 3	Prof Tech Level 5	10/10/14	Budgeted	\$73,705.00
Parthemer, Shannon	Communication Specialist	Communications Manager	09/01/14	Budgeted	\$85,900.00
Shmait, Iman	Prof Tech Level 3	Prof Tech Level 5	10/10/14	Budgeted	\$73,705.00

THEATER MANAGERS UNION
INTERNATIONAL ALLIANCE OF THEATRICAL STAGE EMPLOYEES (IATSE)
COLLECTIVE BARGAINING AGREEMENT, 2014-2017

November 3, 2014

SITUATION

The district employs three theater managers. There is a theater manager assigned to each of the district's theaters located at: Redmond, Eastlake, and Lake Washington high schools. Prior to this bargaining, theater managers were Professional Technical employees. In 2012, they requested, via Public Employment Relations Commission (PERC), to form their own union represented by International Alliance of Theatrical Stage Employees (IATSE). As a result, the district and IATSE, Local #15, met and reached a tentative agreement on an initial three-year contract effective November 1, 2014-August 31, 2017.

Through the negotiations process, the parties agreed to contractual provisions that govern the employment relationship between the district and theater managers. The parties agreed to language consistent with that of existing provisions found in other contracts; and where necessary, tailored language for specific needs of the theater manager positions. In addition, to agreeing to a three year contract, significant issues addressed by the parties are as follows:

- Article 6 - Work Week and Work Shifts
 - In order to address the increasing use of the theater both internally and by the community, the hours worked each week was increased from 30 hour to 35 hours.
 - The overtime rate of 1 ½ times the employee's regular rate of pay will apply to all hours worked over 40 hours per week.

NOTE: Theater managers may work additional hours to meet specific needs of school or community group events. Payment for additional hours for community events is included in the rental agreement.
- Article 11 - Rates of Pay and Employee
 - Employees' rate of pay will be increased to \$26.55, an amount equivalent to the rate they would have received had they remained in the Professional Technical group.
- Section 12.3 - Labor/Management Meetings
 - The parties established a method to hold labor/management meetings to proactively address issues that may arise between the parties and to increase and improve communications.
- Section 12.7 - Professional Development
 - Each year, employees may request the use of up to \$350 for professional development and/or to work additional time. The employee is to work with their immediate supervisor regarding the use of this fund.

Theater Managers Union - IASTE
Collective Bargaining Agreement - 2014-17
November 3, 2014

- Article 16 - Grievance Procedure
 - The parties agreed to a defined process for addressing allegations of violations or misinterpretation/misapplication, of the collective bargaining agreement.
- Article 19 - Term
 - Three (3) year agreement effective November 1, 2014 through August 31, 2017.

Attached is a copy of all language/provisions for which the parties have reached a tentatively agreement.

The tentative agreements identified above were accepted and ratified by the members of the Theater Managers Bargaining group on Friday, October 24, 2014.


A separate collective bargaining agreement is also being negotiated for theatre technicians who also petitioned PERC to be represented by IATSE.

RECOMMENDATION

The Board of Directors approves the Theater Managers Bargaining 2014 - 2017 Collective Bargaining agreement.

Agreement by and between

Lake Washington School
District #414

 IATSE, Local No.15 (Theater
Managers)

2014-2017

Effective November 1, 2014 through August 31, 2017

Lake Washington School District

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A G R E E M E N T
by and between
LAKE WASHINGTON SCHOOL DISTRICT No. 414
and
IATSE, Local No.15
November 1, 2014 through August 31, 2017

THIS AGREEMENT is by and between the LAKE WASHINGTON SCHOOL DISTRICT NO. 414, hereinafter referred to as the Employer or the District, and the International Alliance of Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States, its Territories and Canada, AFL-CIO, CLC, Local No.15, hereinafter referred to as the Union.

The parties agree that it has been and shall continue to be in their mutual interest and purpose to promote systematic and effective employee-management cooperation; to execute a written agreement; to confer and negotiate in good faith at reasonable times with respect to grievance procedures and collective negotiations on personnel matters, including wages, hours and working conditions; to promote effective methods for prompt adjustment of differences; and to promote full and reasonable employee participation in such personnel areas as are within the jurisdiction of the Employer.

NONDISCRIMINATION

Neither the District nor the Union shall discriminate against any employee subject to this Agreement on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability.

Wherever words denoting a specific gender are used in this Agreement, they are intended and shall be construed so as to apply equally to either gender.

AFFIRMATIVE ACTION

The Council agrees with and supports the concept of affirmative action. Therefore, the parties mutually agree to use their best efforts to ensure that this Agreement will not be in conflict with, or inconsistent with Title VII and Title IX of the Civil Rights Act of 1964 and/or Washington State statutes.

DEFINITIONS

The following terms and/or words as used within this Agreement shall have the following meanings:

Employee: Any person performing bargaining unit work except substitutes, work normally subcontracted, students and temporarily funded work programs.

Regular Full-Time Employee: Any person performing bargaining unit work, pursuant to a contract for the District for at least thirty-five (35) hours per week for each week of the calendar year.

Regular Part-Time Employee: Any person performing bargaining unit work pursuant to a contract for the District for at least twenty (20) hours of work per week for each week of the calendar year.

Rehire: Any person who at some time was an employee of the Employer and who again becomes an employee following a period of time in which the employee has been classified as "terminated." Any such person shall have no seniority within the bargaining unit except as it accrues from the most recent date of hire within bargaining unit.

Employer: Either of, or both, the Lake Washington School District No. 414 and/or the Board of Directors of the Lake Washington School District No. 414.

District: The Lake Washington School District No. 414.

Board: The Board of Directors of the Lake Washington School District No. 414.

Union: International Alliance of Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States, its Territories and Canada, AFL-CIO, CLC, Local No. 15.

Day or Days: Calendar day or calendar days unless specified otherwise.

Date of Hire: The most recent date of hire with the Employer.

Longevity: The total time served as an employee of the Employer without an approved break in service.

Terminate (tion, ed, ing): Discharge for just cause, death, direct transfer to a position outside of the bargaining unit, retirement, resignation, illness or injury.

Seniority Date: The date an employee is hired into a classification within the bargaining unit. (An employee's seniority date shall be recognized retroactive to such date only after having completed his/her probation period.)

Immediate Family/Household Member: A spouse, parent, brother, sister, child, grandparent, or grandchild by blood, marriage or legal adoption, legal guardianship, or any individual permanently residing in the employee's residence and/or considered a part of the employee's immediate family.

ARTICLE 1 RECOGNITION AND COVERAGE OF AGREEMENT

Section 1.1 The Employer hereby recognizes the Union as the exclusive representative of all full-time and regular part-time Theater Managers of the District, excluding confidential employees, supervisors and all other employees, and the Union recognizes the responsibility of representing all such employees.

ARTICLE 2 UNION MEMBERSHIP AND DUES

Section 2.1 Upon the effective date of this Agreement, it shall be a condition of employment that each employee covered by this Agreement who voluntarily is or voluntarily becomes a member of said Union shall remain a member in good standing of same during the term of this Agreement. It shall also be a condition of employment effective on the same date that each regular employee covered by this Agreement who is not a member of the Union shall on or before the thirtieth (30th) day following such date either become and remain a member in good standing of the Union, or because of *bona fide* religious tenets or teachings of a church or religious body, contribute an amount of money equivalent to the regular monthly dues and the regular initiation fee of the Union to a non-religious charity or to another charitable organization mutually agreed upon by the employee and the Union.

Section 2.1.1 It shall also be a condition of employment for any employee hired or permanently assigned in the bargaining unit covered by this Agreement on or after the execution date of this Agreement that on or before the thirtieth (30th) day following an employee's first date of hire the employee shall either become and remain a member in good standing of the Union, or because of *bona fide* religious tenets or teachings of a church or religious body, contribute an amount

of money equivalent to the regular monthly dues and the regular initiation fee of the Union to a non-religious charity or to another charitable organization mutually agreed upon by the employee and the Union.

Section 2.1.2 When an employee fails to fulfill the afore-referenced obligation, the Union shall provide the employee and the Employer with ten (10) days notification of the Union's intent to initiate discharge action and during this period the employee may make restitution in the amount which is overdue. The Employer shall not be held liable or responsible for any terminations resulting from the administration of this article, nor shall any such termination be subject to the grievance procedure.

Section 2.2 The Employer shall notify the Union of all newly hired Theatre Managers subject to this Agreement within thirty (30) calendar days after their first day of hire. The Employer shall notify all present employees and all future employees subject to this Agreement of the terms and conditions of this Article. This Section shall not be subject to the grievance procedure.

Section 2.3 Upon the effective date of this Agreement, it shall be a condition of employment that each employee covered by this Agreement shall have Union dues deducted from his or her pay on a regular monthly basis; and that the Employer shall deduct the Union dues from the pay of all such employees covered by this Agreement. The Employer shall transmit all such funds deducted to the Union on a monthly basis.

Section 2.3.1 The Employer shall provide for deduction of political contributions on the same basis and in accordance with the same procedures as is provided for deduction of Union dues.

Section 2.3.2 The Union shall refund to the Employer any amounts paid to the Union in error on account of the check-off provisions. If the Union is found to be in violation of State or federal laws as it relates to the provisions of Section 2.3.1, the Union shall compensate the Employer for all legal fees incurred by the Employer in regard to such violation.

Section 2.4 Duly authorized representatives of the Union may visit the work location of employees covered by this Agreement at reasonable times for the purpose of investigating grievances. Such visitations shall be at times so that the education and supportive programs are not disrupted. Such representative shall limit his/her activities during such investigations to matters relating to this Agreement. Work hours shall not be used by employees and/or representatives for the conduct of Union business or the promotion of Union affairs other than hereinbefore stated. Representatives shall, during employee work hours, notify the supervisor in charge of the work locations of his/her presence prior to visiting employees. Union representatives may request to be present during District-presented training or in-service sessions. Such request will be granted provided that Union representatives' attendance in any training or in-service session is that of a silent observer and not that of a participant. Union representatives who fail to comply with these terms will be asked to leave and will not be granted access in the future.

Section 2.5 A shop steward may be designated in each unit affected by this Agreement. Immediately after the designation of its shop steward(s), the Union shall furnish the Employer with a list of those employees who have been designated as shop stewards. Such list shall be updated as needed. Stewards shall be employees and shall perform their regular duties as such, but shall function as representatives on the job solely to inform the Union of any alleged violations of this Agreement and assist in processing of grievances relating thereto.

Section 2.5.1 The steward shall be allowed reasonable time, at the discretion of the Employer, to assist in processing contract grievances during regular working hours. Shop stewards shall not be discriminated against for making a complaint or giving evidence with respect to an alleged violation of this Agreement, but under no circumstances shall the shop steward interfere with orders of the Employer or change working conditions.

ARTICLE 3 RIGHTS OF EMPLOYEES

Section 3.1 Employees in the unit defined herein shall have the right and shall be protected in the exercise of that right to freely and without fear of penalty or reprisal, join and assist the Union or refrain from doing so.

ARTICLE 4 RIGHTS OF THE COUNCIL

Section 4.1 The Union shall have the right to represent all employees in the bargaining unit; to present its views to the Employer on matters of concern either verbally or in writing; and to enter collective negotiations with the object of reaching an agreement applicable to all employees within the bargaining unit.

Section 4.2 Upon request, the Employer shall provide the duly authorized representative of the Union any reasonable information regarding each employee in the bargaining unit and all appropriate costs in obtaining such information shall be paid for by the Union.

Section 4.3 **Bulletin Boards** – Proper notices of interest to employees may be posted on designated Employer bulletin boards by duly authorized representatives of the Union.

Section 4.3.1 The responsibility for prompt removal of notices from the bulletin boards after they have served their purpose shall rest with the individual who posted said notices.

ARTICLE 5 PROBATION, SENIORITY & RECALL PROCEDURES

Section 5.1 **Probation** - All new employees covered by this Agreement shall be on probation for ninety (90) workdays. Within the first ninety (90) workdays of employment or less, the employee shall be evaluated by the Associate Principal of the school where the employee primarily works or his/her designee. An employee who fails this evaluation shall be terminated and the termination will not be subject to the grievance procedure provided in this Agreement.

Section 5.2 Prospective employees will be required to comply with the District's standard hiring process for professional and technical employees. The District retains sole discretion to determine and evaluate necessary qualifications for hire and to select employees for hire.

Section 5.3 Upon removal from probationary status, a seniority date shall be established as having commenced retroactive to the employee's first day of work within the bargaining unit.

Section 5.4 The employee with the earliest seniority date within the Theater Manager unit shall have the right to bump a less senior Theater Manager in a layoff. The bumped Theater Manager will be eligible to join the Theater Technician bargaining unit.

Section 5.5 Upon recall from layoff, a displaced employee shall have right of first refusal to his/her previous position as it becomes available, as long as the employee remains employed by the District.

ARTICLE 6 WORK SHIFTS

Section 6.1 The normal work schedule shall consist of thirty-five (35) contracted hours per week, to be worked as directed by the Associate Principal of the school where the employee primarily works. Hours worked in excess of thirty-five (35) per week shall be approved in advance by the Associate Principal of the school where the employee primarily works.

Section 6.2 Each employee, where possible, shall be assigned with reasonable advance notice a definite shift with designated times of beginning and ending.

Section 6.3 The workweek shall begin at 12:01 a.m. Monday.

Section 6.4 Each employee shall be given fifteen (15) minutes of rest for each four (4) consecutive hours of work, the time of starting such rest period to be reasonably designated by the Employer.

Section 6.5 Each employee shall be given a thirty (30) minute unpaid, uninterrupted meal period for any work shift lasting more than five (5) hours. The meal period shall commence no sooner than two (2) hours and no later than five (5) hours after the beginning of the shift.

Section 6.6 All hours worked in excess of forty (40) hours in any one (1) week shall be compensated at the overtime time rate of one and one-half (1½) times the employee's regular rate. Other than incidental overtime, overtime must be approved in advance by the Associate Principal of the school where the employee primarily works. "Incidental overtime" occurs when a normal work assignment goes beyond the end of a shift because of unforeseen problems.

ARTICLE 7 HOLIDAYS

Section 7.1 **Holidays** – Regular twelve (12) month employees shall receive the following holidays:

- | | |
|----------------------------|------------------------------------|
| Labor Day | Day before New Year's Day |
| Veterans Day | New Year's Day |
| Thanksgiving Day | Martin Luther King, Jr.'s Birthday |
| Day after Thanksgiving Day | Presidents Day |
| Day before Christmas Day | Memorial Day |
| Christmas Day | Independence Day |

Section 7.1.1 Holidays set forth above shall be honored on those dates established by the superintendent, but in no event shall said holiday be scheduled for Saturday or Sunday.

Section 7.2 An employee who does not work on holidays recognized in Section 7.1 shall receive pay equal to his or her normal daily work shift at his or her base rate of pay in effect at the time the holiday occurs, provided:

- The employee shall have worked not less than one-half (1/2) of the workdays during the calendar month in which the holiday falls.
- The employee shall have reported and worked as scheduled on the employee's last regularly scheduled workday immediately preceding and immediately

following the holiday, except for excused absences or written approval from the Associate Principal of the building where the employee primarily works or his/her designee.

- If an employee fails to report to work as scheduled for either the day immediately preceding or the day immediately following the holiday for absence due to personal illness, he/she shall submit proof of such illness.
- The employee shall have completed his or her probationary period.
- The employee shall not be on an unpaid leave of absence.

Section 7.3 Employees who work on a holiday recognized within this Agreement shall be paid for all those hours worked at one and one half (1.5) times their regular rate of pay in addition to the holiday pay. Employees who are called to report to work on a holiday shall report to work as directed by the Employer.

Section 7.4 Should a holiday occur while an employee is on vacation, the holiday shall not count as a vacation day against the employees' accrued vacation hours.

ARTICLE 8 VACATIONS

Section 8.1 **Vacations** - Regular twelve (12) month employees shall receive vacation benefits in accordance with the following:

Section 8.1.1 Vacation benefits shall accumulate from September 1 to August 31 of each year.

Section 8.1.2 Regular employees shall accrue one-point-eight-three-three (1.833) prorated vacation days per each month of compensated employment to a maximum of twenty-two (22) vacation days per year.

Section 8.1.3 Employees shall receive pay for vacation equal to seven (7) hours at the employee's straight time rate for Regular Full-Time employees, with a pro-ration of this amount for Regular Part-Time employees based on their contracted weekly hours. Vacation time shall not count as hours worked for any purpose.

Section 8.2 Vacation shall be scheduled at the request of the employee, subject to the approval of the Associate Principal in the building where the employee primarily works. The Employer shall have sole discretion on such requests and action by the Employer shall be final and binding on all parties and shall not be subject to the grievance procedure.

Section 8.3 If a regular employee has requested and been denied vacation in accordance with the provisions of this article, and cannot be scheduled to commence an entire vacation or any unused portion thereof during the fiscal year as a result of the Employer's need for the employee's services, the employee may take the unused vacation time during the following fiscal year. If the unused vacation time is not taken during the following fiscal year, the employee shall be paid for the unused vacation time at the regular rate of pay. Vacation time shall be cumulative up to eighty-eight (88) hours annually; provided, however, that the employee has not been denied in writing his or her vacation during the current year. Employees shall be allowed to receive compensation for unused vacation at the time of their retirement as provided by law.

Section 8.4 Upon a regular employee terminating or being laid off, the employee shall be paid for his earned/accumulated vacation hours. There shall be no pro-rata payment of vacation benefits earned for that year if the employee failed to give his/her supervisor ten (10) work days' notice of voluntary termination.

Section 8.4.1 In the event that employee can reasonably demonstrate to the District an emergent situation, the ten (10) work days' notice shall be waived.

Section 8.5 **Shared Leave** - Employees shall be permitted to transfer a portion of their accrued vacation leave and/or sick leave to the account of another employee who is suffering from serious injury and/or illness in accordance with WAC 392-126-004 through 104. Should the Legislature or the Superintendent of Public Instruction modify or eliminate this benefit, such modification or elimination shall apply to this Agreement.

ARTICLE 9 LEAVES

Section 9.1 **Sick Leave** - Regular employees shall receive sick leave benefits in accordance with the following:

Section 9.1.1 Regular Full-Time employees shall receive twelve (12) days of Sick Leave per year, to be added to the employee's Sick Leave balance in September of each year. Sick Leave accrual will be pro-rated for Regular Part-Time employees. Unused Sick Leave shall accumulate from year to year, up to a maximum number equal to the employee's contracted days in the current year assignment while employed by the District.

Section 9.1.2 Employees shall receive pay for Sick Leave equal to seven (7) hours at the employee's straight time rate for Regular Full-Time employees, with a pro-ration of this amount for Regular Part-Time employees based on their contracted weekly hours. Sick Leave time shall not count as hours worked for any purpose.

Section 9.1.3 The Employer reserves the right to request a doctor's certification of illness and/or injury.

Section 9.1.4 For absences in excess of five (5) consecutive days, a doctor's certification of illness or injury must be on file with the Human Resources Department if payment for Sick Leave is to be allowed.

Section 9.1.5 Employees whose employment terminates for any reason, including resignation, shall lose the benefit of accumulated days of Sick Leave, except for retirement purposes in accordance with statutory law.

Section 9.1.6 Employees who have accrued sick leave while employed by another public school district in the State of Washington shall be given credit for such accrued sick leave upon employment by the Employer, provided there is a direct transfer of employment from the other school district to the Employer. The employee must request transfer of such sick leave.

Section 9.1.7 In the event an employee is absent for reasons which are compensable industrial injuries in accordance with Title 51 of the Washington State Industrial Insurance Law, the employee may elect to have the Employer deduct from accrued Sick Leave an amount equal to the difference between the amount paid the employee by the Department of Labor and Industries and the straight-time amount the employee would otherwise normally have earned for each work day (i.e., seven (7) hours for each day of work covered by the industrial injury). This payment option shall cease upon exhaustion of the employee's accumulated Sick Leave.

Section 9.1.8 Employees who incur an on-the-job injury may be required to perform "light duty" work if such is available.

Section 9.2 **Bereavement Leave** - In the event of a death in the Immediate Family/Household of a Regular Full-Time or Regular Part-Time employee, an absence of up to five (5) consecutive workdays may be permitted per event for employees covered by this Agreement. An employee must notify the Associate Principal of the building where the employee normally works no later than fourteen (14) calendar days after the immediate family/household member's death requesting use of this leave. Exceptions to this timeframe may be approved due to extraordinary circumstances. Compensation shall be seven (7) hours at the employee's straight time rate for Regular Full-Time employees, with a pro-ration of this amount for Regular Part-Time employees based on their contracted weekly hours. Time spent on Bereavement Leave shall not count as hours worked for any purpose.

Section 9.3 **Discretionary Leave** - All employees shall be allowed two (2) days off work with pay as Discretionary Leave per year. Pay for a Discretionary Leave day shall be equal to seven (7) hours at the employee's straight time rate for Regular Full-Time employees, with a pro-ration of this amount for Regular Part-Time employees based on their contracted weekly hours. An employee wishing to use Discretionary Leave must request it as soon as possible and in no case less than five (5) days in advance of the leave. The Assistant Principal will approve or deny the leave request within five (5) days of receiving the request but no less than twenty-four (24) hours in advance, whichever is sooner. Unused Discretionary Leave days shall not be carried over from year to year. Time spent on Discretionary Leave shall not count as hours worked for any purpose.

Section 9.4 **Emergency Leave** - Employees shall be allowed up to four (4) regularly assigned days off work as Emergency Leave at full salary per year which shall be available to use for emergency purposes. Use of Emergency Leave shall be charged against the employee's accrued Sick Leave and shall be non-accumulative. Conditions for granting Emergency Leave shall be for situations which are of such a nature that generally pre-planning by the employee is not possible and which are serious, essentially unavoidable and of importance, not one of mere convenience. Time spent on Emergency Leave shall not count as hours worked for any purpose. Some examples of situations that qualify for Emergency Leave are:

Serious illness in the immediate family including providing transportation for emergency medical care and making arrangements for emergency care.

To attend the delivery of his/her child (refer to definition of Immediate Family/Household Member).

Threat to an employee's property (flooding, storm, fire, etc.).

Other emergency events which require time away from assigned duties and which are beyond the control of the employee or which cannot reasonably be anticipated or avoided and fall under the definition above.

Road conditions that prevent the employee from reporting to work and the employee has no alternative commute route. Employees may be required to provide evidence of such road condition.

To attend the funeral service of a non-covered family member in compliance with Section 9.2 of this Agreement.

Section 9.5 **Leave of Absence** - Regular employees may be eligible to receive a leave of absence in accordance with the following:

- Section 9.5.1** Upon recommendation of the immediate supervisor through administrative channels to the Superintendent and upon approval by the Employer board, an employee may be granted an extended Leave of Absence for a period not to exceed one (1) year.
- Section 9.5.2** The returning employee shall not necessarily be assigned to the identical position occupied before the leave of absence. However, provided a vacancy exists for which the employee is qualified, the employee shall be reinstated in a position equivalent in duties and salaries to that held at the time the request for leave of absence was approved.
- Section 9.5.3** The employee shall retain accrued sick leave and vacation rights while on an approved Leave of Absence.
- Section 9.5.4** Vacation Leave, Sick Leave and other benefits shall not accrue while an employee is on an approved Leave of Absence.
- Section 9.5.5** The employee shall receive no credit for salary advancement while on a Leave of Absence. However, if such leave was for the purpose of service in the United States military, the salary placement shall be in accordance with the provision of the Veterans Re-employment Act or other applicable law.
- Section 9.6** **Judicial Leave** - Any Regular employee who is subpoenaed as a witness in a court proceeding (provided they were not subpoenaed by the Union to testify against the Employer or as a witness in their own behalf or interest) or any Regular employee called for jury duty shall be compensated for any scheduled work days missed, at the rate of seven (7) hours at the employee's straight time rate for Regular Full-Time employees, with a pro-ration of this amount for Regular Part-Time employees based on their contracted weekly hours. If the employee is a plaintiff or a defendant in a case, there shall be no compensation but such employee may request an unpaid leave of absence for such purpose. Upon receipt of a jury summons or a trial subpoena, the employee shall immediately notify his/her Associate Principal and the Human Resources Department. The employee shall be required to furnish a signed statement from a responsible officer of the court as a proof of jury service or of having served as a witness.
- Section 9.7** **Temporary Disability Leave**
- Section 9.7.1** Employees who are physically unable to perform the functions of their position for medical reasons may be placed on an unpaid Temporary Disability Leave. Temporary Disability Leave shall be granted for illness, injury, surgery, or because of pregnancy or childbirth and shall only be granted for the period of actual disability and shall not exceed one (1) year, or two (2) years in the event of an on-the-job injury.
- Section 9.7.2** The employee shall notify his/her Associate Principal and the Human Resources Department of his/her temporary disability. If possible, such notification shall be made at least sixty (60) calendar days prior to the proposed starting date of the leave. The actual starting date of the leave shall be determined as necessary to protect the quality of the instructional and supportive programs, the desire of the employee and the employee's attending physician. The Employer may require a doctor's certification detailing the need for and anticipated duration of the leave. The Employer may require a doctor's certification that the employee is able to continue to work prior to the Temporary Disability Leave without jeopardizing the employee's health or the safety of others.

- Section 9.7.3** Expiration of the Temporary Disability Leave shall be the earlier of when the employee's attending physician confirms the ability of the employee to resume the duties of the assigned position or the time limits expressed in Section 9.7.1. The Employer may, in its discretion and at its own expense, have the employee examined by a doctor of the Employer's choice at any time, whose determination shall control for all purposes under this Section 9.7, including eligibility to take leave and ability to return from it.
- Section 9.7.4** Upon expiration of Temporary Disability Leave, the employee shall be assigned to the same position, or to an equivalent position, occupied before the leave, if such leave is granted due to a job-related injury, or the leave does not go beyond ninety (90) calendar days if granted for other reasons. Any employee who returns from a Temporary disability Leave, other than leave granted due to a job related injury, which exceeds ninety (90) calendar days shall be assigned to a proper vacancy when one becomes available. Refusal to accept the available position shall terminate the employee from the District.
- Section 9.7.5** An employee on approved Temporary Disability Leave shall retain accrued Sick Leave and Vacation benefits. Employees on Temporary Disability Leave may, at their option, use any accrued but unused Sick Leave or Vacation days in order to receive compensation accordingly.
- Section 9.7.6** The Employer reserves the right to call for a doctor's certificate of temporary disability at any time for any number of days used as defined in this article.
- Section 9.8** **Compliance with Laws** The Union recognizes the District's responsibility to comply with the requirements of federal and state laws regarding disability (including the Americans with Disabilities Act) and family medical leaves (including the Family and Medical Leave Act). Should any provision of this Agreement be in conflict with any federal or state laws regarding these topics, the laws will control.

ARTICLE 10 INSURANCE

Section 10.1 The Employer shall provide for all employees on a "full-time equivalent" (FTE) basis, a contribution equal to the state contribution per month (without deduction for the Health Care Authority) for each regular employee who works four (4) hours per day or more for the purchase of insurance. FTE shall mean an employee who is compensated for 1440 hours in a fiscal year. For each employee working four (4) hours per day or more, but less than full-time, insurance will be paid in proportion of the FTE. Such contribution shall first be used to pay the premium for full-family dental insurance, long-term disability insurance, term-life insurance, and full-family vision insurance. Life insurance will be provided in an amount equal to the employee's base salary rounded to nearest one-thousand dollars (\$1,000) up to a maximum of fifty-thousand dollars (\$50,000).

The balance of the contribution will be used for the actual cost of the medical premium. To ensure compliance with State Law, employees will be required to pay a minimum of five dollars (\$5.00) per month for the cost of their medical insurance premiums in 2013-2014, a minimum of six dollars (\$6.00) per month for the cost of their medical insurance premiums in 2014-2015, a minimum of seven dollars (\$7.00) per month for the cost of their medical premiums in 2015-2016.

Section 10.1.1 The Employer shall increase the amount of contribution provided for in Section 10.1 at such time(s) and by such amount(s) equal to no less than that which is afforded to the Employer by the state for the purchase of certain insurance programs (e.g.

hospitalization, medical, dental, life, or long-term disability (LTD) insurance, etc.) for school district employees on a "full-time equivalent" basis.

Section 10.2 Any unspent balance from Section 10.1 shall be pooled among all regular FTE (based on 1440 hours) for payment of medical premiums, up to the actual cost, until the pool is exhausted; provided, however, under no circumstances shall such distribution cause the Employer to be out of compliance with state statutes and regulations covering insurance benefits.

ARTICLE 11 RATES OF PAY AND EMPLOYEE COMPENSATION

Section 11.1 Employees shall be compensated in accordance with the provisions of this Agreement for all hours worked.

Section 11.2 For purposes of calculating daily hours, time worked shall be rounded to the nearest one quarter hour (15 minutes).

Section 11.3 Employees authorized by Board action for an overnight trip while on Employer business shall fill out the form prescribed by the Employer to request reimbursement.

Section 11.4 Employees who are contracted for less than twelve (12) months shall have their wages paid out over a designated twelve (12) month period on a pro-rated basis as set forth herein.

Section 11.5 The Employer will provide affected employee(s) at least ten (10) days written notice with an explanation before making any deduction from wages due to an overpayment of over one hundred dollars (\$100.00). Such deduction may be made sooner with mutual consent.

Section 11.6 Wages - Effective with the first pay period following ratification, the hourly rate of pay for Theater Managers will be twenty-six dollars and fifty-five cents (\$26.55).

Section 11.7 If the state provides pass-through monies for Washington State classified school district employees for the 2014-2015, 2015-2016, or 2016-2017 school years, the hourly rates of pay set forth in Section 11.6 above shall be increased by such pass-through percentage amount.

ARTICLE 12 MISCELLANEOUS

Section 12.1 **Safety Equipment and Apparel** – The Employer shall determine and provide employees appropriate protective equipment and/or clothing to ensure adequate protection while performing assigned duties. Employees issued such equipment and/or clothing are required to use/wear such items when performing duties for which they were issued.

Section 12.1.1 Bargaining unit members shall report to work in appropriate attire as determined by the District. Appropriate attire shall generally include clean, well-maintained clothes (e.g., no holes) that do not contain language or images that violate District policies. Apparel or equipment provided by the District shall remain the property of the District.

Section 12.2 **Mileage Reimbursement** – Employees shall receive a mileage reimbursement at the rate currently paid within the district on a per-mile basis for the use of their personal vehicle. Such reimbursement shall be no less than the rate in existence as of the signing of this Agreement or the current Internal Revenue Service rate. Such reimbursement shall be only for authorized travel from one district site to another or from a district site to a necessary off-site location (e.g., to meet with

prospective rental customer) in the employee's own private vehicle. Reimbursement must be requested monthly on a form prescribed by the Employer.

Section 12.3 **Labor/Management Meetings** – The Employer and the Union will hold Labor/Management meetings at the request of either party at mutually agreeable times to discuss issues and attempt to resolve concerns that affect members of the bargaining unit. Either party may bring issues/topics to the meetings. Meetings may be cancelled by mutual agreement.

Section 12.4 **Jurisdiction** - The Union agrees that it will not be a violation of this Agreement if Theater Technicians perform work otherwise or traditionally done by Theater Managers.

Section 12.5 **Automatic Payroll Deposit** - All Employees covered by this Agreement shall authorize the automatic deposit of their earnings to a banking institution of their choice.

Section 12.6 Each Theater Manager shall be provided a functional work station including a desk, a computer and a telephone within close proximity to the Theater.

Section 12.7 **Professional Development** - Every year each employee will have \$350 available for the following purposes:

- compensation for working additional time at the employee's hourly rate; or
- reimbursement for tuition, workshop/conference fees or work materials.

Employees must make an election on the use of this fund by October 15. If no election is made, the fund will be applied towards compensation. Use of this fund for reimbursement is applicable only when related to the employee's current or potential assignment. Materials purchased will remain the property of the District but may be taken with the employee to their new work location should they transfer within the District.

ARTICLE 13 MANAGEMENT RIGHTS

Section 13.1 Neither this Agreement nor the act of meeting and negotiating shall be construed to be a delegation to others of the policy making authority of the Board, which authority the Board specifically reserves unto itself. The management of the District and the direction of the work force is vested exclusively in the Employer subject to the terms of this Agreement. All matters not specifically and expressly covered or treated by the language of this Agreement may be administered by the Employer in accordance with such policy or procedure as the Employer from time to time may determine. Management officials retain the right and obligation to determine the method, number and kinds of personnel by which operations undertaken by employees in the unit are to be conducted, including the right to sub-contract work and to designate the work to be performed by the Employer or others and the place and the manner in which it is to be performed, which right shall be subject to the grievance procedure. However, the Employer shall not terminate or reduce the employment of any current employee for the purpose of subcontracting work; and, further, prior to implementation of changes not normally subcontracted, the Employer shall discuss the contemplated changes with the Union. Management officials retain the right and obligation, according to Employer board policy, to do the following:

- Direct employees covered by this Agreement.
- Hire, promote, demote, assign, and retain employees covered by this Agreement and to suspend, discipline or discharge employees for proper and/or just cause.

- Relieve employees from duty because of lack of work or other legitimate reasons.
- Determine the method, number and classifications of personnel by which operations undertaken by employees in the unit are to be conducted.
- Discuss with the Union effecting changes in personnel practices that are of concern to employees within the unit.

Section 13.2 Management prerogatives shall not be deemed to necessarily exclude other management rights not herein specifically enumerated.

ARTICLE 14 NO-STRIKE AGREEMENT

Section 14.1 There shall not be authorized any strike, slowdown, or any other stoppage of work by the Union, regardless of whether an unfair labor practice is alleged. The Employer shall not lock out any employee covered by this Agreement. Should a strike, slowdown or stoppage by Union members occur, the Union shall immediately instruct its members to return to work. If the members of the Union do not resume as required by this Agreement immediately upon being so instructed, they shall be subject to discipline, including discharge.

ARTICLE 15 DISCIPLINE/DISCHARGE

Section 15.1 The District shall not discipline, suspend or discharge an employee without just cause, but in respect to discharge or suspension shall give at least one (1) warning letter of the complaint against such employee (except employees on probation) to the employee in writing and a copy of the same to the Union, except that no warning letter need be given to an employee before he is discharged or suspended if the cause of such discharge or suspension is for theft, insubordination, intoxication or impairment on duty due to drugs or alcohol, sexual misconduct, verbal or physical abuse and/or issues of parallel magnitude.

Notices of discipline as herein provided shall not remain in effect for a period of more than twenty-four (24) months from the date of issuance of said notices of discipline after which it shall be removed from the employee's personnel file. Warning letters to be considered valid must be issued within twenty (20) calendar days of the Employer's knowledge of the violation claimed by the District in such warning letter. Suspension and discharge actions will be issued in a timely manner.

However, in accordance with the Washington State Administrative Code (WAC), any discipline administered for sexual misconduct, verbal or physical abuse as defined in WAC 181-88 may not be removed. The District will conduct all disciplinary investigation in a timely manner.

Section 15.2 Disciplinary actions shall be immediately removed from the employee's personnel file if the complaint is determined to be unfounded.

Section 15.3 The issue of just cause shall be resolved in accordance with the grievance procedure of this Agreement.

ARTICLE 16 GRIEVANCE PROCEDURE

Section 16.1 **Grievance Defined** – A grievance is a claim by an employee that there has been a violation, misinterpretation of misapplication of a specific article or section of this Agreement.

Section 16.2 **Grievance Steps** - Grievances may be processed as hereinafter provided.

- Section 16.2.1** **(Step 1) Informal Procedure, Oral Discussion** - The employee shall first discuss the alleged grievance with the Associate Principal of the school where the employee primarily work. This shall be done within thirty (30) calendar days after the occurrence or knowledge of the occurrence giving rise to the alleged grievance. The employee may have a Union representative present during this discussion.
- Section 16.2.2** **(Step 2) Grievance Reduced to Writing** - If no settlement has been reached at Step 1, the employee and/or his/her designated Union representative may advance the grievance to Step 2, reducing the grievance to writing on a form provided by the Union, and presenting same to the Principal of the school where the employee primarily works. The written statement of grievance must be so presented within ten (10) calendar days of the Step 1 meeting and must contain at least the following:
- Statement of grievance.
 - Reference to the article and/or section of the Agreement which is claimed to have been violated, misinterpreted or misapplied.
 - Remedy sought.
- Section 16.2.2.1** The parties shall have ten (10) calendar days from receipt of the written statement of grievance to attempt to resolve the grievance. Within that time, the Principal or his or her designee shall indicate his/her disposition of the grievance on the grievance form and shall furnish a copy thereof to the employee and to the Union. If in the resolution process a meeting is held with the grievant in attendance, a representative of the Union shall be given an opportunity to attend.
- Section 16.2.2.2** When it is not possible for a grievant to present his/her grievance within the allowable time period for reasons of absence of the designated administrator, then the grievance may be presented to the Human Resources Department by the employee and/or his/her designated Union representative.
- Section 16.2.2.3** When it is not possible for a grievant to present his/her grievance within the allowable time period for reasons of absence of the designated administrator, then the grievance may be presented to the Human Resources Department by the employee and/or his/her designated Council representative.
- Section 16.2.3** **(Step 3) Superintendent Level** - If no settlement has been reached in Step 2 within the specified time limit, the employee and/or his/her designated Union representative may advance the grievance in appropriate form to the office of the Assistant Superintendent within ten (10) calendar days of receipt of the written disposition of grievance given by the Step 2 administrator. After such submission, the Assistant Superintendent or his/her designee shall have ten (10) calendar days to attempt to resolve the grievance. Within that time the Assistant Superintendent or his/her designee shall indicate his/her disposition of the grievance on the grievance form and shall furnish a copy thereof to the employee and to the Union. If in the resolution process a meeting is held with the grievant in attendance, a representative of the Union shall be given an opportunity to attend.
- Section 16.2.4** **(Step 4) Arbitration** - If no settlement has been reached in Step 3, the grievance may be submitted to arbitration within ten (10) calendar days of receipt of the Assistant Superintendent's decision. The Employer and the Union shall immediately thereafter select an arbitrator to hear the dispute. If the Employer and the Union are not able to agree upon an arbitrator within ten (10) work days after receipt by the Employer of the demand for arbitration, the parties may request a list of five (5) arbitrators from the Public Employee Relations Commission. After receipt of same the parties shall alternately strike the name of the arbitrators until only one (1) name remains, who shall, upon hearing the dispute, render a decision which shall be final and binding upon all parties.

Section 16.2.5 Nothing herein shall prevent an employee from seeking assistance from the Union or the Union from furnishing such assistance at any stage of the grievance procedure.

Section 16.2.6 The expenses of the arbitrator, the cost of any hearing room, unless such are paid by the State of Washington, shall be borne equally by the parties. Either party desiring a shorthand reporter shall pay for same. Each party shall bear their own expenses for preparation and presentation of their case.

Section 16.2.7 The arbitrator shall have no power to alter, add to, subtract from, disregard or modify the terms of this Agreement. Upon request of either party, the merits of a grievance and the substantive and procedural arbitrability issues arising in connection with that grievance shall be consolidated for hearing before an arbitrator and such questions shall be ruled upon by the arbitrator prior to hearing the grievance.

Section 16.3 **Grievance Requirements** - Grievance claims involving retroactive compensation shall be limited to no more than thirty (30) workdays prior to the written submission of the grievance to the Employer; however, such retroactivity shall be extended to a period equal to any statutory limitation that may be applicable.

Section 16.3.1 In arriving at any disposition or settlement, the parties shall have the authority to alter this Agreement upon mutual consent.

Section 16.3.2 The Employer shall not discriminate against any individual employee or the Union for taking action under this Article.

Section 16.3.3 Discussion in the handling of grievances, formally or informally, shall take place whenever possible on school time.

Section 16.3.4 This grievance procedure shall not apply to any grievance arising prior to its adoption by the parties.

Section 16.3.5 The time limits provided in this Article shall be strictly observed unless extended by written agreement of the parties. Failure of the grievance to proceed with the grievance within the times hereinbefore provided shall result in the dismissal of the grievance. Failure of the Employer to take the required action within the times provided shall entitle the grievance to proceed to the next step of the grievance procedure.

ARTICLE 17 SAVINGS CLAUSE

Section 17.1 If any provision of this Agreement or the application of any such provision is held invalid, the remainder of this Agreement shall not be affected thereby.

Section 17.2 Neither party shall be compelled to comply with any provision of this Agreement which conflicts with federal, state, county or city statutes or regulations.

Section 17.3 In the event either Section 17.1 or 17.2 is determined to apply to any provision of this Agreement, such provision shall be renegotiated.

ARTICLE 18 CONTRACTING OUT

Section 18.1 If a condition arises that necessitates contracting out of work that is normally performed by the bargaining unit, the Union shall be offered an opportunity to be

involved in the planning process; provided, however, that the Employer shall have the right to make the final decision regarding subcontracting.

If, in order to secure funding for a specific project, the Employer is required to contract all or part of the work to be performed due to the limitations imposed by the funding agreement, such subcontracting shall not be considered a violation of the Agreement.

In the case of a circumstance beyond the control of the Employer at the time action is required and which could not reasonably have been foreseen or the Employer is not reasonably able to provide the necessary tools, personnel, or equipment to timely perform the work, the Employer shall be allowed to enter into subcontracting for this project and not be in violation of the Agreement.

ARTICLE 19 TERM

Section 19.1 This Agreement shall be in full force and effect from November 1, 2014 through August 31, 2017.

Section 19.2 Not less than sixty (60) days prior to August 31, 2017 the Employer and the Union shall meet for the purpose of negotiating amendments to any and all provisions contained within this Agreement.

Section 19.3 All provisions of this Agreement shall be applicable to the entire term of this Agreement.

Section 19.4 This Agreement may be reopened and modified at any time during its term upon mutual consent of the parties in writing.

ARTICLE 20 WAIVER AND COMPLETE AGREEMENT

The parties acknowledge that during the negotiations resulting in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any and all subjects or matters not removed by law from the area of collective bargaining and that the understandings and agreements arrived at by the parties after exercise of that right and opportunity are set forth in this Agreement. The Union voluntarily and unqualifiedly waives the right, and agrees that the District shall not be obligated, to bargain collectively with respect to any subject or matter not specifically referred to or covered in this Agreement, even though such subject matter may not have been within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Agreement. This Agreement constitutes the entire agreement between the parties and concludes collective bargaining for its term.

**International Alliance of Stage Employees,
Moving Picture Technicians, Artists and
Allied Crafts of the United States, its
Territories and Canada, AFL-CIO, CLC, Local
No. 15**

**LAKE WASHINGTON SCHOOL DISTRICT
No. 414 BOARD OF DIRECTORS**

<hr/>		<hr/>	
Date		Date	
By	<hr/>	By	<hr/>
	IATSE, Local No.15 Aaron Gorseth Assistant Business Agent		School Board Chairperson
BY	<hr/>	By	<hr/>
	IATSE, Local No. 15 Mylor Treneer Business Agent		School Superintendent
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DONATIONS

November 3, 2014

SITUATION

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

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Lake Washington Schools Foundation to Lake Washington Schools	\$130,500.00	To support the LINKS Mentoring and Tutoring Program (\$72,500.00), STEM Signature Programs (\$25,000.00), Safe School Ambassadors Program (\$15,000.00), and instructional support for second year teachers (\$18,000.00).
Lake Washington Schools Foundation to Muir and Dickinson Elementary	\$ 4,320.00	To provide stipends for Reaching for Success program to Muir Elementary (\$2,090.00), and purchase subscription renewal for IXL Math for Dickinson Elementary (\$2,230.00).
Rachel Carson PTSA to Carson Elementary	\$ 18,609.50	To provide stipends for intramurals program, outdoor education, student council, website, and choir/music (\$11,784.50); and support field trips (\$4,000.00) and science department (\$2,825.00).
Emily Dickinson PTSA to Dickinson Elementary	\$ 10,740.00	To provide stipends for ASB, math club, choir, and outdoor education (\$10,740.00).
Ben Franklin PTSA to Franklin Elementary	\$ 25,595.28	To support academic enrichment (\$5,100.28) and staff development (\$5,000.00); provide stipends for student intervention, reading wizards, student leadership, outdoor education, choir, KFN News and intramurals (\$13,995.00); and purchase IXL Math subscription renewal (\$1,500.00).
Margaret Mead PTSA to Mead Elementary	\$ 6,713.98	To purchase subscription renewals for Accelerated Reader, STAR and IXL Math.
Rosa Parks PTSA to Rosa Parks Elementary	\$ 9,400.50	To provide stipends for drama, math and music.
Rose Hill Elementary PTSA to Rose Hill Elementary	\$ 19,298.00	To support assemblies, field trips and art in residence and tutoring/mentoring programs (\$10,756.00), provide stipend for choir (\$1,192.00); and to purchase picture dictionaries, recorders for music department, P.E. equipment, student homework folders, subscriptions to Scholastic News magazine, and to reimburse copy machine supplies (\$7,350.00).

Ben Rush PTSA to Rush Elementary	\$ 1,161.50	To provide stipend for music.
Redmond Middle School PTSA to Redmond Middle	\$ 1,986.42	To support counseling office, ELA/SS, Quest, and math and science programs.
TOTAL	\$228,325.18	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the November 3, 2014 board meeting.

2015 LAKE WASHINGTON SCHOOL DISTRICT LEGISLATIVE POSITIONS

November 3, 2014

SITUATION

It was requested by the Board to amend the legislative platform for the upcoming 2015 legislative session. At the October 6, 2014 work session, the board discussed their legislative priorities and identified the following items to form their 2015 legislative platform:

Full Funding for Basic Education

- We believe the Legislature should fully comply with its “paramount duty” to provide ample funding for all K-12 children by funding and implementing all aspects of Washington’s redefined program of Basic Education (HB 2261 [2009]) and SHB 2776 (2010) through a comprehensive, stable, and sustainable funding system.
- We believe the Legislature should include public school employee compensation in the Basic Education funding system. We believe the Legislature should review and take action on the final report submitted by the Compensation Technical Working Group (June 2012). However, we believe that a regional cost of living allowance should be implemented as part of a Basic Education funding system for public school employee compensation.

Flexibility and Local Control

- We believe the Legislature should ensure that local school communities maintain flexibility to fund enrichment beyond Basic Education. We believe that local districts should maintain the authority to collect local dollars to fund local needs, above and beyond Basic Education. We believe that the ability to collect local funds should be consistently applied to all districts and the legislature should address the inherent inequities that currently exist as a result of both salary and levy lid grandfathering.

School Construction Funding and Bond Approval Requirements

- We believe the Legislature should increase the state’s funding formulas for school construction so that the allocation of square feet per student at least meets the national average, is adjusted to address the changes in class size and changing graduation requirements, and reflects the actual costs of construction for the implementation of legislation.
- We believe the Legislature should propose a constitutional amendment that would provide for the approval of school district bonds by simple majority and would eliminate the supermajority approval requirements based on voter turnout in the previous elections.

RECOMMENDATION

The Board of Directors approves the 2015 Legislative Platform.

Our Students, Our Future

Mission

Each student will graduate prepared to lead a rewarding responsible life as a contributing member of our community and greater society

Vision

Every Student Future Ready:

- *Prepared for college*
- *Prepared for the global workplace*
- *Prepared for personal success*



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BOARD POLICIES GP-7 AND GP-11
FIRST READING

November 3, 2014

SITUATION

At October 20 study session, proposed revisions to board policies listed below were discussed. These governance policies (GP) are being presented for first reading and will be presented for approval at the November 20, 2014 board meeting

- ✓ GP-7 Board Members' Code of Conduct
- ✓ GP-11 Board Use of Electronic Resources - Board Acceptable Use Procedures (AUP)

RECOMMENDATION

The Board of Directors discusses the proposed revisions to Board Policies GP 7 and GP-11 as listed above and approves first reading of the proposed policy changes.

Policy Type: Governance Process**Board Members' Code of Conduct**

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

Accordingly:

1. Board members will represent the interests of the citizens of the entire school district. This accountability to the whole district supersedes:
 - a. any conflicting loyalty a member may have to other advocacy or interest groups;
 - b. loyalty based upon membership on other boards or staffs; or
 - c. conflicts based upon the personal interest of any Board member.

2. Board members may not attempt to exercise individual authority over the organization.
 - a. Members' interaction with the CEO and with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
 - b. Members' interaction with the public, press, or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly-stated Board decisions.
 - c. Members will not publicly express individual negative judgments about CEO or staff performance. Any such judgments of CEO or staff performance will be made only by the full Board, meeting in executive session.

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

3. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the board, especially those matters discussed in statutorily authorized executive session.
4. Board members will comply with basic open government training requirements including:
 - a. open public meetings training;
 - b. records training; and
 - c. records retention training, including electronic records. Board members will follow GP-11, Board Use of Electronic Resources, Board Acceptable Use Procedures.

Adopted: 07.07.03
Revised: 05.02.05
11.03.14

CROSS REF: GP-11 Board Use of Electronic Resources, Board Acceptable Use Procedures

Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually*

Policy Type: Governance Process**Board Use of Electronic Resources****Board Acceptable Use Procedures (AUP)****Scope**

The following procedures apply to all Board members and cover all aspects of the district network. The district network includes wired and wireless computers/devices and peripheral equipment, files and storage, e-mail, and Internet content and all computer software, applications, or resources licensed to the District.

Appropriate Network Use

Board members are expected to exercise good judgment and use the computer equipment in an appropriate and professional manner. Use of the equipment is expected to be related to the District's goals of educating students and/or conducting Board business. The Board recognizes, however, that some personal use is inevitable, and that incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with Board business, and is not otherwise prohibited by Board policy or procedures.

Use of District Software: District software is licensed to the District by a large number of vendors and may have specific license restrictions regarding copying or using a particular program. Users of District software must obtain permission from the District prior to copying or loading District software onto any computer, whether the computer is privately-owned or is a District computer.

Use of Non-District Software: Prior to loading non-District software onto District equipment, a user must receive permission from the District. All software must be legally licensed by the user prior to loading onto District Equipment. The unauthorized use of and/or copying of software is illegal.

Users are not to delete or add software to District computers without District permission. Due to different licensing terms for different software programs, it is not valid to assume that if it is permissible to copy one program, then it is permissible to copy others.

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Unacceptable/Prohibited Network Use by Board Members includes:

- Commercial Use: Using District network for personal or private gain, personal business, or commercial advantage is prohibited.
- Political Use: Using District network for political purposes in violation of federal, state, or local laws is prohibited. This prohibition includes using District computers to assist or to advocate, directly or indirectly, for or against a ballot proposition and/or the election of any person to any office.
- Illegal or Indecent Use: Using District network for illegal, bullying, harassing, vandalizing, inappropriate, or indecent purposes (including accessing, storing, or viewing pornographic, indecent, or otherwise inappropriate material), or in support of such activities is prohibited. Illegal activities are any violations of federal, state, or local laws (for example, copyright infringement, publishing defamatory information, or committing fraud). Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that:
 - (1) have the purpose or effect of creating an intimidating, a hostile or offensive working environment;
 - (2) have the purpose or effect of unreasonably interfering with an individual's work or school performance, or
 - (3) interfere with school operations. Vandalism is any attempt to harm or destroy the operating system, application software, or data. Inappropriate use includes any violation of the purpose and goal of the network. Indecent activities include violations of generally accepted social standards for use of publicly-owned and operated equipment.
- Disruptive Use: District network may not be used to interfere or disrupt other users, services, or equipment. For example, disruptions include distribution of unsolicited advertising ("Spam"), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of District computers or other resources accessible through the District's computer network ("Cracking" or "Hacking").
- Personal Entertainment Use: District Network may not be used for storage of personal entertainment/media files.

The district will not be responsible for any damages suffered by any user, including but not limited to: loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account and for authorized district purposes. Board members are responsible for all activity on their account and must not share their account password.

These procedures are designed to safeguard network user accounts:

- Change passwords according to district policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your account password, keep it out of sight;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock the screen or log-off if leaving the computer.

Privacy

The District network, computers, internet, and use of e-mail are not inherently secure or private. Users are urged to be caretakers of your own privacy and to not store sensitive or personal information on District computers.

The District may monitor and review electronic information in order to analyze the use of systems or compliance with policies, conduct audits, review performance, or conduct, obtain information, or for other reasons.

The district reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and,
- Any and all information transmitted or received in connection with network and e-mail use.

The district reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington. Backup is made of all district e mail correspondence for purposes of public disclosure, disaster recovery, and records retention.

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Care for District Computers

Users of District computers are expected to respect the District's property and be responsible in using the equipment. Users are to follow any District instructions regarding maintenance or care of the equipment. Users may be held responsible for any damage caused by intentional or negligent acts in caring for District Computers under their control. The District is responsible for any routine maintenance or standard repairs to District computers. Users are expected to notify the District in a timely manner of the need for any service.

If a District laptop is lost, damaged, or stolen while under the control of a user, the user is expected to file a claim under his/her insurance coverage, where coverage is available. Except in cases of negligent or intentional loss or damage, the District will cover out-of-pocket expenses.

Student Data

Board members must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA). Permission to publish any student work requires permission from the parent or guardian.

Copyright

Downloading, copying, duplicating, and distributing software, music, sound files, movies, images, or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Violations

Violation of any of the conditions of use explained in the Board Use of Electronic Resources policy or in the Acceptable Use Procedures (AUP) will be addressed through the established process for addressing Board Member violations (GP-9).

Adopted: 11/03/14

CROSS REF: GP-7 Board Members' Code of Conduct
GP-9 Process for Addressing Board Member Violations

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Lake Washington School District End Results Monitoring Report

ER-2/3 Middle School
November 3, 2014

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

The Lake Washington School District *Student Profile* specifies the skills, attributes, and content knowledge that students need to be Future Ready. Grade level student learning standards define the desired performance levels for students at each grade level.

Accordingly, the CEO shall:

- | | | |
|--|------------------|-----|
| 1. Establish and monitor board-approved performance targets aligned with the Student Learning Milestone: 8 th Graders' Overall Academic Readiness for High School | In
Compliance | ◀ ▶ |
|--|------------------|-----|



Evidence

A five-year strategic plan was established in 2011-12. The strategic plan helps to guide the direction of the district and helps to focus priorities on achieving the district mission and vision. Strategic goals and performance targets aligned to strategic goals have been established. Student Learning Milestones, Indicators, and Performance Targets have been set in alignment with Goal 1: *Ensure Academic Success for Every Student*.

Student Learning Milestone: 8th Graders' Overall Readiness for Middle School

Indicator for Student Learning Milestone:

- 88% of 8th graders meeting or exceeding state standards in reading
- 86% of 8th graders meeting or exceeding state standards in writing in 7th grade
- 79% of 8th graders meeting or exceeding state standards in math
- 87% of 8th graders meeting or exceeding state standards in science

2018 Performance Targets for Indicators:

- 94% of 8th graders meeting or exceeding state standards in reading
- 95% of 8th graders meeting or exceeding state standards in writing in 7th grade
- 88% of 8th graders meeting or exceeding state standards in math
- 93% of 8th graders meeting or exceeding state standards in science

ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

1. Establish and monitor board-approved performance targets aligned with the Student Learning Milestone: 8th Graders' Overall Academic Readiness for High School.

In
Compliance



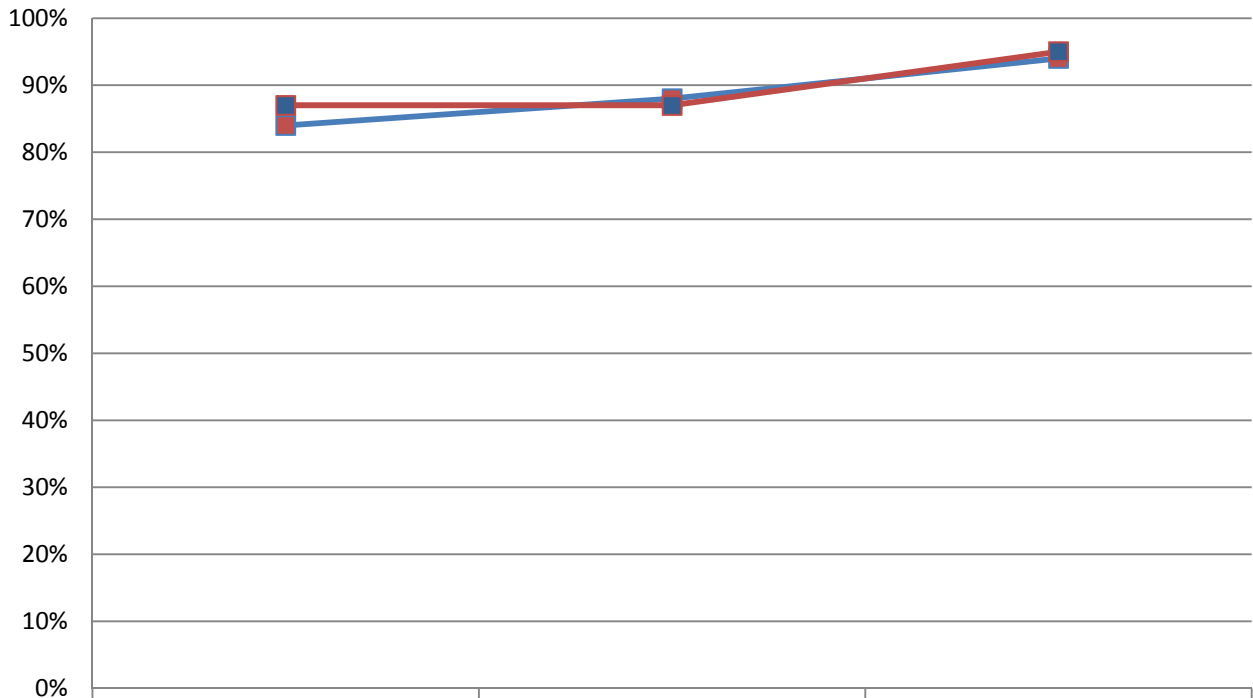
Evidence (continued)

Baseline, Current, and Target Performance

Indicator	Baseline: 2011-12	Current: 2012-13	Target: 2018
% of 8 th graders meeting or exceeding state standards in reading	84%	88%	94%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	87%	87%	95%
% of 8 th graders meeting or exceeding state standards in math	73%	79%	88%
% of 8 th graders meeting or exceeding state standards in science	85%	87%	93%

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

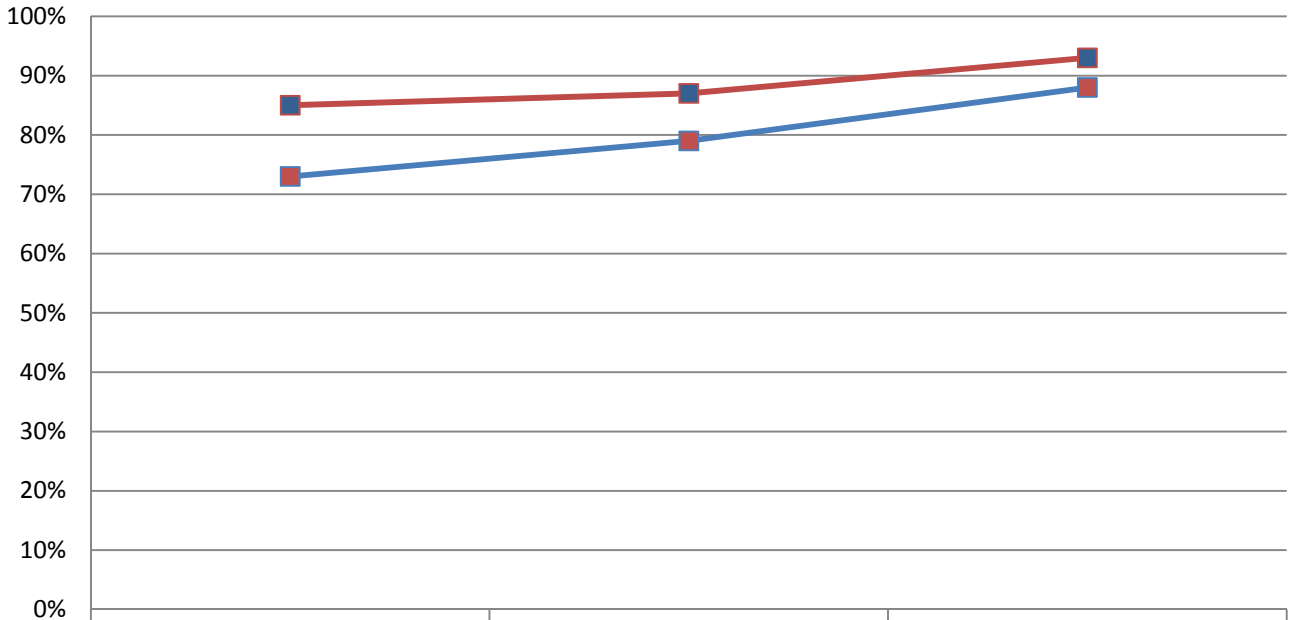
Baseline, Current, and Target 2014 8th Grade MSP Literacy



	Baseline: 2012	Current: 2013	Target: 2018
Reading	84%	88%	94%
Writing	87%	87%	95%

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

Baseline, Current, and Target 2014 8th Grade MSP Math and Science



	Baseline: 2012	Current: 2013	Target: 2018
Math	73%	79%	88%
Science	85%	87%	93%

ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

2. Monitor and assure that current year student performance exceeds average student performance in Washington state and is comparable to student performance in other high performing, neighboring districts including:

- Bellevue School District
- Issaquah School District
- Northshore School District

In
Compliance



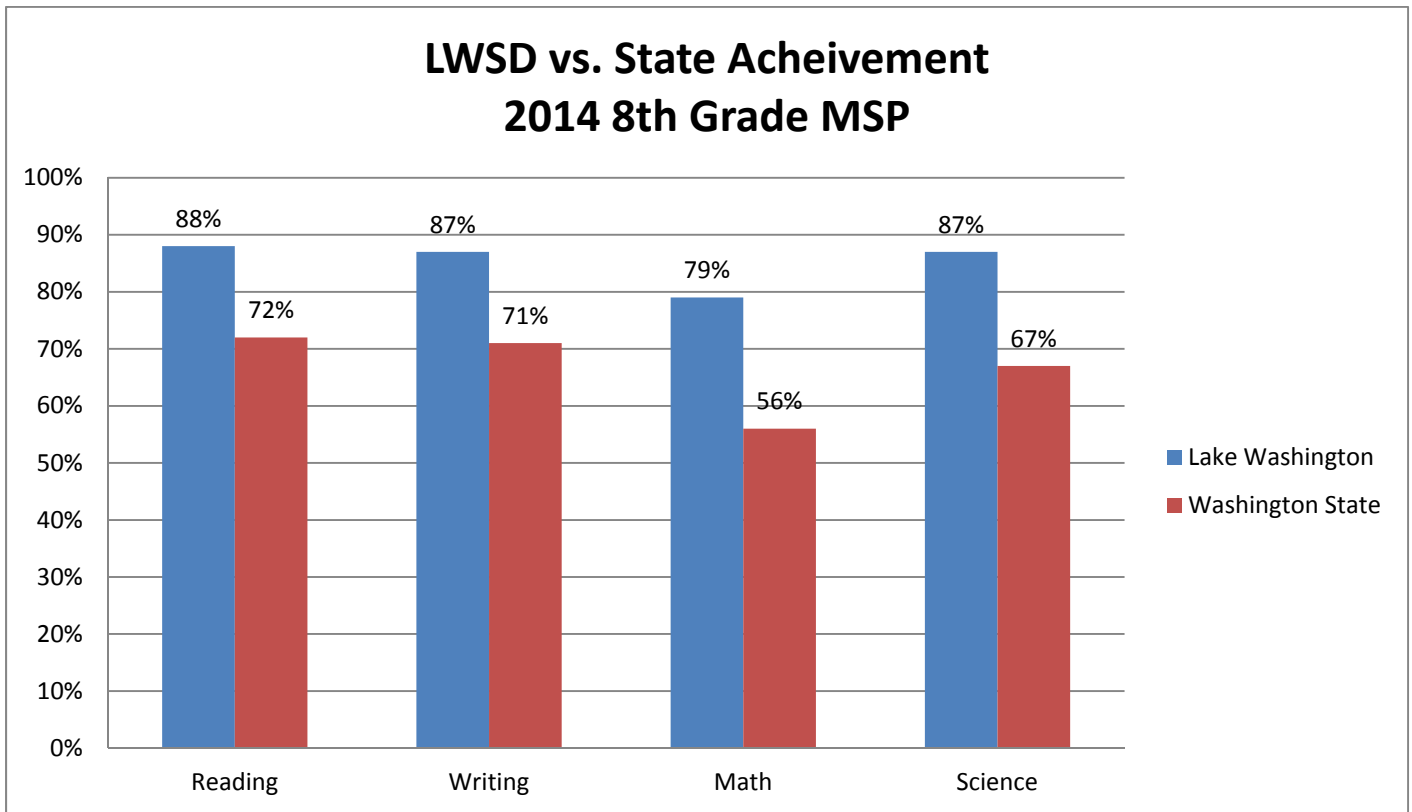
Evidence

Student Performance Comparison: Lake Washington and Washington State

Indicator	Lake Washington	Washington State
% of 8 th graders meeting or exceeding state standards in reading	88%	72%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	87%	71%
% of 8 th graders meeting or exceeding state standards in math	79%	56%
% of 8 th graders meeting or exceeding state standards in science	87%	67%

LWSD N = 1,888

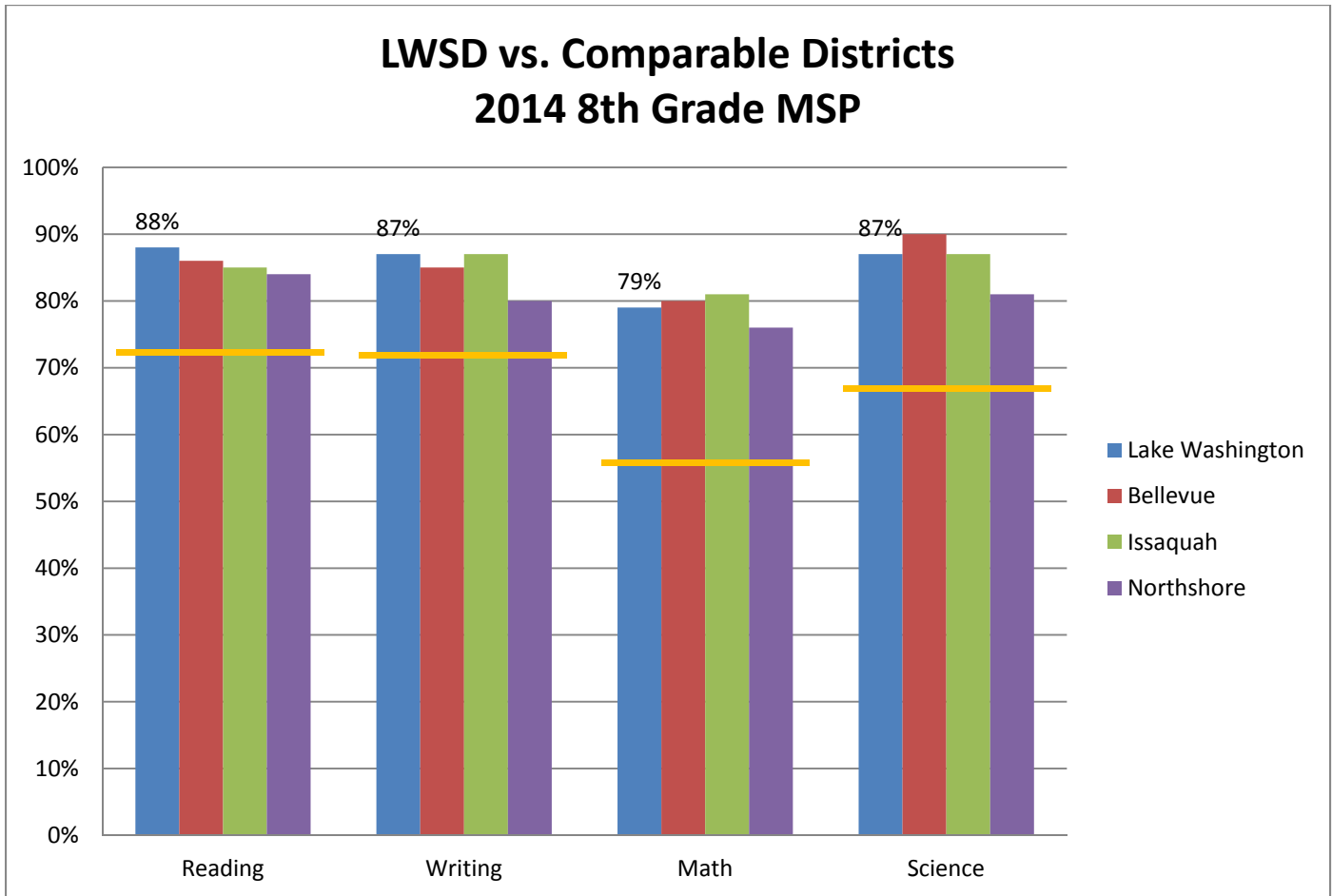
End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



Student Performance Comparison: Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% of 8 th graders meeting or exceeding state standards in reading	88%	86%	85%	84%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	87%	85%	87%	80%
% of 8 th graders meeting or exceeding state standards in math	79%	80%	81%	76%
% of 8 th graders meeting or exceeding state standards in science	87%	90%	87%	81%

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



* orange line indicates state average

ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

3. Monitor and assure that current year student performance shows progress relative to progress shown in comparable districts

In
Compliance

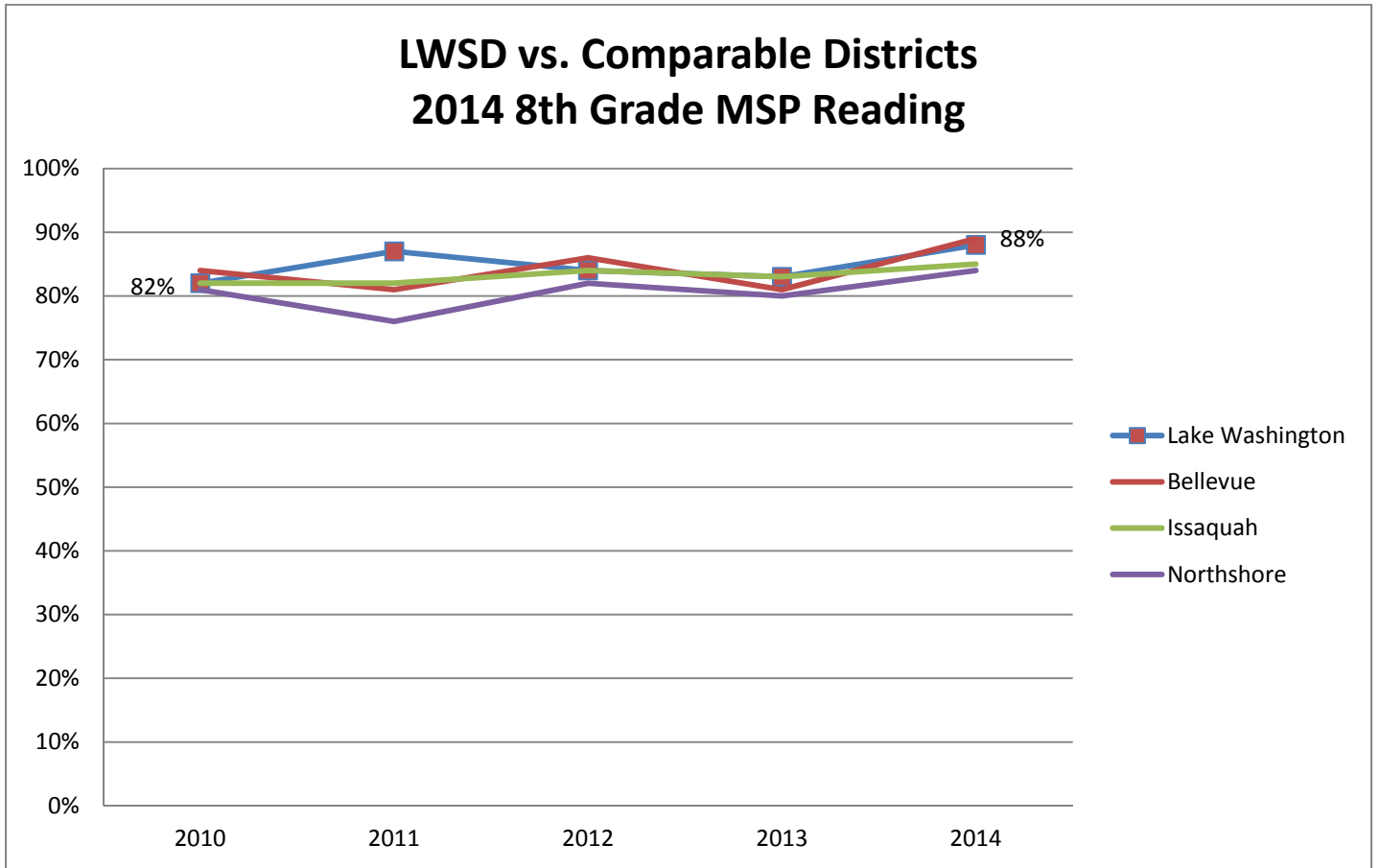


Evidence

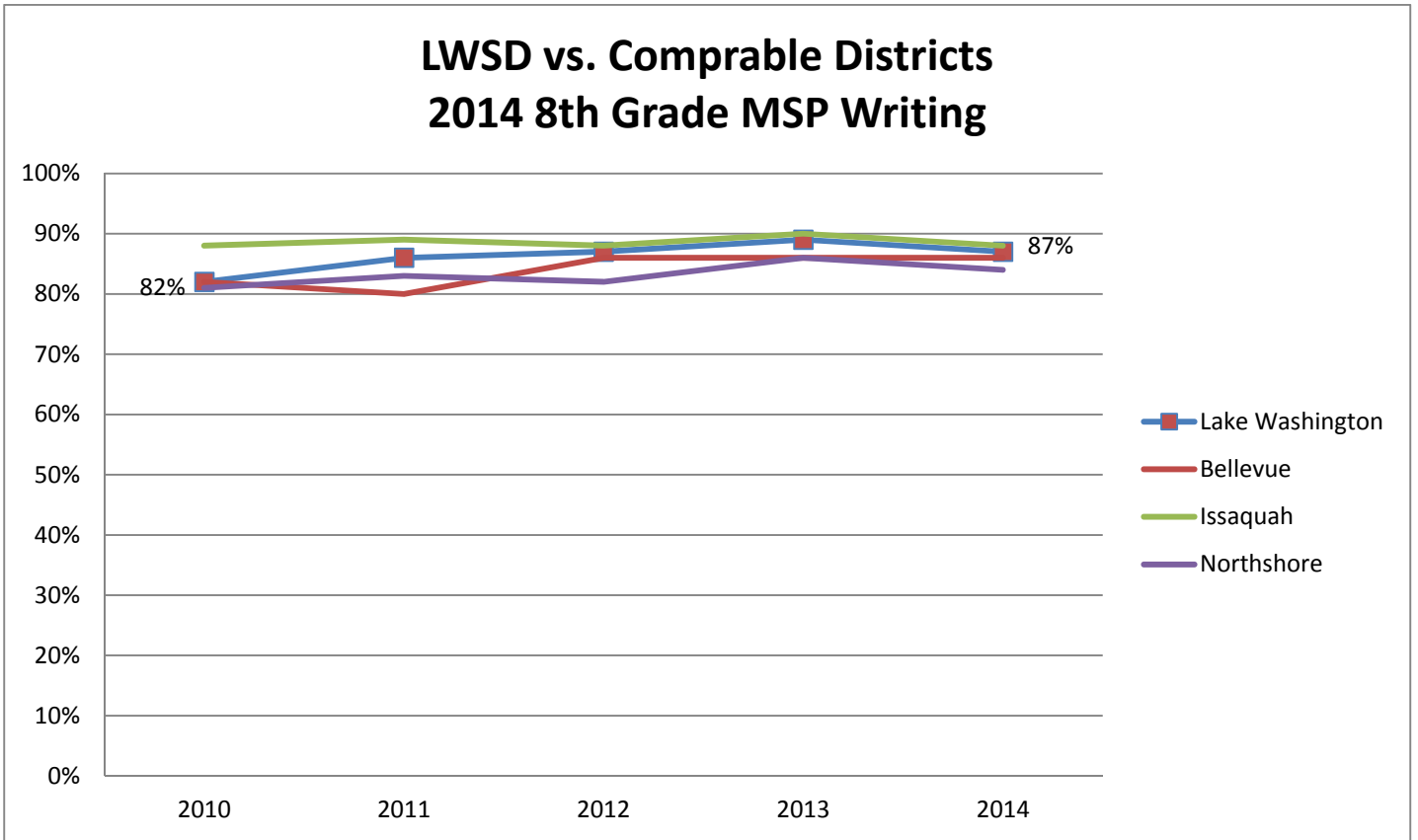
Student Performance Progress Trend Comparison

Indicator	Lake Washington					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 8 th graders meeting or exceeding state standards in reading	82%	87%	84%	83%	88%	↔
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	82%	86%	87%	89%	87%	↔
% of 8 th graders meeting or exceeding state standards in math	61%	70%	73%	75%	79%	↔
% of 8 th graders meeting or exceeding state standards in science	78%	85%	85%	83%	87%	↔
Indicator	Bellevue					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 8 th graders meeting or exceeding state standards in reading	84%	81%	86%	81%	89%	↔
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	82%	80%	86%	86%	86%	↔
% of 8 th graders meeting or exceeding state standards in math	75%	73%	78%	76%	80%	↔
% of 8 th graders meeting or exceeding state standards in science	74%	80%	86%	85%	90%	↔
Indicator	Issaquah					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 8 th graders meeting or exceeding state standards in reading	82%	82%	84%	83%	85%	↔
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	88%	89%	88%	90%	88%	↔
% of 8 th graders meeting or exceeding state standards in math	74%	76%	77%	76%	81%	↔
% of 8 th graders meeting or exceeding state standards in science	79%	84%	85%	84%	87%	↔
Indicator	Northshore					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 8 th graders meeting or exceeding state standards in reading	81%	76%	82%	80%	84%	↔
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	81%	83%	82%	86%	84%	↔
% of 8 th graders meeting or exceeding state standards in math	76%	72%	75%	73%	76%	↔
% of 8 th graders meeting or exceeding state standards in science	69%	76%	81%	82%	81%	↔

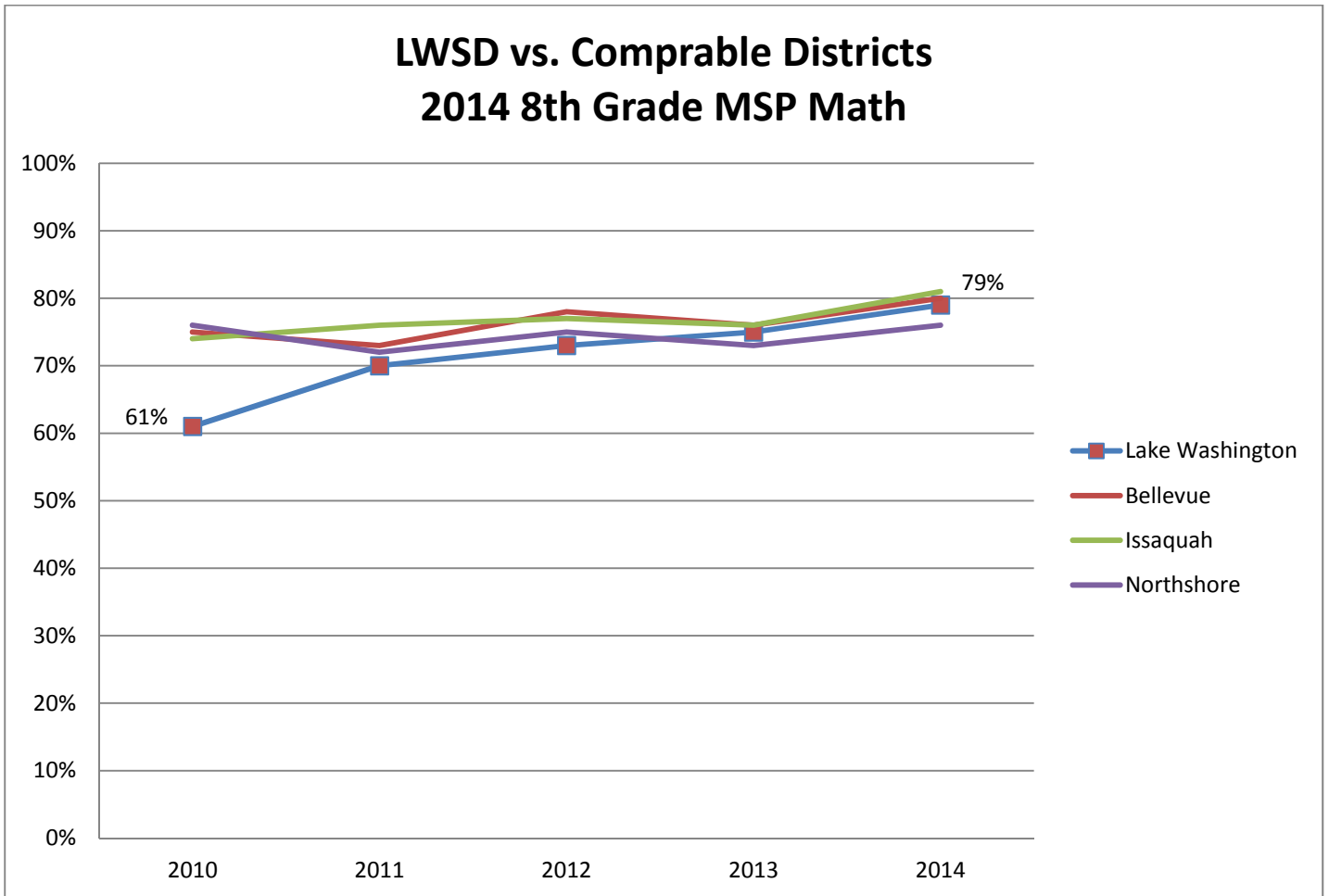
End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



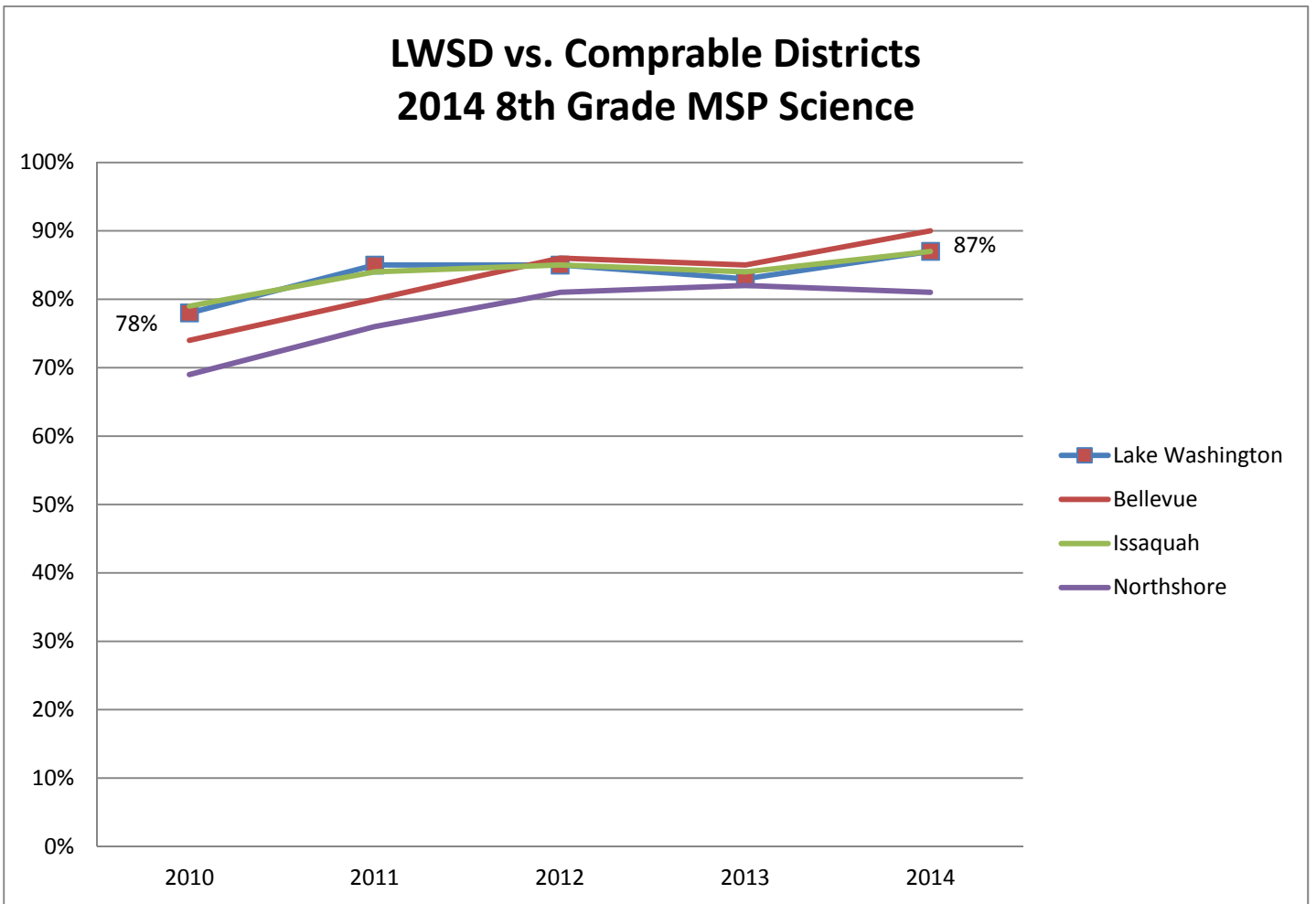
End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

4. Monitor and assure that achievement/opportunity gaps are closing between non-low income and low-income students

In Compliance



Evidence

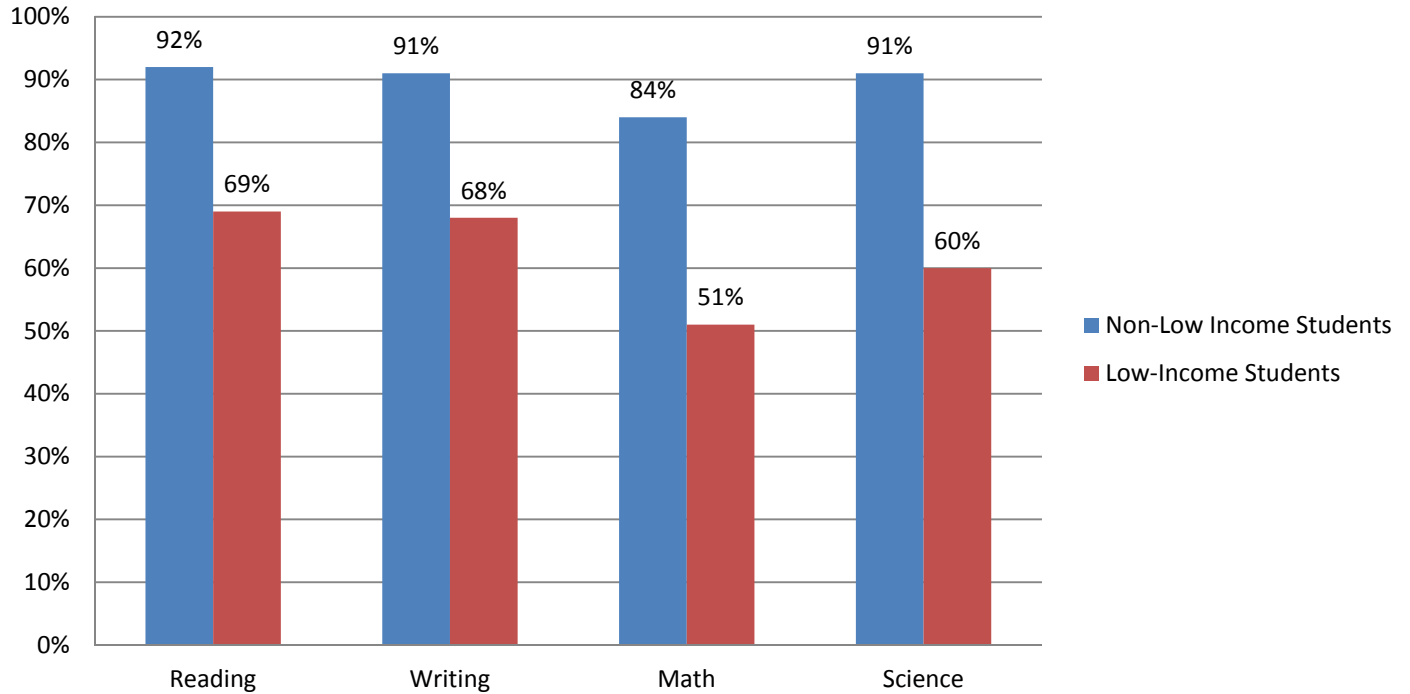
Current Student Performance Comparison: Non-Low Income and Low-Income Students

Indicator	Non-Low Income Students	Low-Income Students	Performance Gap
% of 8 th graders meeting or exceeding state standards in reading	92%	69%	23%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	91%	68%	23%
% of 8 th graders meeting or exceeding state standards in math	84%	51%	33%
% of 8 th graders meeting or exceeding state standards in science	91%	60%	31%

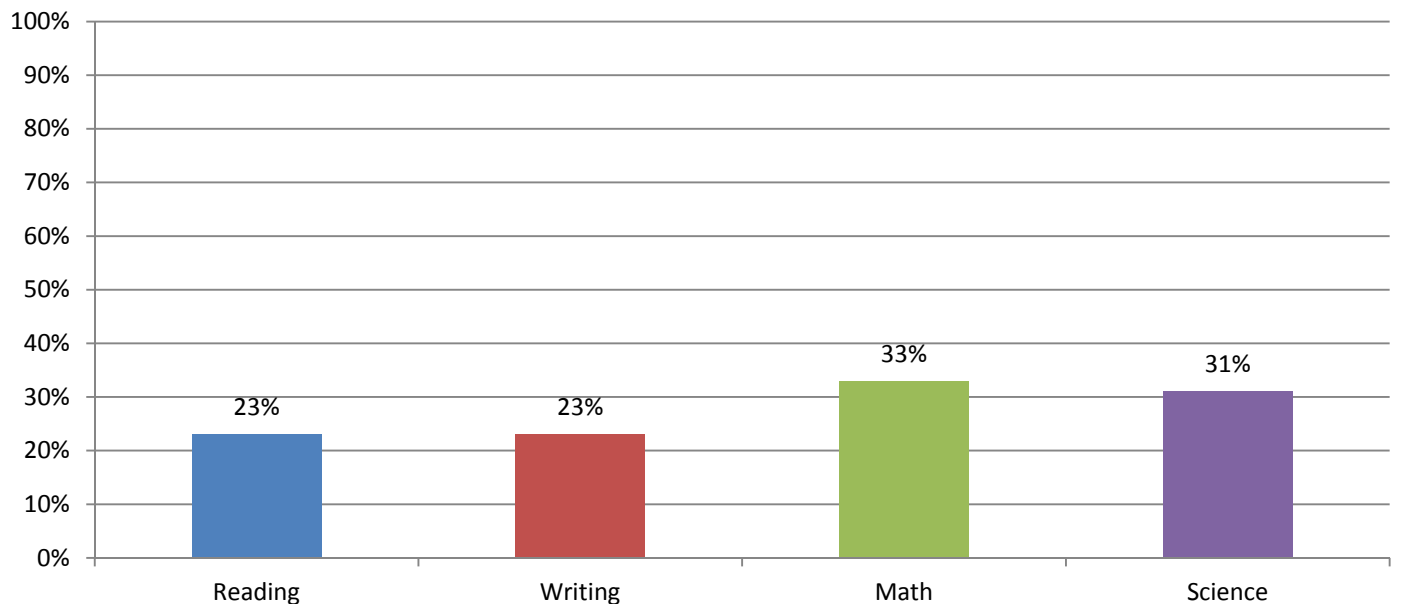
Low Income N = 271
 Non Low Income N = 1616

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

LWSD Low Income vs. Non Low Income Performance 2014 8th Grade MSP



LWSD Low Income Performance Gap 2014 8th Grade MSP

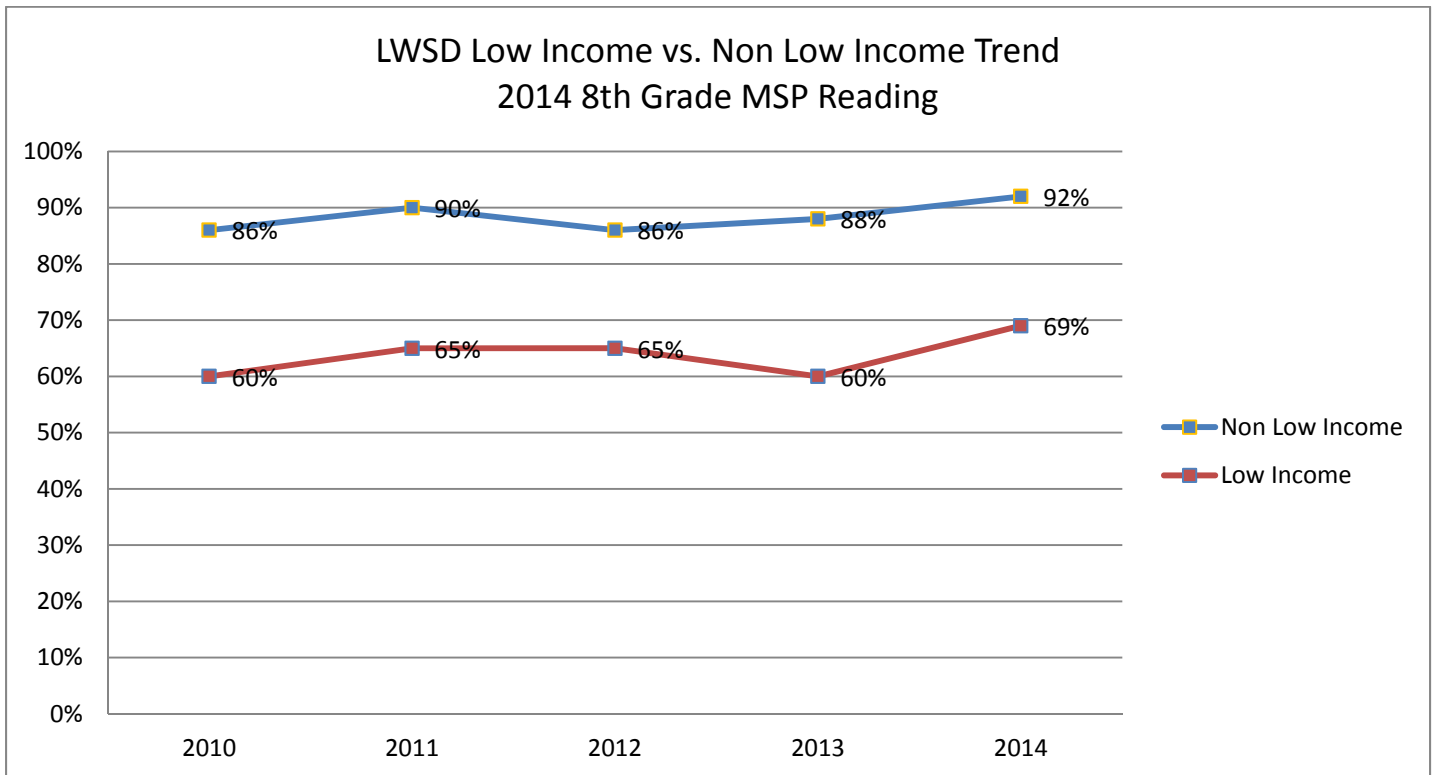


5-Year Trend Student Performance Comparison: Non-Low Income and Low-Income Students

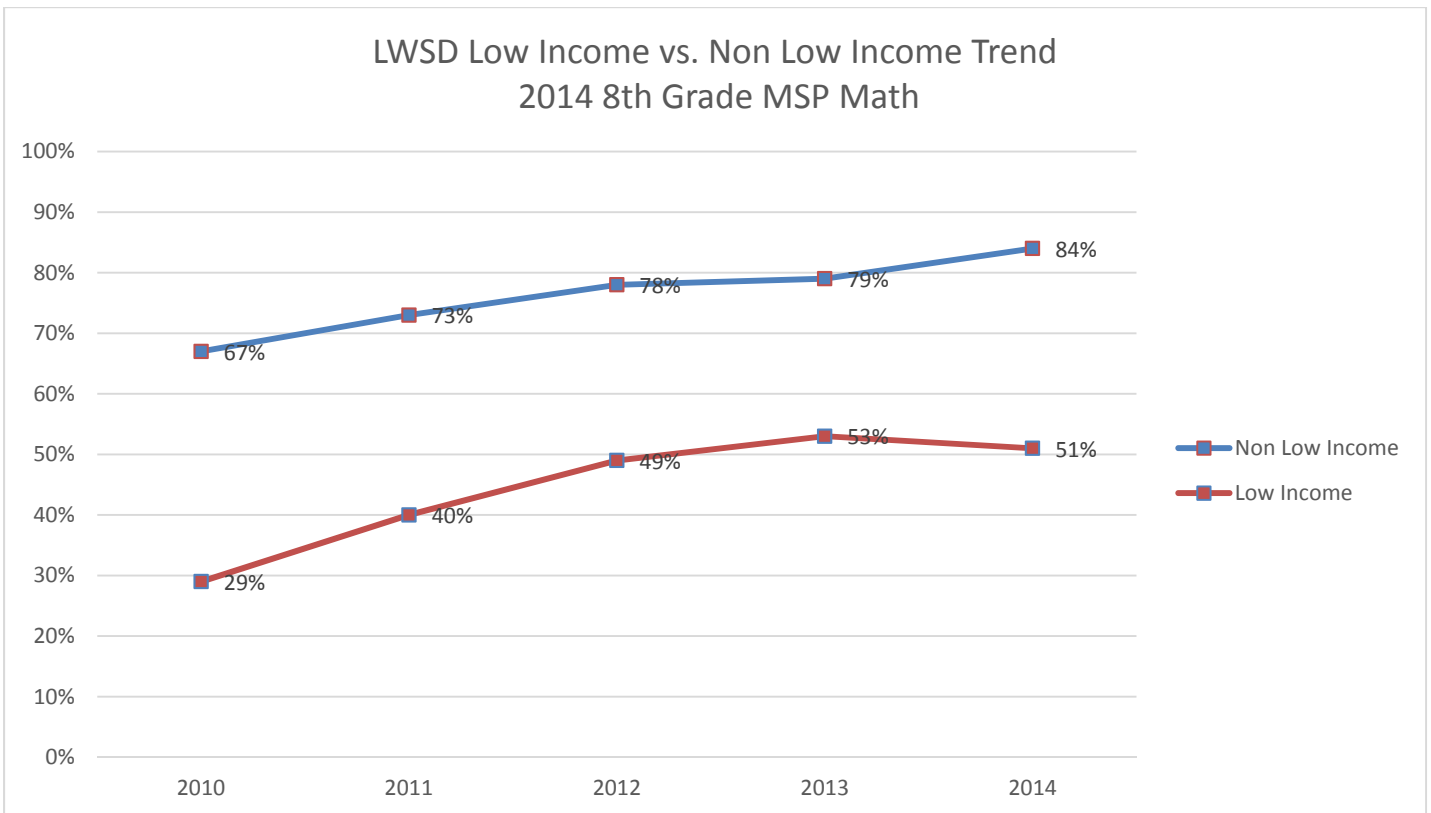
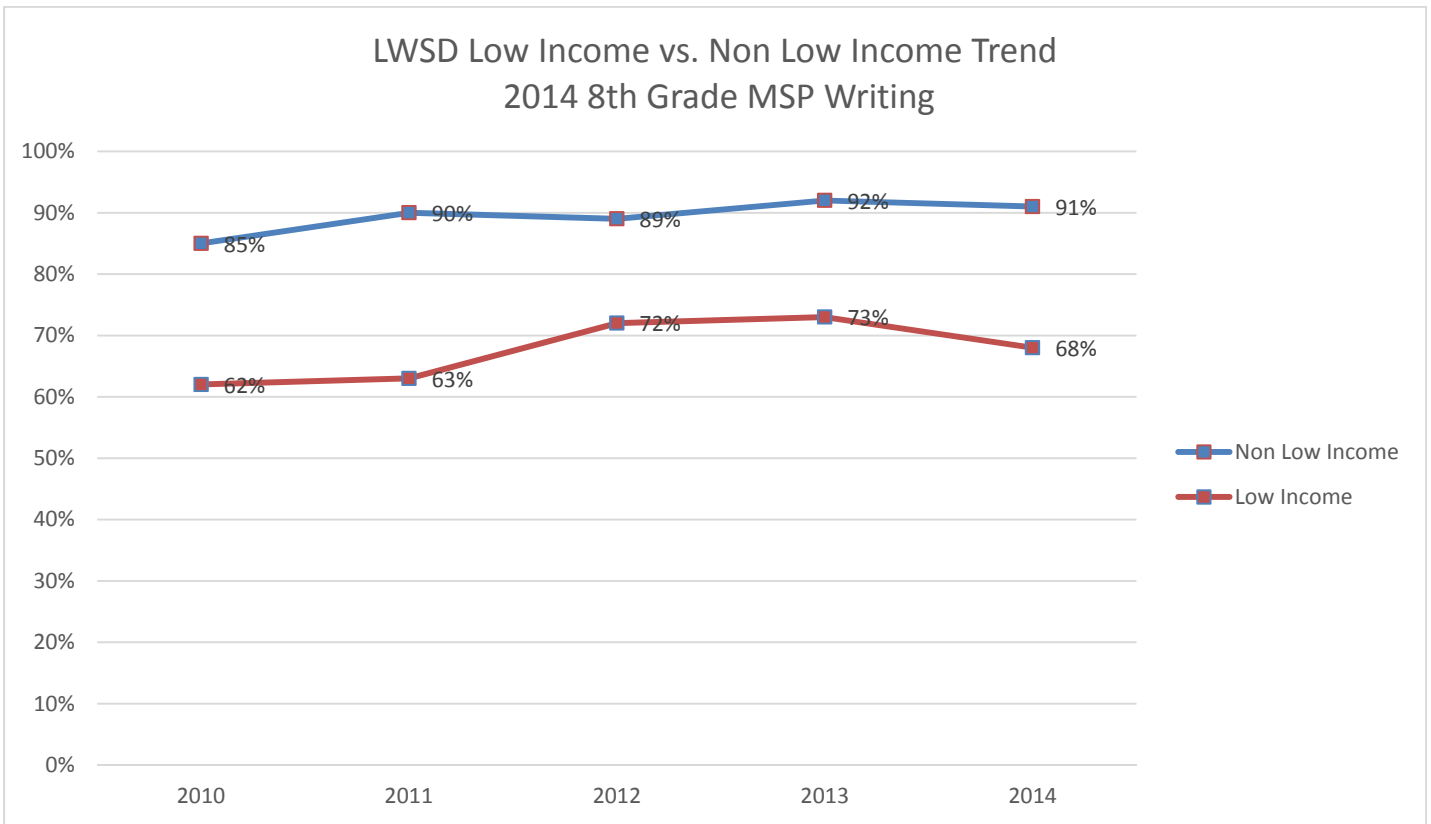
ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

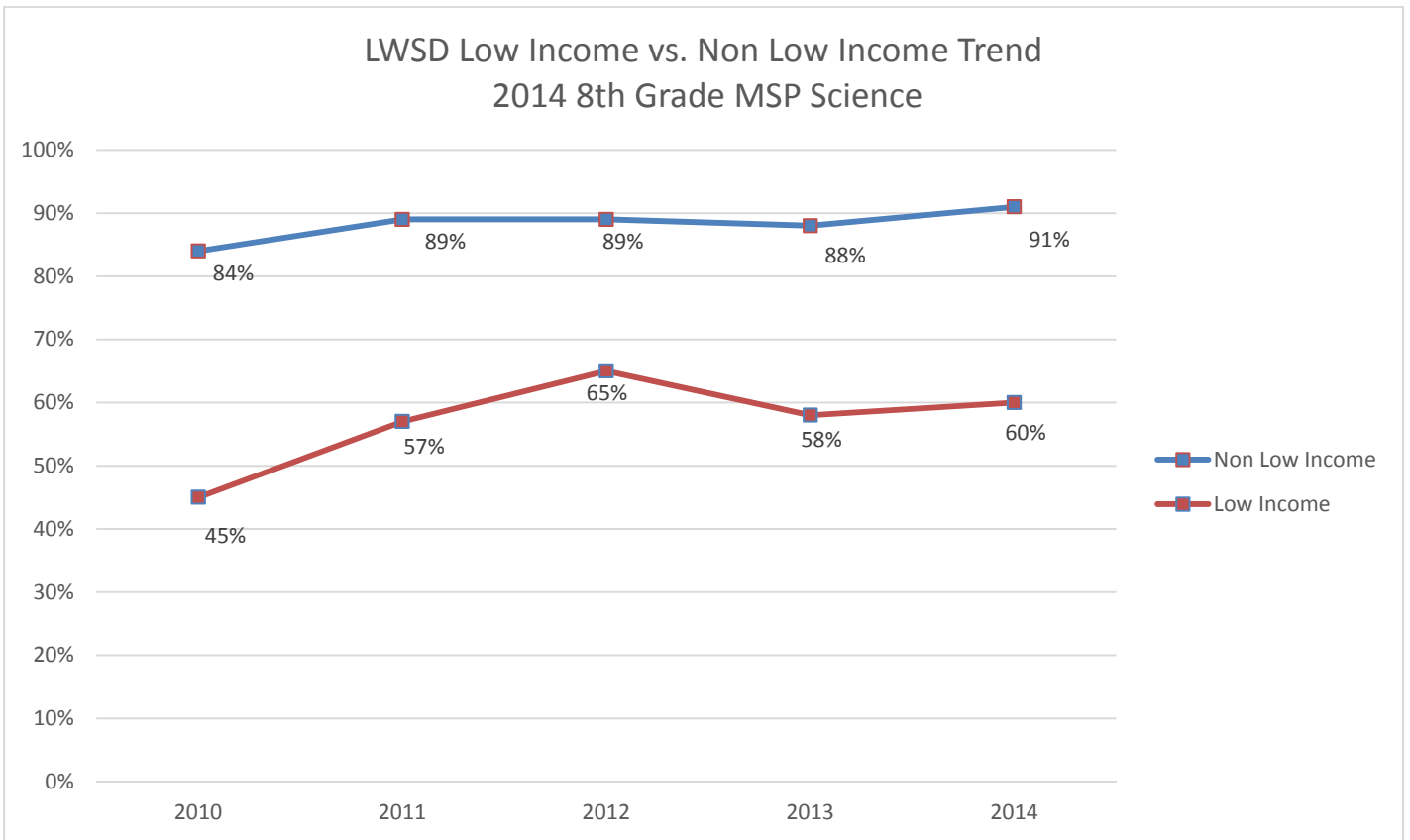
Indicator	Non-Low Income Students					Low-Income Students					Performance Gap 5 Year Progress Trend
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	
% of 8 th graders meeting or exceeding state standards in reading	86%	90%	86%	88%	92%	60%	65%	65%	60%	69%	↔
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	85%	90%	89%	92%	91%	62%	63%	72%	73%	68%	↔
% of 8 th graders meeting or exceeding state standards in math	67%	73%	78%	79%	84%	29%	40%	49%	53%	51%	↔
% of 8 th graders meeting or exceeding state standards in science	84%	89%	89%	88%	91%	45%	57%	65%	58%	60%	↔



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In
Compliance



Evidence

Safety Net

* - Disaggregation for safety net not available at this time.

Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-Safety Net	Safety Net Students	Performance Gap
% of 8 th graders meeting or exceeding state standards in reading	NA	NA	NA
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	NA	NA	NA
% of 8 th graders meeting or exceeding state standards in math	NA	NA	NA
% of 8 th graders meeting or exceeding state standards in science	NA	NA	NA

Student Performance Comparison: Safety Net - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% of 8 th graders meeting or exceeding state standards in reading	NA	NA	NA	NA
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	NA	NA	NA	NA
% of 8 th graders meeting or exceeding state standards in math	NA	NA	NA	NA
% of 8 th graders meeting or exceeding state standards in science	NA	NA	NA	NA

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In
Compliance



Evidence (continued)

English Language Learners (ELL)

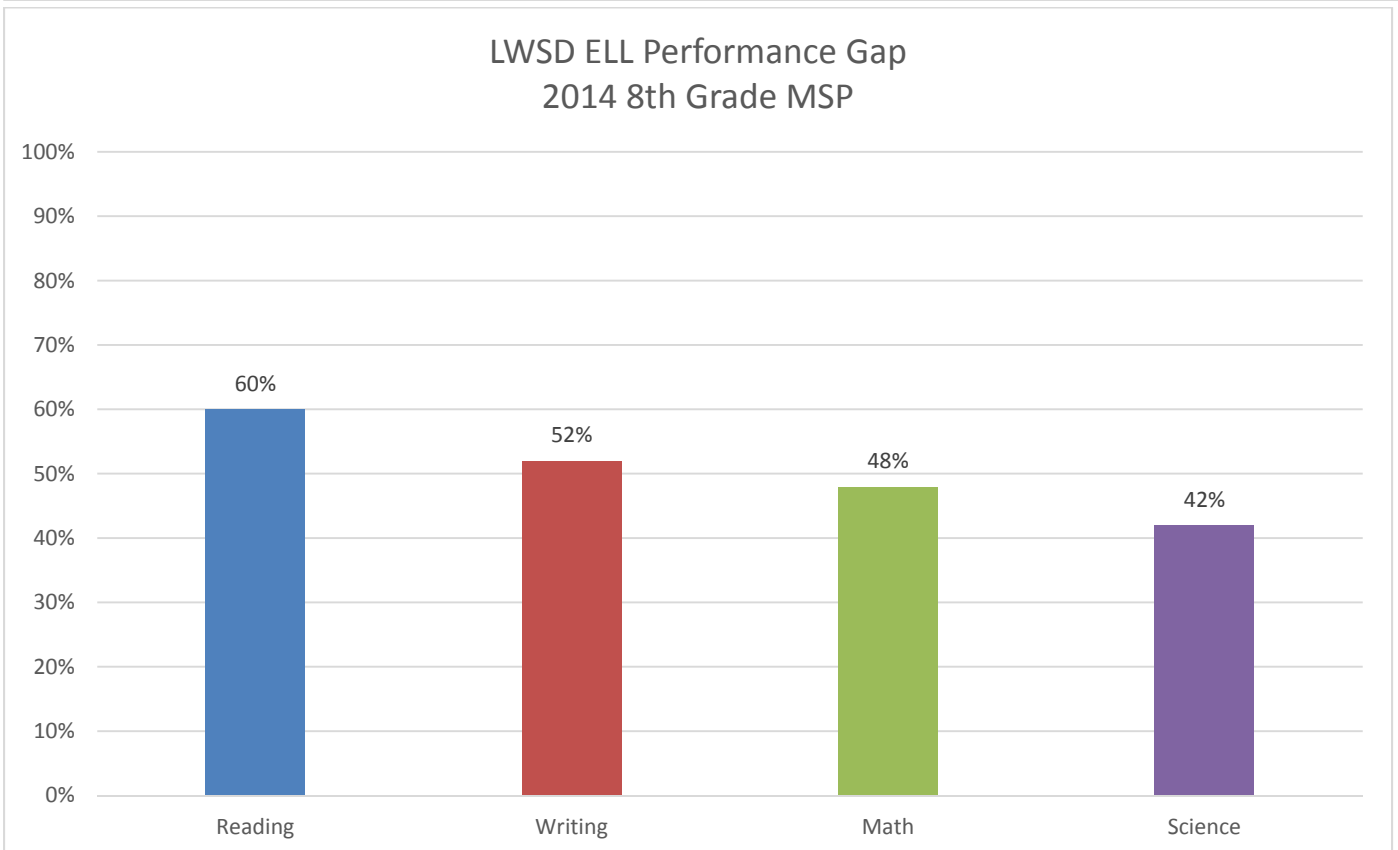
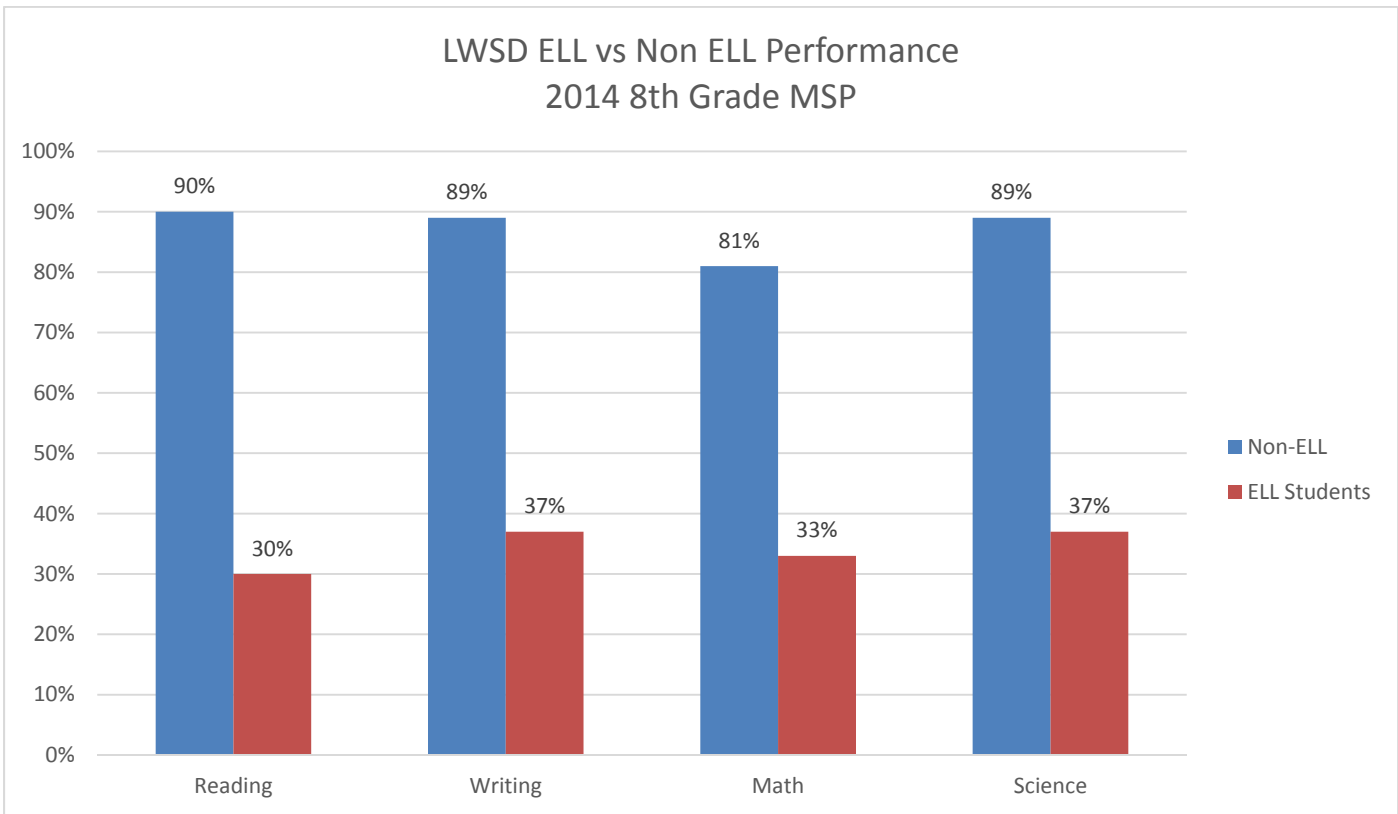
Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-ELL	ELL Students	Performance Gap
% of 8 th graders meeting or exceeding state standards in reading	90%	30%	60%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	89%	37%	52%
% of 8 th graders meeting or exceeding state standards in math	81%	33%	48%
% of 8 th graders meeting or exceeding state standards in science	89%	37%	42%

ELL N = 43

Non ELL N = 1,846

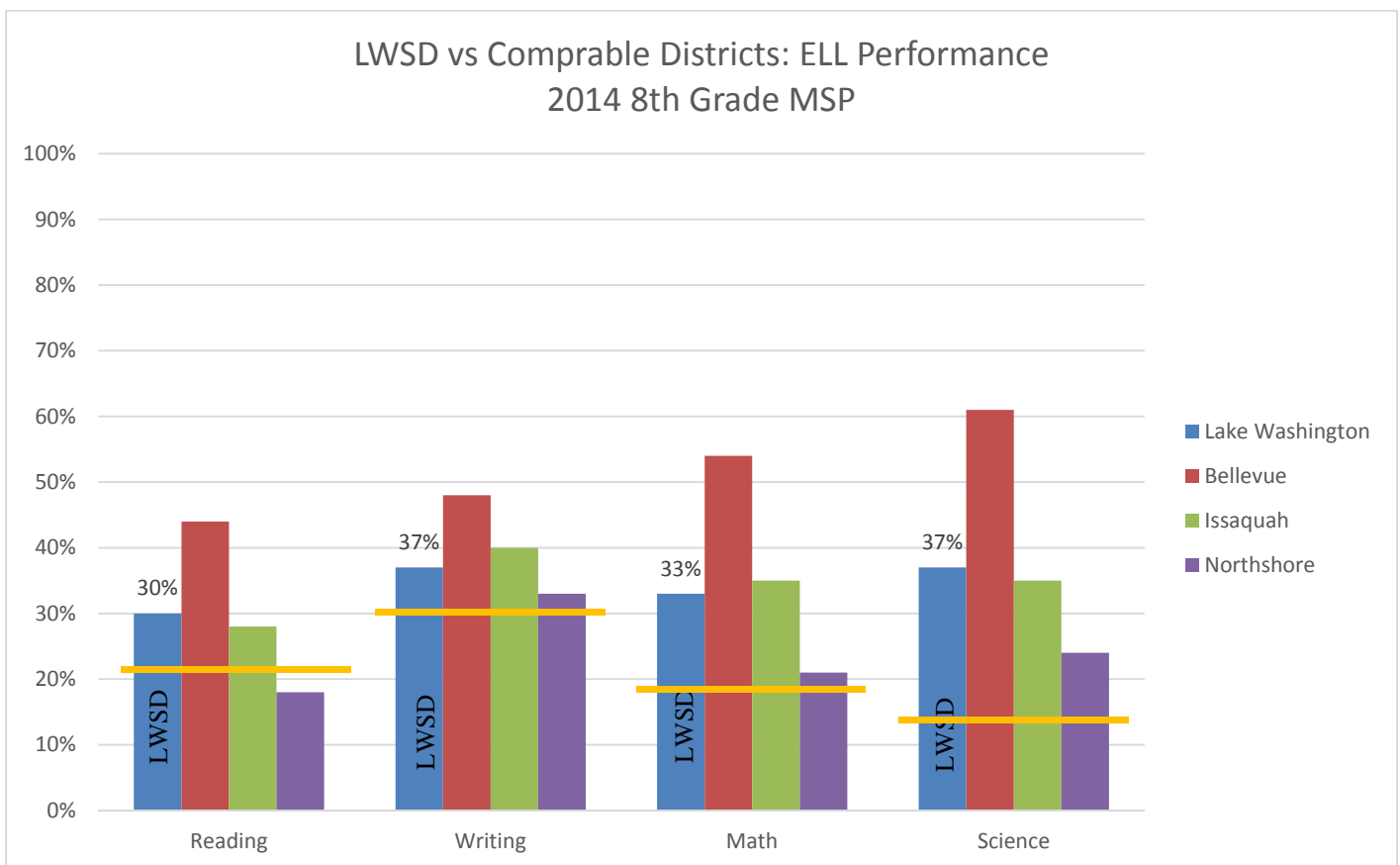
End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

Indicator	Lake Washington	Bellevue	Issaquah	Northshore	State
% of 8 th graders meeting or exceeding state standards in reading	30%	44%	28%	18%	22%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	37%	48%	40%	33%	30%
% of 8 th graders meeting or exceeding state standards in math	33%	54%	35%	21%	18%
% of 8 th graders meeting or exceeding state standards in science	37%	61%	35%	24%	14%



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In
Compliance



Evidence (continued)

Special Education

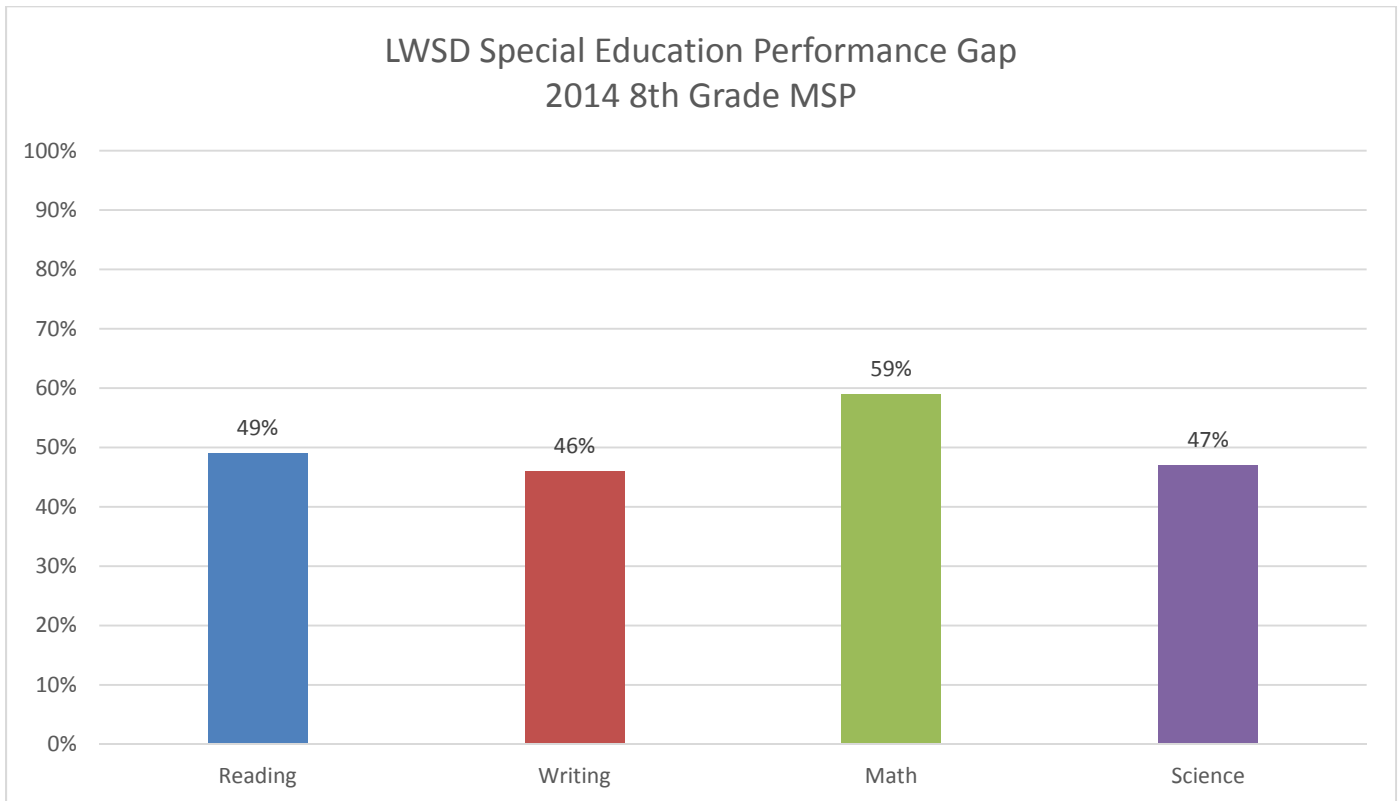
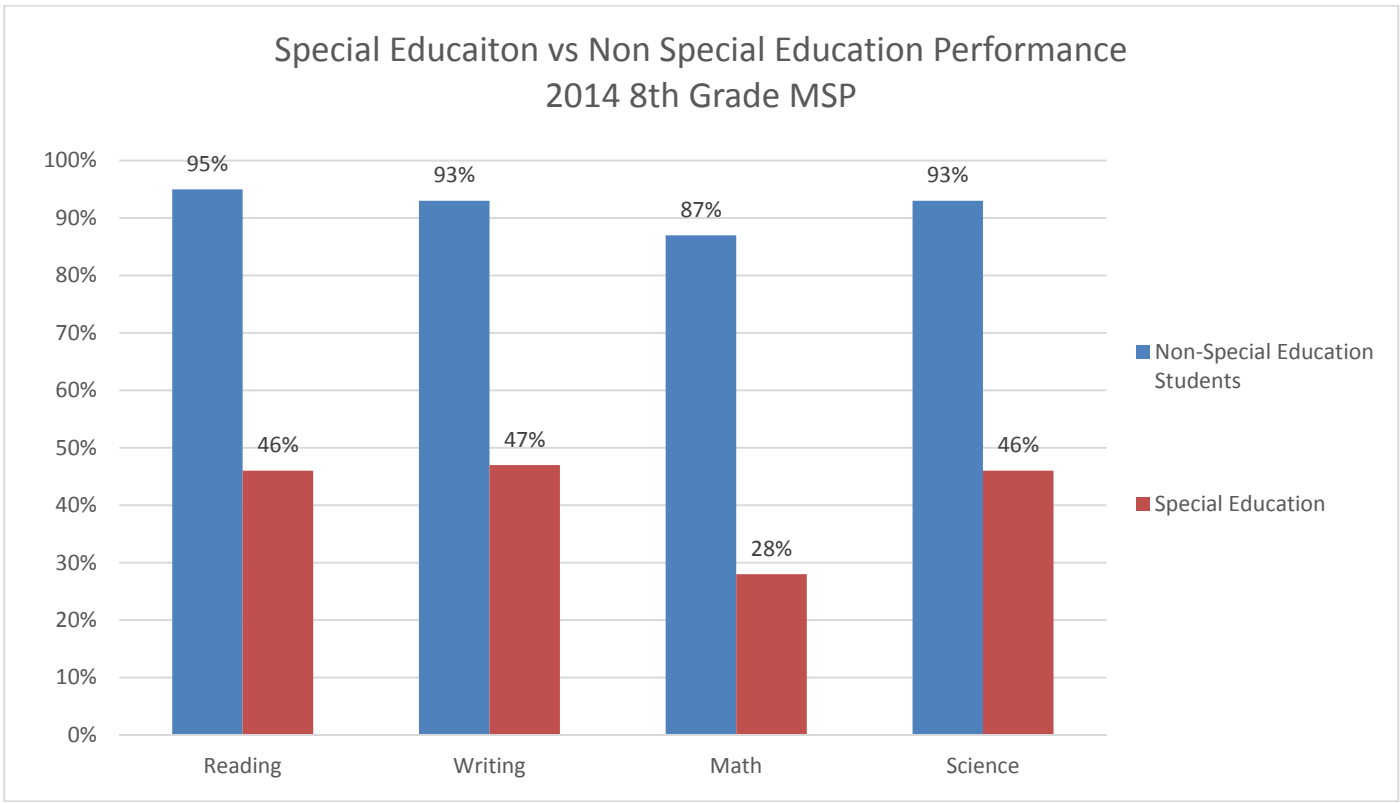
Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-Special Education Students	Special Education Students	Performance Gap
% of 8 th graders meeting or exceeding state standards in reading	95%	46%	49%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	93%	47%	46%
% of 8 th graders meeting or exceeding state standards in math	87%	28%	59%
% of 8 th graders meeting or exceeding state standards in science	93%	46%	47%

Special Education N = 239

Non Special Education N = 1,649

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

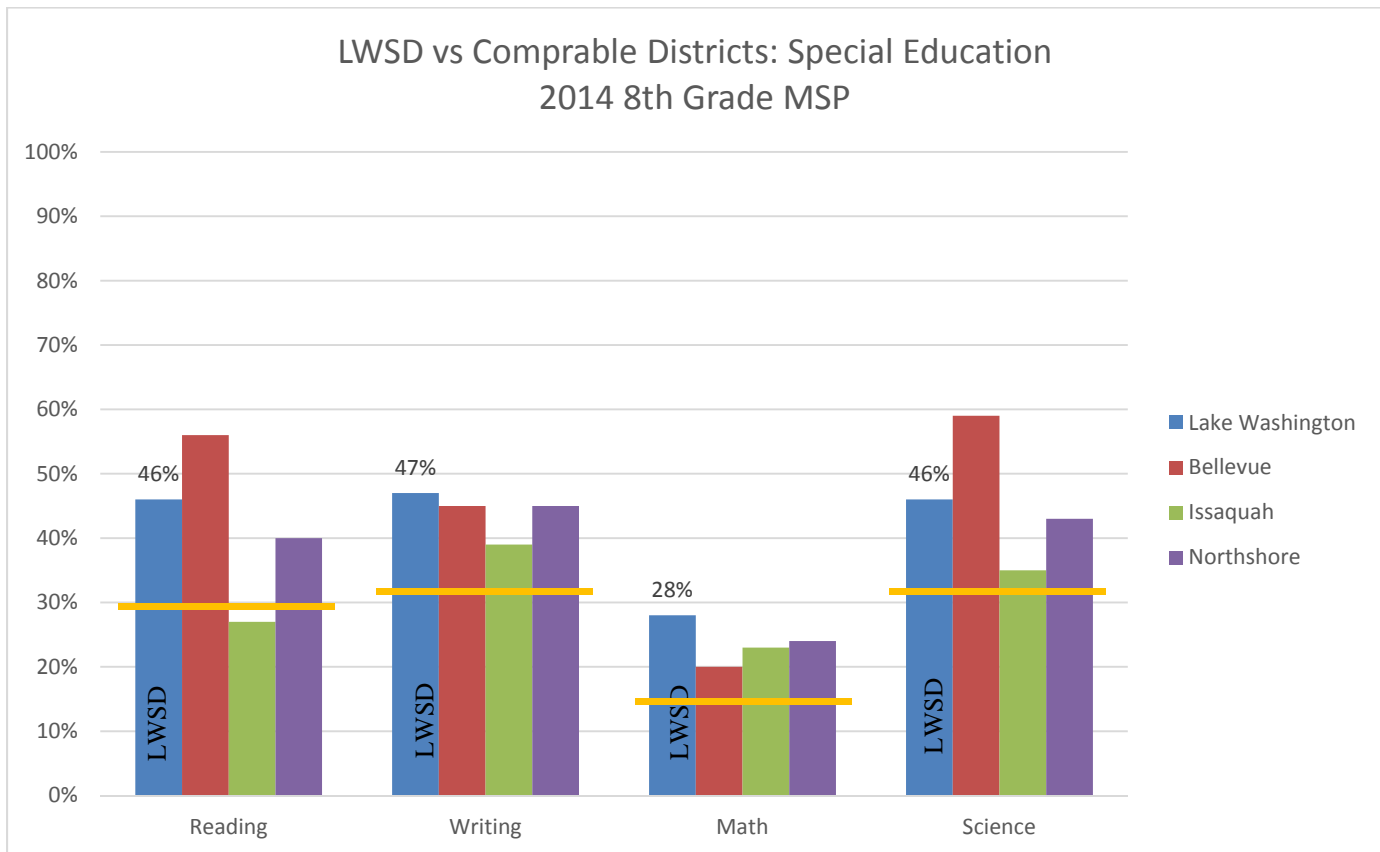


ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

Student Performance Comparison: Special Education - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore	State
% of 8 th graders meeting or exceeding state standards in reading	46%	56%	27%	40%	29%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	47%	45%	39%	45%	31%
% of 8 th graders meeting or exceeding state standards in math	28%	20%	23%	24%	14%
% of 8 th graders meeting or exceeding state standards in science	46%	59%	35%	43%	31%



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance



Evidence (continued)

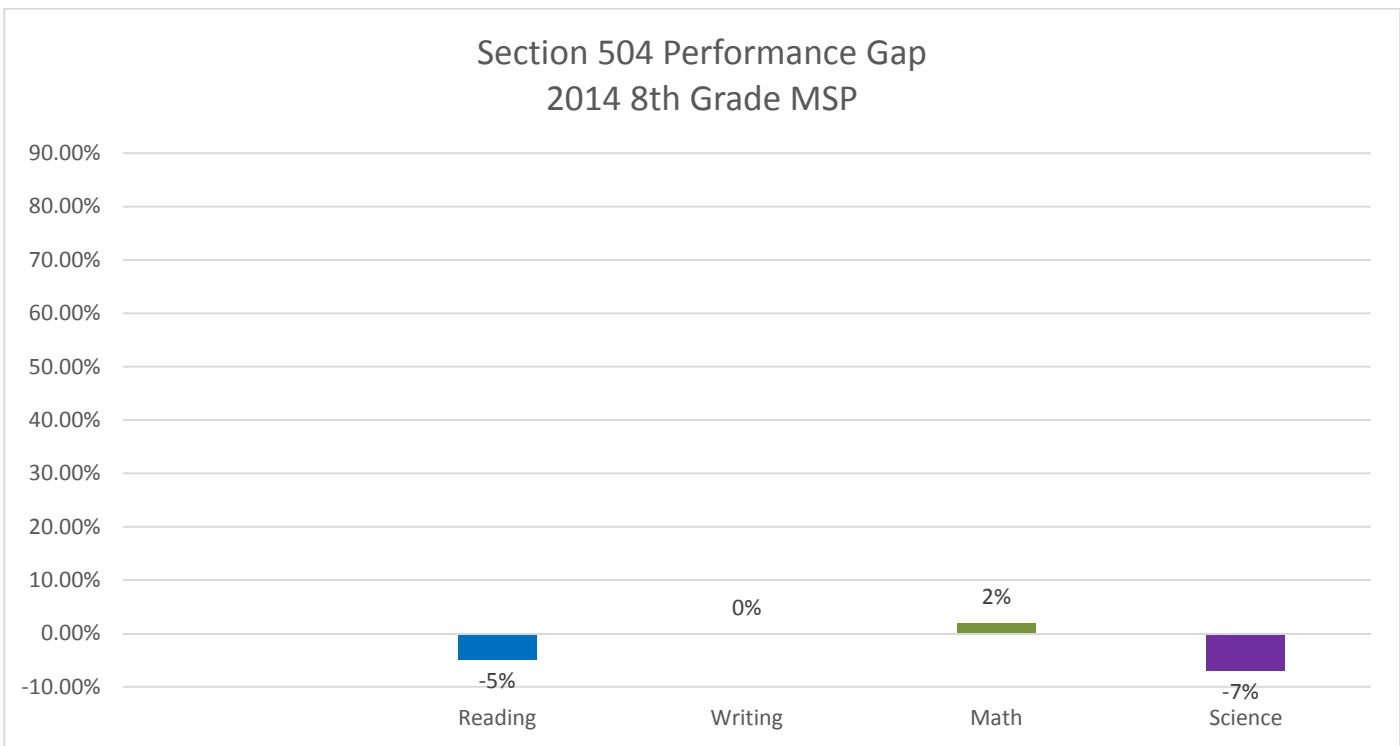
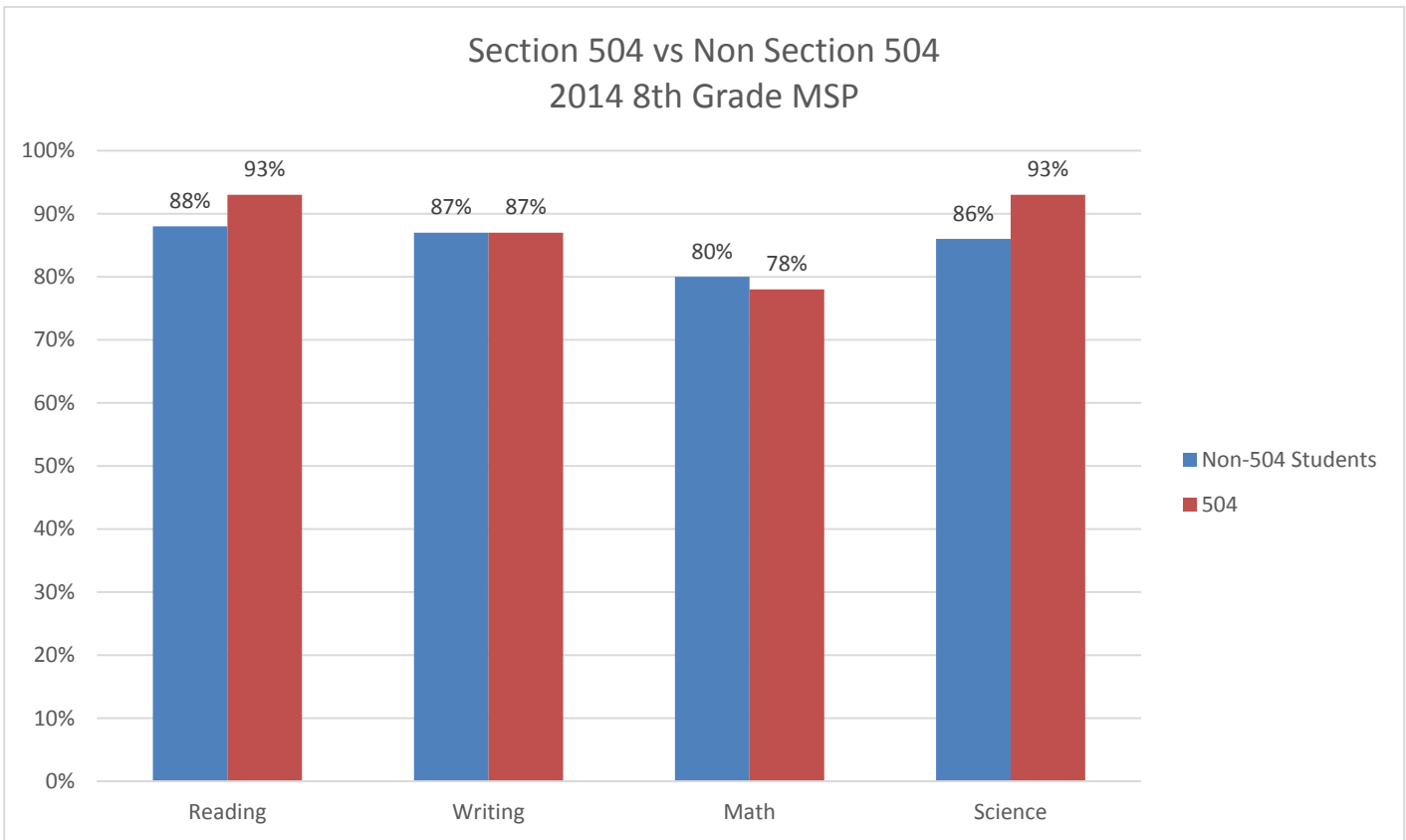
Section 504

Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-504 Students	504 Students	Performance Gap
% of 8 th graders meeting or exceeding state standards in reading	88%	93%	-5%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	87%	87%	0%
% of 8 th graders meeting or exceeding state standards in math	80%	78%	2%
% of 8 th graders meeting or exceeding state standards in science	86%	93%	-7%

Section 504 N = 134
 Non Section 504 N = 1,754

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



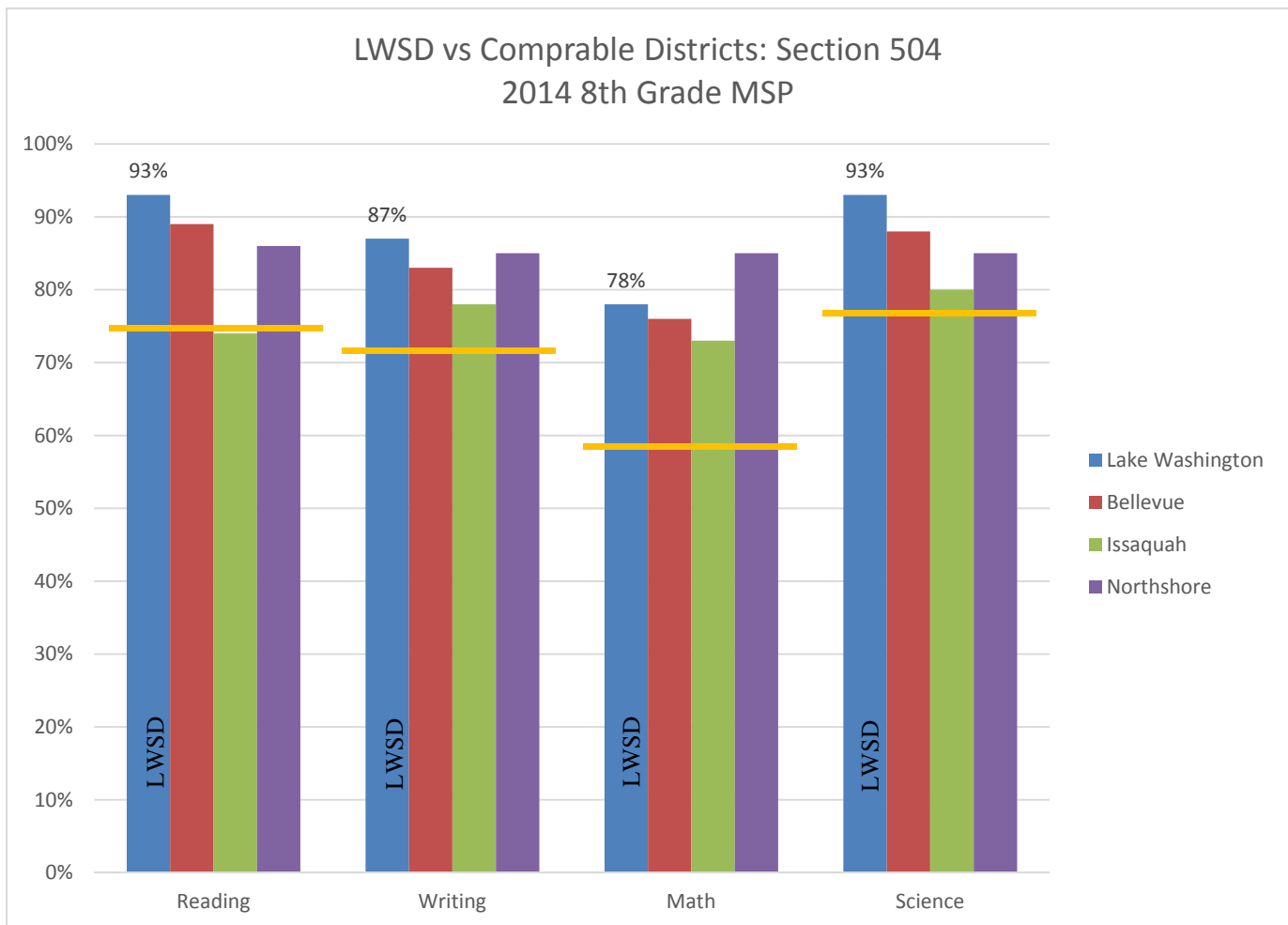
ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

Student Performance Comparison: Section 504 - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore	State
% of 8 th graders meeting or exceeding state standards in reading	93%	89%	74%	86%	69%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	87%	83%	78%	85%	66%
% of 8 th graders meeting or exceeding state standards in math	78%	76%	73%	85%	52%
% of 8 th graders meeting or exceeding state standards in science	93%	88%	80%	85%	71%

20



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

Highly Capable (Quest)

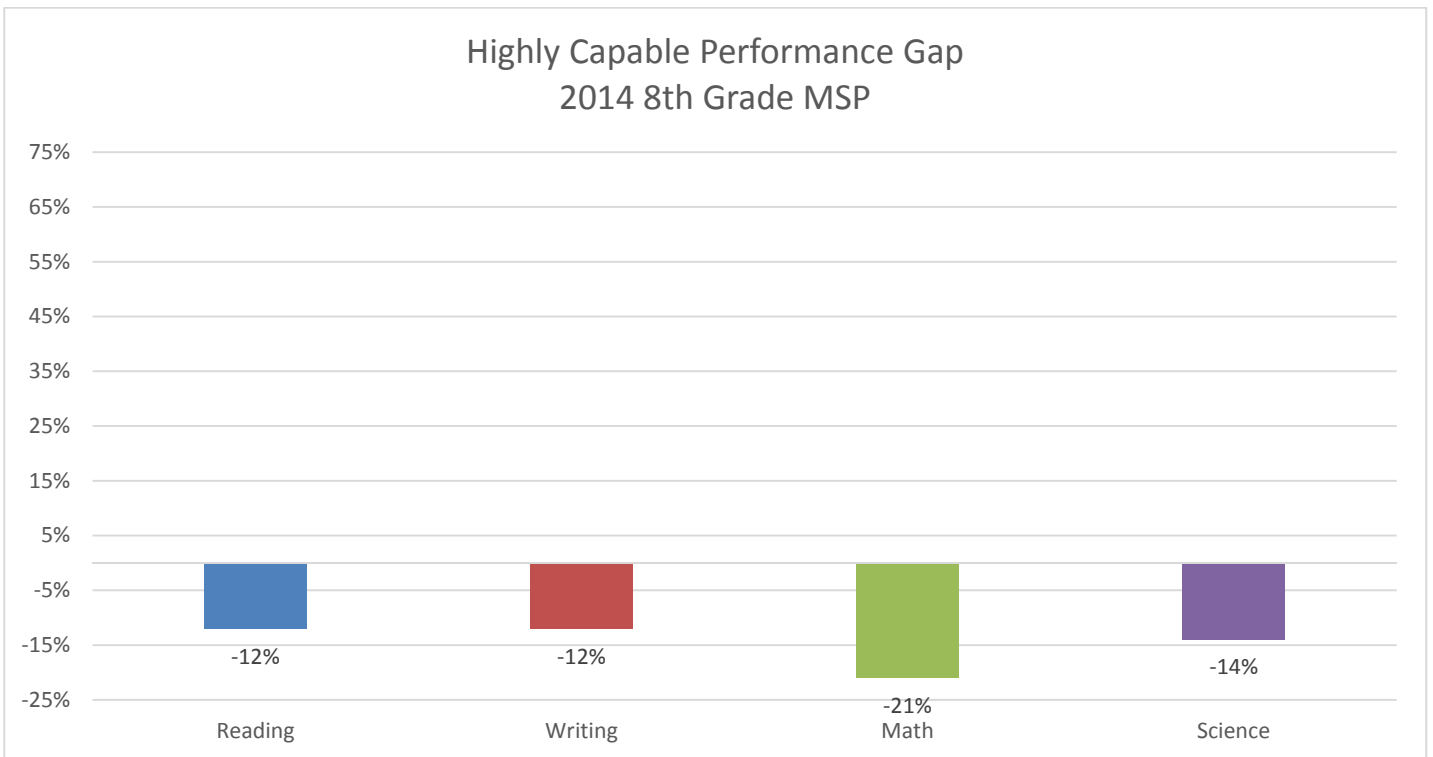
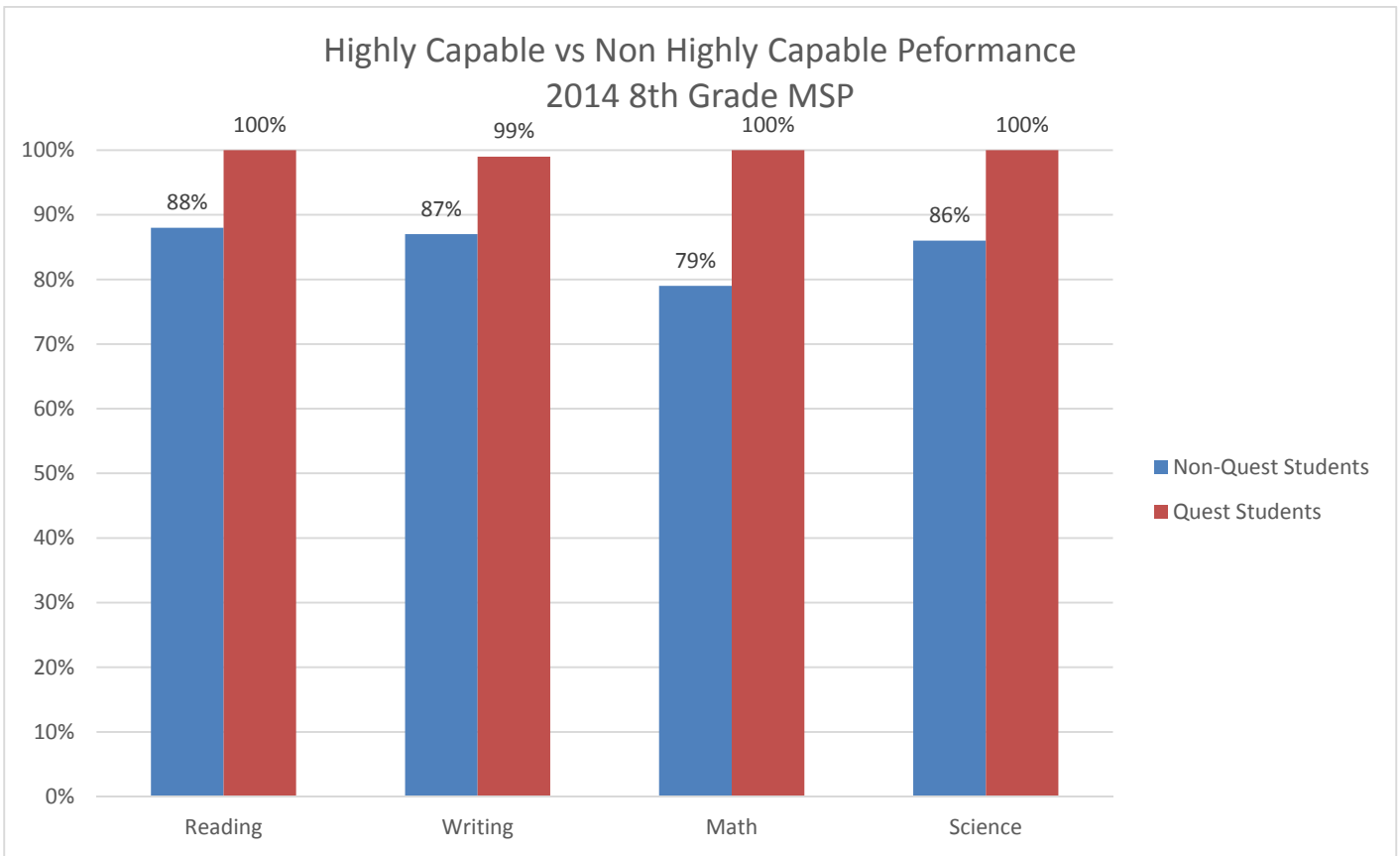
Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-Quest Students	Quest Students	Performance Gap
% of 8 th graders meeting or exceeding state standards in reading	88%	100%	-12%
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	87%	99%	-12%
% of 8 th graders meeting or exceeding state standards in math	79%	100%	-21%
% of 8 th graders meeting or exceeding state standards in science	86%	100%	-14%

Highly Capable N = 82

Non Highly Capable N = 1,806

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.



End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

Student Performance Comparison: Highly Capable - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% of 8 th graders meeting or exceeding state standards in reading	100%			
% of 8 th graders meeting or exceeding state standards in writing in 7 th grade	99%			
% of 8 th graders meeting or exceeding state standards in math	100%			
% of 8 th graders meeting or exceeding state standards in science	100%			

ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

6. Monitor and assure that student growth exceeds average student growth in Washington state and is comparable to student growth in other high performing, neighboring districts including:

- Bellevue School District
- Issaquah School District
- Northshore School District

In Compliance



Evidence

Currently, the State of Washington has released data files for district Student Growth Percentiles (SGP). Given this the district does not have the ability to compare within subgroups across the state but only to growth percentiles within LWSD data.

When reviewing the progress made in all the middle level progress in reading, writing, math, and science, it appears that math achievement scores are disproportionately low as compared to the other three content areas. When reviewing the Student Growth Percentiles in math and reading, it provides insight into one reason the achievement in math is not as high as would be expected for a district such as Lake Washington with the exception of the gifted demographic. The growth of students in mathematics is average and the growth of students in reading is 9 points higher than average with an SGP of 59 for all students with a range of 8 (excluding gifted). It should be noted that all SGPs in the area of reading are over the 50th percentile. Students in the demographic area of low income are demonstrating higher growth in reading than in math by 16 percentile points.

Students in the demographic area of special education are demonstrating higher growth in reading than in math by 15 percentile points.

Of note, ELL students are demonstrating average growth in both math and reading with a difference of 4 percentile points between the two areas (math = 48 SGP and reading = 52 SGP).

2014 8 th Grade Student Growth Percentile: Math		2014 8 th Grade Student Growth Percentiles: Reading	
Subgroup	Median SGP	Subgroup	Median SGP
All Students	50	All Students	59
EII	48	EII	52
Non EII	50	Non EII	59
Low Income	41	Low Income	57
Non Low Income	51	Non Low Income	60
Gifted	78	Gifted	76
Non Gifted	48	Non Gifted	58
Special Education	41	Special Education	56
Non Special Education	51	Non Special Education	59

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

<p>7. Monitor and assure that the district’s instructional program focus enables students to learn the skills, attributes, and content knowledge specified within the district’s <i>Student Profile</i> and supports the accomplishment of the performance targets for the indicators associated with the Student Learning Milestone: 8th Graders’ Overall Academic Readiness for High School</p>	<p>In Compliance</p>	<p>◀ ▶</p>
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Evidence

Instructional Program Focus

	<p>End Results Analysis (s) – strength and (o) - opportunity</p>	<p>Related Instructional Program Efforts (means)</p>
<p>General</p>	<p><u>Strength & Opportunities for Growth:</u></p> <ul style="list-style-type: none"> • (s) Middle school students achieve at high levels in the Lake Washington School District (p. 1-4) • (s) Middle school students demonstrate greater than typical progress in working toward the 2018 target in math (p. 4) • (s) Middle school students demonstrate typical progress in working toward the 2018 target in reading (p. 3) • (o) Middle School students demonstrate less than typical progress in work toward the 2018 target in writing and science (p. 3-4) • (s) Middle school students outperform state peers (p. 4) • (s) Middle school students perform similar to comparable neighboring districts (p. 5-6) • (s) Middle school five (5) year trend is positive in writing and math (p. 8, 10, 11) • (o) Middle school five (5) year trend has remained flat in reading and science (p. 8, 9, 12) • (o) Middle school five year trend is similar to comparable, neighboring districts (p. 8-12) • (o) Low income gap analysis shows five (5) year reading trend has remained constant at 20-25% (p. 14-15) • (o) Low income gap analysis shows five (5) year math/science trends have remained constant at 30%+ (p. 14, 16, 17) • (s) Low income gap analysis shows five (5) year writing trend has reduced 10 points with two (2) years reducing the gap to below 20% (p. 14, 16) 	<ul style="list-style-type: none"> • In 2013-14, adopted new literacy curriculum. • In 2013-14, RTI Pilot at the middle level. • In 2014-15, staff continues planning and learning regarding standards-based report card for implementation in fall 2015. • In 2014-15, adopted new performing arts curriculum, 6th-12th grades. • In 2014-15, review and revise LWSD Building CIP expectations (p. 35). • In 2014-15, continue focus on teachers’ establishment, measurement, and achievement of student growth goals as part of their annual evaluation. • In 2014-15, continue focus on principals’ establishment, measurement, and achievement of student growth goals as part of their annual evaluation.

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

<p>ELL</p>	<p><u>Strengths & Opportunities for Growth:</u></p> <ul style="list-style-type: none"> • (s) Middle school students are exiting ELL services prior to the 8th grade leading to significantly lower numbers of ELL in middle school as compared to elementary (p. 19) • (s) Middle school students receiving ELL services achieve higher than state averages in all academic areas (p. 21) • (s) Middle school students receiving ELL services perform similar to two of three neighboring comparable districts (p. 21) • (o) LWSD has an opportunity to consider how our neighboring comparable district is supporting students receiving ELL services given their significantly higher achievement scores (p. 21) • (s) Middle school students receiving ELL services have a smaller performance gap (42-48) in the process content areas, math and science (p. 20) • (o) Middle school students receiving ELL services have a larger performance gap (52-60) in the language based content areas, reading and writing (p. 20) 	<ul style="list-style-type: none"> • In 2014-15, continue yearly training for registrars on the Home Language Survey process to identify students to assess for ELL eligibility. • In 2013-14, trained general educators in SIOP strategies (103 total teachers currently trained). • In 2014-15, hired one ELL Facilitator/Teacher to support exited students not at standard.
<p>Special Education & 504</p>	<p><u>Strengths & Opportunities for Growth:</u></p> <ul style="list-style-type: none"> • (s) Almost half of middle school students receiving special education services meet or exceed standard in reading, writing, and science (p. 22) • (o) Middle school students receiving special education services only reach standard or higher 25% of the time (p. 22) • (s) LWSD middle school students receiving special education services score similar to neighboring comparable district peers (p. 24) • (o) LWSD does not have data disaggregated by Least Restrictive Environment (LRE) code to better understand the achievement scores specifically in the demographic of special education (p. 22-24) • (s) Students qualified under section 504 perform similarly or higher compared to non-section 504 peers (p. 25-26) • (s) LWSD students qualified under section 504 outperform neighboring district peers in all content areas (p. 27) 	<ul style="list-style-type: none"> • From 2007-2013, the Special Services Department conducted a curriculum audit and purchased materials in the areas of need: <ul style="list-style-type: none"> ○ Inside (reading) ○ Rewards (reading) ○ (T) Edmark (reading) ○ Reasoning and Writing (literacy) ○ (T) Envision and Focus Math (math) ○ Bridge to Algebra (math) ○ Connecting Math Concepts (math) ○ Think Social! (social skills) ○ Thinking about you Thinking about me (social skills) ○ Study Skills and Strategies (organization) ○ (T) Functional Academics (functional skills) ○ (T) We Can Stop Abuse (safety) • In 2014-15, start program review of the Special Services department.

ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

<p>Quest</p>	<p><u>Strengths & Opportunities for Growth:</u></p> <ul style="list-style-type: none"> • (s) Highly capable students in LWSD demonstrate high achievement (p. 28-29) • (s) 99-100% of highly capable students in LWSD exceed standard in Reading and Math (p. 28-29) • (s) 95% of highly capable students in LWSD exceed standard in science (p. 29-29) • (o) 19% of middle school highly capable students in LWSD perform at Level 3 in Writing (p. 28-29) 	<ul style="list-style-type: none"> • In 2014-15, added another 6th grade classroom at KaMS, relocated IMS 6th grade from RMS to EVMS and added 7th grade at EVMS. • In 2014-15, continue program review effort and curriculum changes, revive thematic instruction, Kaplan’s Depth and Complexity unit development model and explicit teaching of critical and creative thinking skills.
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ER- 2/3 Middle School

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

8. Monitor and assure that each school’s Continuous Improvement Process Plan supports the accomplishment of the performance targets for the indicators associated with the Student Learning Milestone: 8 th Graders’ Overall Academic Readiness for High School	In Compliance	◀ ▶
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Evidence

Continuous Improvement Process

All schools in the Lake Washington School District currently complete School Improvement Plans (CIP in LWSD) per WAC 180-16-220. Specifically, all elementary schools complete the required goal areas for the areas where state assessments are conducted. Additionally, schools set goals for all grades where consistent district assessment data is collected at the primary grades (DIBELs K-2). Schools use the following timeline for accomplishing their Continuous Improvement Process with staff:

Month	Work
August	Large Scale Assessments downloaded into Data Dashboard. Building staffs begin to review data prior to the start of school to finalize student placement into support or enrichment programs.
September	Building staffs reflect and analyze previous year’s goals and action plans against the Large Scale State Assessment results. Buildings staffs use Learning Enhancement and Academic Planning (LEAP) Wednesdays to meet in grade level/content level Professional Learning Community (PLC) teams to write reflection and analysis for Continuous Improvement Process (CIP) plans. Schools use the Data Dashboard to access student achievement data to reflect on progress goals that are specific, measureable, achievable, realistic, and timely (SMART).
September- May	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing.
October	Part 1: Reflection and Analysis due to Directors of School Support.
November	Part 2: Building staffs use LEAP Wednesdays to write SMART goals for 2014-15 year using Data Dashboard. Part 2: Current CIP goals due to Directors of School Support.
December- June	Building Staffs continue to use LEAP Wednesdays to meet in content or grade level PLC teams in order to: write unit/lesson plans, develop common assessments, and examine student work/outcomes/results.
January	Directors of School Support write a summary of their Learning Community results and submit them in addition to the CIP Plans to the LWSD Board of Directors.
January-June	Directors of School Support meet with each building administrator and leadership team to discuss progress towards meeting CIP goals which leads to evaluation in June.
February- March	Principals provide time for faculty and staff to take the “9 Characteristics of Effective Schools” survey. (Taken each year to provide direction for developing Perception Goals in the spring).
March-April	Faculties and students participate in state testing.
May	Using the last full day LEAP, faculties review the work of the year and begin setting goals for the following year. In addition, faculties review preliminary 9 Characteristics results to set perception goals for the following year.

End Result: The CEO shall assure organizational efforts focus on ensuring academic success for every student.

Continuous Improvement Process (CIP) Review:

As part of the District’s comprehensive strategic plan, the Continuous Improvement Process will undergo a review and refinement process during the 2014-15 school year. The goals of this process are:

- Develop better alignment between the CIP and LWSD 2018 Performance Targets.
- Develop better alignment between principal student growth goals and school CIP.
- Review district and state data systems to better inform reflection and goal setting processes.
- Ensure the process supports the leadership of the instructional program at each school.
- Ensure the process is data driven.
- Ensure the process supports nonacademic student learning and growth.
- Ensure the process is supported by input of building staff, students, families, parents, and community members.
- Ensure the process considers issues of equity and opportunity.
- Ensure the process considers the impact of technology on instruction and student learning.
- Ensure the process provides a forum for schools to ensure students achievement and growth are monitored and adjusted for, on an ongoing basis.

I certify the above to be correct as of November 3, 2014.

Traci Pierce, Superintendent