

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

August 8, 2016

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

CONSENT AGENDA

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

Lake Washington School District Acronyms

AMO: Annual Measurable Objectives

AMAO: Annual Measurable Achievement Objective in English Language Proficiency

AP: Advanced Placement

AVID: Advancement Via Individual Determination

B/CR: Board/CEO Relationship

CAA: Certificate of Academic Achievement

CADR: College Academic Distribution Requirements

CBA: Classroom-Based Assessments

CDSA: Common District Summative Assessments

CEDARS: Comprehensive Education Data and Research System (CEDARS)

CIA: Certificate of Individual Achievement

CIP: Continuous Improvement Process

CLT: Central Leadership Team

COE: Collection of Evidence

CTE: Career & Technical Education

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

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

EL: Executive Limitations (See Policy Governance)

ELL: English Language Learners

EOC: End of Course

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

ESEA: Elementary and Secondary Education Act

GP: Governance Process (Board)

HCP: Highly Capable Program

HSBP: High School and Beyond Plan

HSPE: High School Proficiency Exam

KISN: Kindergarten Intensive Safety Net

KPI: Key Performance Indicators

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

LEAP: Learning Enhancement & Academic Planning

MSP: Measurement of Student Progress

NSBA - National School Board Association

OSPI: Office of Superintendent of Public Instruction

PCC: Professional Community & Collaboration

PLC: Professional Learning Community

PLIE: Planning, Learning, Implementation, and Evaluation

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

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

RCW: Revised Codes of Washington

RTI: Response to Intervention

SALT: Strategic Advisory Leadership Team

SIOP: Sheltered Instruction Observation Protocol

SBAC: Smarter Balanced Assessment Consortium

SBE: State Board of Education

sMAS: Secondary Mobile Access for Students

STEM: Science, Technology, Engineering, and Mathematics

WAC: Washington Administrative Codes

WaNIC: Washington Network for Innovative Careers

WELPA: Washington English Language Proficiency Assessment

WLPT: Washington Language Proficiency Test

WSSDA: Washington State School Directors Association

August 4, 2016

Nancy Bernard
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Mrs. Bernard:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of August 8, 2016 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. Public Comment
4. Consent Agenda
5. Non-Consent Agenda
6. Superintendent Report
7. Legislative Update
8. Board Follow-Up
9. Future Agenda Items
10. Debrief
11. Board Member Comments
12. Adjourn

Sincerely,

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

Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Hughes Room

August 8, 2016

5:00 p.m. Study Session
Topic: Board Self-Assessment and Puget Sound School Coalition
Location: Hughes

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	Convene, Roll Call			
	Approve Agenda			
	Public Comment			
	Consent Agenda	GP-8 (<i>Annual Agenda Planning</i>)		
	▪ Vouchers - June and July			
	▪ Minutes - June 20 study session & board meeting		1	1
	▪ Human Resources Report – Salary Schedules		2	8
	▪ Approval of monitoring reports	B/CR 5 (<i>Monitoring CEO Performance</i>)		
	✓ EL-09, Staff Treatment		3	14
	✓ EL-10, Budgeting/Financial Planning		4	15
	✓ EL-11, Financial Administration		5	16
	▪ Donations		6	17
	Non-Consent Agenda			
	▪ 2016-17 Budget, Public Hearing and Adoption Resolution No. 2214		7	19
	Program Reports			
	▪ Summer Programs			
	▪ Athletics and Activities			

Superintendent Report

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

Legislative Update

GP-3 (*Board Job Description*)

Board Follow-Up Items

GP-3 (*Board Job Description*)

Future Agenda Items

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

Debrief

GP-2 (*Governing Style*)

Adjourn

Next Board Meeting:

September 19, 2016

5:00 p.m.

Reception with New Administrators

5:30 p.m.

Study Session

Topic: Special Education

Location: Board Room

7:00 p.m.

Board Meeting

Location: Board 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
June 20, 2016

The June 20, 2016 study session was called to order by
President Nancy Bernard at 5:15 p.m.

CALL TO ORDER

Members present: Nancy Bernard, Chris Carlson, Siri
Bliesner, Mark Stuart, and Eric Laliberte.

ROLL CALL

Present: Superintendent Traci Pierce.

The topic discussed was:

TOPIC

- *College and Career Readiness Task Force*

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

ADJOURNMENT

Nancy Bernard, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

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

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

CALL TO ORDER

Members present: Nancy Bernard, Chris Carlson, Siri Bliesner, Mark Stuart, and Eric Laliberte.

ROLL CALL

Present: Superintendent Traci Pierce.

Chris Carlson moved to approve the June 20 agenda. Seconded by Mark Stuart.

APPROVAL OF AGENDA

Motion carried.

Diane Laforanara requested that the district gather data of the number of students being excluded from classrooms by teachers, similar to how data is gather for suspensions.

PUBLIC COMMENT

Chris Carlson moved to approve the consent agenda. Seconded by Eric Laliberte.

CONSENT AGENDA

Nancy Bernard, yes; Chris Carlson, yes; Siri Bliesner, yes; Mark Stuart, yes; and Eric Laliberte, yes.

Motion carried.

Approves minutes of the June 6, 2016 study session and board meeting.

APPROVAL OF MINUTES

Approves June 20, 2016 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:	The White Album
Author:	Joan Didion
Publisher:	FSG
Copyright:	1979
No. of Copies:	30
Price:	\$15.00
School Requesting:	Lake Washington High School
Classification:	Grade 11

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

June 20, 2016

Title: We The People; The Citizen & the Constitution
Author: Quigley et al
Publisher: Center for Civic Education
Copyright: 2016
No. of Copies: Materials will be provided by grant and training
Price: Free
School Requesting: Eastlake High School
Classification: Grades 9-12

Title: In the Time of Butterflies
Author: Julia Alvarez
Publisher: Plume
Copyright: 1994
No. of Copies: 175
Price: \$15.00
School Requesting: Eastlake High School
Classification: Grades 9-12

Title: The Silence of Murder
Author: Dandi Daley Mackall
Publisher: Knopf
Copyright: 2011
No. of Copies: 30
Price: \$9.00
School Requesting: Kamiakin Middle School
Classification: Grade 6

Title: Things Not Seen
Author: Andrew Clements
Publisher: Puffin
Copyright: 2002
No. of Copies: 30
Price: \$6.00
School Requesting: Kamiakin Middle School
Classification: Grade 6

Title: Eleanor & Park
Author: Rainbow Rowell
Publisher: St. Martin's Griffin
Copyright: 2013
No. of Copies: 20-50
Price: \$18.99
School Requesting: Redmond High School
Classification: Grades 9-12 ELL

Title: The Big Burn
Author: Timothy Egan
Publisher: Mariner Books
Copyright: 2009
No. of Copies: Summer reading choice so students will purchase their own copies
Price: This book is available in the local library system
School Requesting: Tesla STEM High School
Classification: Grade 10

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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June 20, 2016

Title: Social Fate or Social Fortune: A Social Thinking
Graphic Novel Map for Social Quest Seekers
Author: Pamela Cooke and Michelle Garcia Winner
Publisher: Social Thinking
Copyright: 2011
No. of Copies: 10
Price: 24
School Requesting: Evergreen Middle School
Classification: Grade 6

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

APPROVAL OF
MONITORING REPORT
EL-5, PARENTS AND
COMMUNITY

Approves the monitoring report for EL-6, Student Learning Environment, as presented.

APPROVAL OF
MONITORING REPORT
EL-6, STUDENT
LEARNING
ENVIRONMENT

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

APPROVAL OF
MONITORING REPORT
EL-8, INSTRUCTIONAL
MATERIALS SELECTION

Approves the Service Employees International Union (SEIU) 2016 - 2019 Collective Bargaining Agreement.

SERVICE EMPLOYEES
INTERNATIONAL UNION
(SEIU), COLLECTIVE
BARGAINING AGREEMENT
2016-19

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Lake Washington Schools Foundation to various schools \$7,934.45 to purchase 3-D printer for Redmond Middle (\$4,666.23) and support Robotics for Inglewood Middle (\$225.46), Rose Hill Middle (\$1,697.05) and Juanita High (\$1,345.71).

Acceptance from A.G. Bell PTSA to Bell Elementary \$10,765.54 to support field trips (\$7,365.54), professional development (\$1,200.00), assemblies (\$1,000.00), and website (\$1,200.00).

Acceptance from Albert Einstein PTSA to Einstein Elementary \$8,132.00 to provide stipends for music (\$2,165.00), lunch buddy (\$885.00), and otter games (\$3,650.00) and support outdoor education (\$1,432.00).

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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June 20, 2016

Acceptance from Ben Franklin PTSA to Franklin Elementary in the amount of \$2,316.23 to provide teacher release time.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary in the amount of \$10,008.19 to provide stipends for math enrichment (\$4,307.00) and release time (\$813.60); support assemblies (\$1,310.85) and field trips (\$1,630.00); and purchase art and science supplies (\$946.56), playground balls (\$794.98), and printing of school newspaper (\$205.20).

Acceptance from Norman Rockwell PTSA to Rockwell Elementary in the amount of \$6,800.00 to support field trips.

Acceptance from H.D. Thoreau Elementary PTSA to Thoreau Elementary in the amount of \$4,572.00 to provide stipend for creative writing club (\$1,143.00), compensation for outdoor education program (\$2,286.00), and running club (\$1,143.00).

Acceptance from Inglewood Middle School PTSA to Inglewood Middle in the amount of \$12,477.86 to provide classroom enrichment (\$8,227.53) and purchase classroom equipment (\$800.00), chairs, book cart, and miscellaneous supplies for library (\$3,450.33).

Acceptance from Kamiakin PTSA to Kamiakin Middle in the amount of \$1,281.68 to purchase emergency preparedness supplies.

Acceptance from Kirkland Middle School PTSA to Kirkland Middle in the amount of \$3,000.00 to purchase professional repair and cleaning of shared musical instruments.

Acceptance from Renaissance School PTSA to Renaissance in the amount of \$1,000.00 to provide classroom enrichment.

Acceptance from Eastlake High School PTSA to Eastlake High in the amount of \$5,000.00 to purchase tables and stools for library.

Acceptance from Tesla STEM PTSA to Tesla STEM in the amount of \$13,000.00 to support classroom enrichment and professional development.

Acceptance from Rotary Club of Kirkland to Muir Elementary in the amount of \$1,200.00 to support library.

Acceptance from Kirkland National Little League to Finn Hill Middle in the amount of \$1,121.83 to purchase equipment storage boxes.

Acceptance from Society for Science and The Public to Redmond High in the amount of \$2,000.00 to support science, math, and engineering education.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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June 20, 2016

Acceptance from Juanita Rebels Booster Club to Juanita High in the amount of \$6,777.60 to support track (\$2,277.60) and DECA (\$4,500.00).
TOTAL \$97,387.38

NON-CONSENT

Barbara Posthumus, Director of Business Services, conveyed that Resolution No. 2213 authorizes the sale of up to \$165,000,000 of the bonds approved by the voters in April 2016. The resolution delegates to the Deputy Superintendent of Operational Services and the Director of Business Services the authority to direct the bond underwriter to market the bonds within certain parameters set forth in the resolution. This method allows the timing of the bond sale to be best aligned with favorable market conditions. This advance authorization also provides flexibility in timing the sale as the sale can be scheduled based on market conditions within one year of the resolution as long as the interest rate parameters in the resolution are met.

AUTHORIZATION TO
SELL BONDS
BOND REFUNDING
RESOLUTION NO. 2213

In addition, the issuance of approximately \$60,000,000 of refunding bonds is anticipated if market conditions remain favorable. The proceeds of the refunding bonds will be used to refund bonds that were issued in December 2008 under Resolution No. 2027 in support of the district's construction program. If executed, this action will allow the district to take advantage of favorable interest rates and save the taxpayers approximately \$5.0 million over the life of the bonds.

Siri Bliesner moved that the board adopts Resolution No. 2213 authorizing the issuance and sale of Unlimited Tax General Obligation (UTGO) Bonds and Refunding Bonds of the district in the aggregate principal amount of up to \$225,000,000 as presented. Seconded by Eric Laliberte.

Motion carried.

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Barbara Posthumus, Director of Business Services, presented the proposed 2016-17 Draft Budget, provided a recap on the legislative session and reviewed budget policies, processes, and timelines. She highlighted key changes in revenues and expenditures for each of the funds: General Fund, Associated Student Body Fund, Debt Service, Capital Projects Fund, and Transportation Vehicle Fund.

2016-17 BUDGET,
FIRST READING

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

The district's budget document is presented in both the official F-195 state format and the district summary format. Staff is continuing to update the document to incorporate portions of the Associate School Business Officials (ASBO) Meritorious Budget Award criteria. A copy of the budget is available from the business office or the district website. Feedback can also be provided via the website or email. A public hearing and adoption of the 2016-17 budget is scheduled for the next regular board meeting on August 8, 2016.

Dr. Pierce described the 2016 Summer School programs for elementary, middle school, and high school. Invitations were extended to identified students in Title 1 schools for summer literacy camps and special education students for extended year opportunities.

SUPERINTENDENT
REPORT

The board members shared their experiences while attending the 2016 graduation events.

BOARD MEMBER
COMMENTS

Siri Bliesner indicated that the WSSDA Legislative Assembly is scheduled to be held in September and encouraged the board members to review the legislative positions and give her their input.

Siri Bliesner requested additional information on "Every Student Success Act," using one national assessment. Dr. Pierce indicated that that must be determined by the State.

FUTURE BOARD AGENDA

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 20, 2016

Siri Bliesner moved to adjourn. Seconded by Eric Laliberte.

ADJOURNMENT

Motion carried.

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

Nancy Bernard, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report August 8, 2016



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Alexander, Jennette NC	Teacher	Mann Elem	C-0	08/29/16	Leave Replacement
Apley, Todd NC	.4 Teacher	Juanita HS	A-0	08/29/16	Leave Replacement
Bell-Games, Rosina NC	Teacher	Elem Pool	C-0	08/29/16	Leave Replacement
Bertsch, MaryChar NC	Teacher	Thoreau Elem	C-0	08/29/16	Leave Replacement
Bogel, Dana NC	Teacher	Keller Elem	C-0	08/29/16	Leave Replacement
Burton, Barbara NC	Teacher	Juanita HS	D-0	08/29/16	Leave Replacement
Calkins, Jeffery	Tech Support Analyst	Resource Center	\$23.43	02/04/16	Repl. M. Pearson
Carlin, Kayla NC	Teacher	Wilder Elem	C-3	08/29/16	Leave Replacement
Castleton, Jacquilyn NC	Teacher	Elem Pool	A-0	08/29/16	Leave Replacement
Clark, Teixeira NC	.5 Teacher	Emerson K-12	C-0	08/29/16	Leave Replacement
Courage, Elizabeth NC	Library Media Specialist	Lake Washington HS	C-0	08/29/16	Leave Replacement
Donahue, M. Derek NC	.8 Teacher	Kamiakin MS	C-0	08/29/16	Leave Replacement
Donnellan, Forrest NC	Teacher	Juanita HS	C-0	08/29/16	Leave Replacement
Dowdy, Scheree NC	Teacher	Juanita HS	C-0	08/29/16	Leave Replacement
Edahl, Ashleigh	Admin Secretary III	Support Services	\$21.54	03/14/16	Budgeted
Eishehauer, Sarah NC	Teacher	Evergreen MS	A-0	08/29/16	Leave Replacement
Eldredge, Catherine NC	Teacher	Alcott Elem	A-0	08/29/16	Leave Replacement
Ender, Suzanne NC	.8 Teacher	Muir Elem	C-0	08/29/16	Leave Replacement
Erickson, Tracy NC	Teacher	Redmond HS	C-0	08/29/16	Leave Replacement
Farrar, Nathan NC	Teacher	Elem Pool	C-0	08/29/16	Leave Replacement
Fernandez, Lauren NC	Teacher	Muir Elem	A-0	08/29/16	Leave Replacement
Finley, Michael NC	Teacher	Inglewood MS	A-0	08/29/16	Leave Replacement
Ganz, Mary	Admin Secretary III	Support Services	\$21.54	03/14/16	Budgeted
Goldblatt, Julia NC	Teacher	Rush Elem	A-0	08/29/16	Leave Replacement
Gorle, Matthew	Tech Support Analyst	Resource Center	\$23.43	02/02/16	Repl. L. Turner
Gryder, Elizabeth NC	Teacher	Rush Elem	A-0	08/29/16	Leave Replacement
Guariz, Gina NC	Teacher	Franklin Elem	C-0	08/29/16	Leave Replacement
Gunderson, Eric NC	Teacher	Redmond HS	C-0	08/29/16	Leave Replacement
Hamilton, Haley NC	Teacher	Evergreen MS	A-0	08/29/16	Leave Replacement
Hawkins, Gerald NC	Teacher	Lake Washington HS	C-0	08/29/16	Leave Replacement

Human Resources Board Report August 8, 2016



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Haymaker, Jessica NC	Teacher	Juanita HS	A-0	08/29/16	Leave Replacement
Herk, Camie NC	Teacher	Evergreen MS	A-0	08/29/16	Leave Replacement
Jay, Dina NC	.1 Teacher	Inglewood MS	A-0	08/29/16	Leave Replacement
Joffre, Kevin NC	Teacher	Redmond HS	A-0	08/29/16	Leave Replacement
Johnson, Holly NC	.8 Teacher	Special Services	C-0	08/29/16	Leave Replacement
Jung, Christopher NC	Teacher	Mead Elem	C-0	08/29/16	Leave Replacement
Kaliszuk, Kamilia NC	Teacher	Rush Elem	C-0	08/29/16	Leave Replacement
Kassis, Mason NC	Teacher	Rose Hill EI	C-0	08/29/16	Leave Replacement
Keller, Vanessa NC	Counselor	Redmond HS	C-0	08/29/16	Leave Replacement
Kim, Michelle P3	Teacher	Special Ed Pool	C-0	08/29/16	Leave Replacement
Kirkevold, Kristen NC	Teacher	Keller Elem	C-0	08/29/16	Leave Replacement
Knowels, Gary NC	Teacher	Kamiakin MS	C-0	08/29/16	Leave Replacement
Kong, Melanie NC	.7 Teacher	Tesla STEM HS	A-0	08/29/16	Leave Replacement
Kroschel, Stephanie NC	Teacher	Finn Hill MS	A-0	08/29/16	Leave Replacement
Lawson, Megan NC	Teacher	Redmond HS	C-0	08/29/16	Leave Replacement
Line, Laurie NC	Teacher	Redmond MS	C-0	08/29/16	Leave Replacement
Madhira, Revati NC	Teacher	Rose Hill MS	A-0	08/29/16	Leave Replacement
Mathre, Erik	Tech Support Analyst	Resource Center	\$23.43	02/01/16	Repl. C. Magee
McGinnis, Megan NC	Teacher	Redmond HS	C-0	08/29/16	Leave Replacement
McKenna, Kelly NC	Teacher	McAuliffe Elem	A-0	08/29/16	Leave Replacement
Menenberg, David NC	Teacher	Eastlake HS	A-0	08/29/16	Leave Replacement
Merva, Katherine NC	Teacher	Eastlake HS	C-0	08/29/16	Leave Replacement
Miller, Coryn NC	Speech Language Path	Special Services	C-0	08/29/16	Leave Replacement
Miller, Susan NC	.7 Teacher	Elem PE	C-0	08/29/16	Leave Replacement
Minehan, Jill NC	Occupational Therapist	Special Services	C-0	08/29/16	Leave Replacement
Mittelstaedt, Autumn NC	Teacher	Bell Elem	A-0	08/29/16	Leave Replacement
Morales, Virginia NC	Teacher	ELL Pool	C-0	08/29/16	Leave Replacement
Mosley, Christine NC	Occupational Therapist	Special Services	C-0	08/29/16	Leave Replacement
Muthigi, Laxmi NC	Speech Language Path	Special Services	C-0	08/29/16	Leave Replacement
Nagasawa, Melodie NC	Teacher	Redmond Elem	C-0	08/29/16	Leave Replacement

Human Resources Board Report August 8, 2016



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Nappa, Meredith NC	Teacher	Juanita Elem	C-0	08/29/16	Leave Replacement
Neff, Jameson NC	Teacher	Redmond HS	C-0	08/29/16	Leave Replacement
Neugebauer, Trent	Associate Principal	Rose Hill El/Lakeview El	\$107,510	08/29/16	Budgeted
Noring, Catherine NC	Teacher	McAuliffe Elem	C-0	08/29/16	Leave Replacement
Orwoll, Nina NC	Teacher	Elem Pool	A-0	08/29/16	Leave Replacement
Palermi, Shannon NC	Teacher	Smith Elementary	C-0	08/29/16	Leave Replacement
Pence, Jennifer NC	.2 Teacher	Emerson K-12	C-9	08/29/16	Leave Replacement
Pepitone, Mark NC	Teacher	Finn Hill MS	C-0	08/29/16	Leave Replacement
Perrella, Cheryl NC	Teacher	Safety Net Pool	C-0	08/29/16	Leave Replacement
Perz Welander, Crystal NC	.8 Teacher	Redmond HS	C-0	08/29/16	Leave Replacement
Petersen, Shane NC	Teacher	Rush Elem	A-0	08/29/16	Leave Replacement
Peterson, Carrie NC	Teacher	Stella Schola MS	A-0	08/29/16	Leave Replacement
Peterson, Jessica NC	Teacher	Redmond HS	C-0	08/29/16	Leave Replacement
Pinder, Jackson NC	.8 Teacher	Blackwell Elem	A-0	08/29/16	Leave Replacement
Prince, Stuart	Associate Principal	Evergreen MS	\$114,825	07/06/16	Budgeted
Rademacher, Ellen NC	Teacher	Blackwell Elem	C-0	08/29/16	Leave Replacement
Rasmussen, Charity NC	.9 Teacher	Wilder/Parks Elem	A-0	08/29/16	Leave Replacement
Rath, Tyler NC	.8 Teacher	Mead Elem	C-0	08/29/16	Leave Replacement
Redshaw, Tamorah NC	Teacher	ELL Pool	C-0	08/29/16	Leave Replacement
Rosen, William	Associate Director	Resource Center	\$136,255	07/18/16	Budgeted
Savage, Elena NC	0.4 Teacher	Redmond MS	A-0	08/29/16	Leave Replacement
Scrivner, Serena NC	.8 Teacher	Elem Music	A-0	08/29/16	Leave Replacement
Senyk, Anna NC	Teacher	Wilder Elem	A-0	08/29/16	Leave Replacement
Sherwood, Michele	Data Services Coordinator	Resource Center	\$32.68	03/21/16	Repl. C. Louis
Singleton, Amanda	Teacher	Redmond Elem	A-0	09/29/16	Leave Replacement
Skinner, Kyle NC	Teacher	Inglewood MS	C-0	08/29/16	Leave Replacement
Smith, Matthew NC	Teacher	Inglewood MS	A-0	08/29/16	Leave Replacement
Stack, William NC	Teacher	Rose Hill El	C-0	08/29/16	Leave Replacement
Stein, Jerry	Bus Driver	Transportation	\$22.87	01/06/16	Budgeted
Swanson, Eric NC	.8 Teacher	Evergreen MS	C-0	08/29/16	Leave Replacement

Human Resources Board Report August 8, 2016



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Thoreson, Tyler	Tech Support Analyst	Resource Center	\$23.43	01/20/16	Repl. K. Dennis
Tran, Michael NC	Teacher	Inglewood MS	A-0	08/29/16	Leave Replacement
Vertrees, Melanie NC	Teacher	ELL Pool	C-0	08/29/16	Leave Replacement
Weed, Kari	Associate Principal	McAuliffe Elem	\$109,445	07/01/16	Budgeted
Welsh, Hannah NC	Teacher	International CS	A-0	08/29/16	Leave Replacement
Wesley, Carly NC	Teacher	Twain Elem	A-0	08/29/16	Leave Replacement
Whitaker, Joe NC	Teacher	Rosa Parks Elem	A-0	08/29/16	Leave Replacement
Whiteley, Nicole NC	.8 Teacher	Elem Music	A-0	08/29/16	Leave Replacement
Williams, Jacalyn NC	Teacher	Juanita HS	C-8	08/29/16	Leave Replacement
Womble, Suzanne P1	Instructional Specialist	Resource Center	C-0	08/29/16	Repl. N Litke

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Andrade-Haessly, Yolanda	Teacher	Rush Elem	09/14/89	06/22/16	Retirement
Blomquist, Jera	Instructional Assist	Finn Hill MS	08/24/15	06/15/16	Resignation
Dean, Brenda	Psychologist	Special Services	09/01/09	06/15/16	Resignation
Deines, Elizabeth	Special Ed Para Ed	Blackwell Elem	11/04/92	06/15/16	Resignation
Eirich, Shelley	Teacher	International CS	12/13/07	06/29/16	Resignation
Greer, Shannon	Teacher	Franklin Elem	12/05/02	06/15/16	Resignation
Hewitt, Louise	Special Ed Para Ed	Juanita HS	09/04/90	06/15/16	Retirement
Kanuparth, Rajasri	Special Ed Para Ed	Eastlake HS	11/16/09	06/15/16	Retirement
Kawaguchi, Brent	Teacher	Eastlake HS	08/26/02	06/15/16	Resignation
Kelly, Blair	Special Ed Para Ed	Eastlake HS	09/02/14	06/15/16	Resignation
Koo, Valerie	Special Ed Para Ed	Mann Elem	04/13/15	06/15/16	Resignation
Oakley, Kimberly	Teacher	Franklin Elem	08/29/11	06/21/16	Resignation
Phillipson, Christa	Teacher	Redmond MS	08/25/14	06/15/16	Resignation
Polkinghorn, Jessica	Teacher	Dickinson Elem	07/22/13	06/15/16	Non-Renewal
Raines, Timothy	Teacher	Eastlake HS	08/24/15	06/15/16	Resignation

Human Resources Board Report

August 8, 2016



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Rathbone, Rachelle	Teacher	Smith Elem	08/24/15	06/15/16	Resignation
Rogers, Denise	Teacher	Juanita HS	08/25/14	06/27/16	Resignation
Rollofson, Nicole	Teacher	Kamiakin MS	02/09/10	07/20/16	Resignation
Saunders, Amylia	Special Ed Para Ed	Juanita Elem	12/07/10	06/08/16	Resignation
Stroud, Jessica	Teacher	Evergreen MS	08/24/15	06/15/16	Resignation
Thoreson, Mellissa	Admin Secretary III	Resource Center	09/14/15	07/22/16	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Steward, Miranda	Juanita HS	.6 NC to .7 NC	8/29/2016
Durbin, Sharlene	Keller Elem	.8 C to .8 C / .1 NC	8/29/2016
Frank, Sharon	Thoreau Elem	.8 C to .8 C / .1 NC	8/29/2016
Gremmert, Susan	Discovery/Sandburg/Kirk/Explorer	.6 NC to .7 NC	8/29/2016
Herrick, Garth	Kamiakin MS	.8 NC to 1.0 NC	8/29/2016

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>
Appelgate, Holly	Teacher	Elem Associate Principal	07/01/16	Budgeted	\$109,445.00
Balicki, Anne	MS Associate Principal	.5 Elem Associate Principal	07/01/16	Budgeted	\$109,445.00
Ewart, Mary	Teacher	Instructional Specialist	08/29/16	Repl. D Clagg	C-10
Goodfellow, Malia	Teacher	Elem Associate Principal	07/01/16	Budgeted	\$109,445.00
Levinson, Keriann	Teacher	Elem Associate Principal	07/01/16	Budgeted	\$109,445.00
Levinson, Keriann	Elem Associate Principal	Principal	07/28/16	Repl. M. Mallon	\$115,582.92
Litke, Nathaniel	Instructional Specialist	Elem Associate Principal	07/01/16	Budgeted	\$109,445.00
Maver, Ian	Teacher	Elem Associate Principal	07/01/16	Budgeted	\$109,445.00
Scott, Ryan	Teacher	Elem Associate Principal	07/01/16	Budgeted	\$109,445.00
Posthumus, Barbara	Director of Business Services	Associate Supt., Business and Support Services	08/01/16	Budgeted	\$156,500.00

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414
ADMINISTRATOR SALARY SCHEDULE
2016-17**

APPROVED: August 8, 2016

EFFECTIVE: July 1, 2016

<u>POSITION TITLE</u>	<u>POSITION SPECIFICATIONS</u>	<u>POSITION CODE</u>	<u>2016-17 SALARY</u>
Deputy Superintendent #+	Selected by Superintendent	A5AD	\$177,515
Associate Superintendent #+	from qualified applicants.	A5C*	\$162,560
Assistant Superintendent #+	from qualified applicants.	A5E*	\$156,500
Director+		A5D*	\$150,435
Associate Director+	Twelve month contract-inclusive of holidays and vacations.	A5G*	\$136,255

Plus \$5,500 annuity

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

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

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

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414
BUILDING ADMINISTRATORS SALARY SCHEDULE
2016-17**

APPROVED: August 8, 2016

EFFECTIVE: July 1, 2016

<u>Level</u>	<u>Position Title</u>	<u>Position Code</u>	<u>2016-17 Salary (12-month)</u>
1	Senior High Principal++	B3PP	\$138,785
2	Middle School Principal+ Alternative School Principal+	B2PP B6PA	\$128,140
3	Elementary Principal+	B1PP	\$124,180
4	Senior High Associate Principal++	B3AP	\$121,660
6	Middle School Associate Principal+	B2VP	\$116,890
7	Elementary Associate Principal+ WANIC Director	B1VP B3WD	\$109,445
	Substitute Administrator (1-5 day assignment 85% of Elementary Principal rate. If an individual works more than 5 consecutive days, rate of pay is the same as regular salary schedule for that assignment.)		\$105,553
	Admin Leadership Stipend	BS	\$1,470

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

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

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

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

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414
DEPARTMENT ADMINISTRATOR SALARY SCHEDULE
2016-17**

APPROVED: August 8, 2016

EFFECTIVE: July 1, 2016

<u>Level</u>	<u>POSTION CODE</u>	<u>2016-17 SALARY</u>
A	C5A*	\$122,285
B	C5B*	\$109,345
C	C5C*	\$102,740
D	C5D*	\$90,070
E	C5E*	\$77,280
F	C5F*	\$69,475
Facility On-call stipend	XF	\$3,685

All Salary amounts are based on 1.0 FTE

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

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

SALARY SCHEDULE 2
Trades - School Bus Personnel
2016-17

APPROVED: August 8, 2016
EFFECTIVE: August 16, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2016-17 SALARY</u>
Bus Drivers		
0-3 years of service	I5D1	\$23.78
3+ - 10 years of service	I5D2	\$24.36
10+ - 15 years of service	I5D3	\$24.59
15+ or more years of service	I5D4	\$24.93
Bus Driver Rover	I5D5	\$26.18
Regular Substitute Bus Driver	I5SU	\$23.78
Standby Bus Driver	I5DX	\$14.27

SALARY SCHEDULE 3
Trades - Truck Drivers/Warehouse Personnel
2016-17

APPROVED: August 8, 2016
EFFECTIVE: August 16, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2016-17 SALARY</u>
Messenger	J5M	\$21.98
Truck Driver	J5D	\$24.20
Warehouseperson	J5W	\$24.20
Warehouseperson Lead	J5WL	\$26.20

SALARY SCHEDULE 4
Trades - Automotive Machinists
2016-17

APPROVED: August 8, 2016
EFFECTIVE: August 16, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2016-17 SALARY*</u>
Bus/Truck Serviceperson	K5BS	\$25.60
Bus/Truck Mechanic	K5BM	\$30.28
Bus/Truck Mechanic Leadperson	K5BL	\$32.28
Auto & Small Equipment Mechanic	K5AM	\$30.28
Auto & Small Equipment Mechanic Lead	K5AL	\$32.28
Shop Assistant	K5SA	\$17.63

*In accordance with the negotiated agreement (Section C.1.4) an additional (\$0.25) per hour will be paid for each ASE certificate up to \$1.00 per person. If the employee becomes a Master School Bus Technician they would be eligible for compensation of one dollar and fifty cents (\$2.00) per hour inclusive of any other ASE certificates held during the term of the agreement. Once a Master School Bus Technician is earned, an additional (\$0.25) per hours will be paid for up to two additional certifications

SALARY SCHEDULE 5
Trades - Custodians
2016-17

APPROVED: August 8, 2016
EFFECTIVE: August 16, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>Step A</u>	<u>Step B</u>	<u>Step C</u>
Custodian/Custodian Rover	L*CU	\$19.79	\$20.21	\$20.79
Custodian (Graveyard)	L*CG	\$20.75	\$21.13	\$21.74
Lead Middle School Custodian (Swing)	L*CL	\$20.25	\$20.62	\$21.24
Head Custodian I	L*H1	\$20.89	\$21.31	\$21.89
Head Custodian II	L*H2	\$22.56	\$22.96	\$23.57
Head Custodian III	L*H3	\$24.30	\$24.71	\$25.30

NOTE: * indicates level or function.

SALARY SCHEDULE 6
Trades - Craftspersons
2016-17

APPROVED: August 8, 2016
EFFECTIVE: August 16, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2016-17 SALARY</u>
Laborer	M*I	\$20.00
Groundsperson	M*A	\$26.46
Groundsperson Lead	M*AL	\$28.46
Landscape Leadperson	M*HL	\$32.61
Seasonal Worker		\$16.12
Carpenter	M*C	\$30.61
Carpenter Lead	M*CL	\$32.61
Locksmith	M5CH	\$30.61
Locksmith Lead	M5CD	\$32.61
Electrician	M*E	\$33.87
Electrician Lead	M*EL	\$35.87
Electrician/Intercoms, Clocks, & Alarms	M5JI	\$33.87
Electrician/Intercoms, Clocks, & Alarms Lead	M5JD	\$35.87
Electrician Asst	M5EA	\$22.55
Building Equipment Mechanic/HVAC	M*F	\$33.87
Building Equipment Mechanic Lead	M*FL	\$35.87
Building Equipment Mechanic/HVAC Asst	M*FA	\$22.55
Electronics Tech/Computer Repair	M5JC	\$29.76
Electronics Tech/Computer Repair Lead	M5JL	\$31.76
Electronics Tech/Copier Repair	M5JX	\$29.71
Electronics Tech/AV	M5JV	\$29.71
Painter	M*B	\$30.61
Painter Lead	M*BL	\$32.61
Glazier	M*D	\$30.61
Glazier Asst	M5DA	\$21.70
Plumber	M*G	\$33.87
Plumber Lead	M*GL	\$35.87
Plumber Asst	M5GA	\$21.70

NOTE: * indicates level or function

**In accordance with the negotiated agreement (Section D.3.4)
Electricians who obtain an EL01 State Electrical License and have
been certified as a Master Electrician in the State of Washington they
shall be compensated an additional one-dollar (\$1.00) per hour.

SALARY SCHEDULE 7
Trades - Para Educators
2016-17

APPROVED: August 8, 2016
EFFECTIVE: August 16, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2016-17 SALARY*</u>
Special Education Para Educator		
0-3 years of services	N*S1	\$18.04
3+ -9 years of service	N*S2	\$19.61
9+ -13 years of services	N*S3	\$19.79
13+ or more years of service	N*S4	\$20.08
Special Education Para Educator Support Specialists**		
0-3 years of services	N*R5	\$19.84
3+ -9 years of service	N*R6	\$21.57
9+ -13 years of services	N*R7	\$21.77
13+ or more years of service	N*R8	\$22.09
Special Education Reserve Para Educator	N*xx	\$18.04
Sign Language Interpreter Para Educator		
0-3 years of services	N*T1	\$29.79
3+ -9 years of service	N*T2	\$30.50
9+ -13 years of services	N*T3	\$30.77
13+ or more years of service	N*T4	\$31.24
Brailist Para Educator		
0-3 years of services	N*B1	\$29.79
3+ -9 years of service	N*B2	\$30.50
9+ -13 years of services	N*B3	\$30.77
13+ or more years of service	N*B4	\$31.24

NOTE: * indicates level or function.

*In accordance with the negotiated agreement (Section A.2.8) employees who earned Training Levels 1-8 as of December 31, 2012 will continue to receive the additional \$0.20 cents per level. It is not possible to earn training levels after December 31, 2012.

**In accordance with the negotiated agreement (Section A.2.10) Para Educators who are designated as a Support Specialists shall be paid at 10% above their base hourly rate of pay.

SALARY SCHEDULE 9
Substitutes
2016-17

APPROVED: August 8, 2016
EFFECTIVE: September 1, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Substitute Custodian	2LCU	\$16.82
Substitute Instructional Assistant	2PI	\$13.60
Substitute IA Technical Support Specialist	2ST	\$20.91
Substitute Special Education Para Educator	2NS	\$15.33
Substitute Sign Language Interpreter Para Educator	2NT	\$25.32
Substitute Secretary	2OS	\$16.04
Substitute Groundsperson	2MA	\$22.49
Substitute Bus-Truck Serviceperson	2KBS	\$21.76
Substitute Truck Driver/Warehouseperson	2JD	\$20.57
Substitute Messenger/Warehouse Asst.	2JM	\$18.68
Summer Grounds Helper	2MAH	\$10.13
Substitute Laborer	2MI	\$17.00
Substitute Craftsperson#	2MB	\$26.02
Substitute Headstart/Readystart Lead Teacher	2QRS	\$18.72
Substitute Prof Tech	85% of regular board approved rate	

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

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

**SALARY SCHEDULE 10
PROFESSIONAL-TECHNICAL
2016-17**

APPROVED: August 8, 2016
EFFECTIVE: September 1, 2016

Salary Level	2016-17 Salary	2016-17 Hourly Rate (261 days)
1	\$48,985	\$23.46
2	\$58,140	\$27.84
3	\$67,450	\$32.30
4	\$69,475	\$33.27
5	\$77,280	\$37.01
6	\$90,070	\$43.14
7	\$102,740	\$49.20
8*	\$109,345	\$52.37
Facility On-Call Stipend	\$3,685	

All Salary amounts are based on 1.0 FTE

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

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

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

SALARY SCHEDULE 12
International Alliance of Theatrical Stage Employees (IATSE)
2016-17

APPROVED: August 8, 2016
EFFECTIVE: September 1, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Theater Manager	T3TM	\$27.84

SALARY SCHEDULE 13
International Alliance of Theatrical Stage Employees (IATSE)
Theater Technicians
2016-17

APPROVED: August 8, 2016
EFFECTIVE: September 1, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
House Technician*	30HT	\$23.44
Stage Technician	30ST	\$17.16
Student Technician	30SU	\$10.61

*House Technicians who perform the duties of the Theater Manager in their absence on a particular production shall be paid an hourly rate of \$23.25 for performing such work (Lead Technician)

SALARY SCHEDULE 14
Miscellaneous
2016-17

APPROVED: August 8, 2016
EFFECTIVE: August 16, 2016

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Construction Assistant Intern	30CD	\$13.18
Detention/In House Suspension	3XD	\$21.07
Fingerprinter	30FP	\$17.34
Foreign Language Interpreter	30FL	\$21.05
Judges of Activity Events	30JU	\$15.27
Music/Band/Orchestra Specialist (Classified)	30MU	\$27.83
Proctor (Classified)	30PT	\$21.07
Sign Language Interpreter (for adults)	30SI	\$25.32
Stadium Worker	30SM	\$12.86
Staff Development Trainer (Classified)	30SD	\$24.59
Student Worker	30SW	\$9.47
Summer Technology Lead	30TL	\$18.87
Supervisor of Athletic Events	30AE	\$15.27
Ticket Takers, Scorers, Timers	30TT	\$10.15
Tutor	30TU	\$21.07
Volunteer/Grant Project Coordinator	30PC	\$21.07

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

APPROVAL OF MONITORING REPORT
EL-9, STAFF TREATMENT

August 8 2016

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-9, Staff Treatment, are in compliance and it is now being presented for approval.

RECOMMENDATION

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

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

**EL-9 District Staff
August 8, 2016**

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

Accordingly, the CEO shall:

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



Evidence

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

One of district's strategic goals is to recruit, hire, and retain highly effective personnel. The district attends state recruitment fairs and continues to work directly with universities and their teacher preparation programs. Staff continually works with local universities to identify potential qualified candidates and to promote the district. During the 2015-16 school year, Lake Washington participated in major career and recruitment events at the following universities:

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

In addition to attending these university events, staff participated in the Spokane and Tacoma Career Fairs. At all of these recruiting events, a team of building principals, department administrators, and professional learning specialists works to recruit high quality teacher candidates. The most successful recruiting event in 2015-16 was the district's own Lake Washington School District Job Fair in March. The event attracted over 150 teaching candidates and 60 interviews were conducted, which resulted in the hiring of 34 teachers.

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

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In Compliance	◀ ▶
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Evidence {continued}

- In the 2015-16 school year, the district attracted 1,713 certificated applicants, from which the following number of staff were hired:
 - Elementary Teachers.....92
 - Secondary Teachers76
 - Special Education Teachers33
 - Specialists16
 - Total new hires.....**217**

- In addition, the district rehired the following non-continuing staff:
 - Elementary Teachers.....13
 - Secondary Teachers31
 - Special Education Teachers9
 - Specialists7
 - Total rehired.....**60**

- In the 2015-2016 school year, the district attracted 1,594 classified applicants, from which 251 new staff members were hired.
- In the 2015-2016 school year, the district attracted 142 administrator applicants, from which 18 new administrators were hired.

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

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

- For the 2015-2016 school year, the district had 388 provisional teachers.

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

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

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

- For the 2015-2016 school year, twelve (12) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

b) Retaining and nurturing top quality staff:

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

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

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

- Annual staff survey results indicate that 80% of staff agree or strongly agree that their school provides an environment that supports long-term employment and 76% of staff agree or strongly agree that the district provides an environment that supports long-term employment.

EL-9 District Staff

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

Accordingly, the CEO shall:

Turnover data for staff groups is shown below:

2013-2014	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	5	6	0	0	94*	105*	10%*
Certificated	35	109	0	2	1,518	1,664	9%
Classified	26	61	1	3	993	1,084	8%
2014-2015	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	0	5	0	0	100	105	5%
Certificated	35	125	0	0	1,538	1,698	9%
Classified	47	74	0	8	1,026	1,155	11%
2015-2016	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	3	3	0	0	112	118	5%
Certificated	39	107	0	0	1,613	1,759	8%
Classified	27	69	3	9	1,117	1,225	9%

* NOTE: The increased number in this group is due to a restructuring and consolidation of professional-technical administrators into the administrator group.

- The turnover rate for teachers decreased from 9% to 8% for 2015-16. The turnover rate for classified staff also decreased from the prior year from 11% to 9%. The turnover rate for administrators remained the same as in 2014-15.
 -
- c) Developing compensation and benefit plans that reward employees consistent with state statutes, applicable marketplace, organizations of comparable size and type, and within available and projected resources:
- During the 2015-16 school year, the district successfully completed negotiation of a successor Collective Bargaining Agreement with the Trades Bargaining Council, representing district Bus Drivers, Para Educators, and Trades employees. The agreement included a compensation package based on comparable neighboring districts and needs of the various groups within the Council to remain competitive in both recruiting and retaining employees.
 - During 2015-2016, the district negotiated a successor Collective Bargaining Agreement with the Service International Employees Union (SEIU) representing district Instructional Assistants, Head Start/Ready Start staff, and Technology Support Specialists. The agreement included a compensation package based on comparable neighboring districts and needs of the various positions to remain competitive in both recruiting and retaining employees. Additional training time for Instructional Assistants was also included in the agreement.
- d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

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

2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by: <ul style="list-style-type: none"> a) Assuring an organizational culture that conforms with the following: <ul style="list-style-type: none"> • recognition of the fundamental role played by staff in the achievement and well-being of students; • open and honest communication in all written and interpersonal interaction; • respect for others and their opinions; • focus on common organizational goals as expressed in Board End Results policies; • commitment to the integrity and the positive image of the district, its leaders, and staff. b) Maintaining an organizational culture of respect, dignity and courtesy that does not tolerate any behaviors, actions or attitudes by parents or guests that hinders the performance or well-being of staff. c) Having written operating personnel policies which:: <ul style="list-style-type: none"> • Clearly state rules and procedures for staff and volunteers; • Provide for effective handling of complaints; • Include adequate job descriptions for all staff positions; • Include an effective personnel performance evaluation system; • Protect against illegal discrimination and harassment; • Provide for appropriate due process. d) Protecting confidential information. e) Making reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers who have unsupervised contact with students. f) Honoring the terms of negotiated agreements with staff. g) Providing staff with an opportunity to become familiar with the provisions of this policy. 	In Compliance	◀ ▶
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Evidence

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

EL-9 District Staff

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

Accordingly, the CEO shall:

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

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

Ensuring staff are informed and trained on district expectations through:

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

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

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

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

- Internal communication vehicles to support open and honest communication:
 - o A bi-weekly newsletter, *Focus*, includes general, people, and department articles. The goal of this newsletter is to keep employees informed about information that could affect them as well as to build a sense of community. This publication also includes articles from the deputy and associate superintendents to provide regular updates to staff on the work of each division. These communications reinforce a positive organizational culture and the value of district staff
 - o *District Digest*, a communication vehicle for District Leadership Team members, is a weekly e-newsletter designed to give short, easy-to-read information including announcements, "to do's" and reminders as well as to communicate about district initiatives and work.
 - o A regular monthly email message for video from the superintendent, as well as periodic superintendent's messages, are sent to the entire organization. These communications reinforce a positive organizational culture and the value of district staff.
- A new video message format was introduced this year for several monthly superintendent messages.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

Respect for others and their opinions is evidenced by:

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

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

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

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

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

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

- b) Maintaining an organizational culture of respect, dignity, and courtesy that does not tolerate any behaviors, actions, or attitudes by parents or guests that hinders the performance or well-being of staff is accomplished through established practice:
- Concerns regarding the behaviors or actions of parents or guests that may hinder the performance or well-being of staff are addressed through building and/or district administrators.
 - If the concern cannot be handled at the building level, the Directors of School Support interface with parents or guests when behaviors may hinder the performance and well-being of staff.
- c) The following written personnel policies, procedures, and guidelines are in place:
- Rules and procedures for staff and volunteers are incorporated into administrative policy, employee bargaining agreements, and staff handbooks. A volunteer manual explains the conditions and expectations of volunteers.
 - Handling of complaints is provided for in each collective bargaining agreement as procedures for the resolution of complaints/grievances. Employees who are not represented by a recognized bargaining unit as defined by state statutes may utilize the Staff Complaints and Grievance Procedures (Policy GBM, Staff Complaints and Grievances).
 - Job descriptions are maintained by the Human Resources department. Prior to posting job vacancy announcements, staff reviews existing job descriptions to ensure the description remains current and consistent with district expectations and is on par with positions of a similar nature in other districts. Human Resources department continues to work on updating job descriptions. Performance evaluation systems are established and outlined in district procedures.
 - Illegal discrimination and harassment are prohibited as addressed in Administrative Policies AC, Non-Discrimination; ACA, Human Dignity; and ACB, Harassment of Staff. These policies outline the procedures to be followed for violations of these policies.
 - The District's non-discrimination statement was updated to reflect current law and is included in appropriate District communications.
 - Due process procedures are followed for all disciplinary or adverse personnel actions. These procedures follow collective bargaining requirements and legal requirements.
- 83.9% of staff members continue to agree that "schools clearly state rules and procedures for staff and volunteers" according to the annual staff survey.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

- d) Staff confidential information is protected under state law (RCW 28A.405, 42, and 49), employee contracts, and Administrative Policy GBL, Personnel Records. Specific practices to protect confidential information include:
- Procedures established by the Human Resources department allow employee files only to be reviewed by the employee, the employee's authorized representative, the employee's supervisor, and those designated as having a specific business need.
 - Files are kept locked in areas with restricted access. Any medical information is filed separately, locked, and access is restricted as required by law.
 - External requests, not made by the individual, are released through the district's attorney to ensure disclosure only as required by law.
- e) Background inquiries are made for all staff and volunteers as required by state law through applicant disclosure forms and a criminal background history as follows:
- All applicants complete a district disclosure form indicating any criminal history or previous terminations of employment.
 - Those indicating serious crimes against children are prohibited from employment pursuant to state law.
 - Other disclosures are reviewed and a determination is made as to whether an applicant will be considered.
 - Background checks are made as follows:
 - o New employees, including substitutes, are fingerprinted and submitted to OSPI for processing thorough the FBI data banks.
 - o All district volunteers are checked through the Washington State Patrol Identification and Criminal History Section, Washington Access to Criminal History (WATCH).
 - o Background inquires showing criminal convictions are reviewed. Failure by an applicant to fully complete the disclosure form is grounds to deny employment/volunteer participation. Providing false or incomplete statements on the disclosure form subjects the individual to immediate termination.
 - o All applicants for employment must also submit a Disclosure B form, which must be completed by previous Washington school district employers, indicating any sexual misconduct.
- f) The District works diligently to honor the terms of negotiated agreements with staff by maintaining positive relationships with the various representative labor groups. Each bargaining group has regular labor-management meetings at which concerns are discussed and every attempt is made to address concerns or issues prior to the filing of a formal grievance.
- During the 2015-16 school year, there were no rulings, judgments, or findings that the district violated any labor law or contractual provision.
 - All other grievances filed with the district were resolved with applicable bargaining unit representatives.
- g) The provisions of these policies have been made available to all staff via the district's website.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In
Compliance



Evidence

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

- New Teacher Support Program (NTSP);
- National Board Certification Program;
- Washington State Professional Certification Program (ProTeach);
- Student Teacher Placement Program;
- Professional Learning Coach Program;
- Professional Learning Series Program;
- Classified Professional Learning Program; and,
- New Administrator Support Program.

New Teacher Support Program (NTSP)

The purpose of the NTSP Program is to:

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

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

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

- During the 2015-2016 school year, 133 first year teachers new to the profession and an additional 100 teachers in their second year of teaching were supported.

EL-9 District Staff

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Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

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

Number of Teachers Supported through NTSP

Years of Service	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year	2010-2011 School Year*
1 st year	133	109	91	89	67	61
2 nd Year	100	95	82	69	65	57
3 rd Year	N/A	N/A	N/A	N/A	N/A	72
Total	233	204	173	158	132	190

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

National Board Certification Support Program

The purpose of the National Board Certification Program is to:

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

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

National Board Certification Support Program Participation

	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year	2010-2011 School Year
Candidates	53	28	32	23	20	34
Advanced	2	10	7	2	11	11
Renewal	14	4	9	5	0	0

EL-9 District Staff

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

Accordingly, the CEO shall:

Washington State Professional Certification Program (Pro Teach)

The purpose of *ProTeach* is to:

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

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

Number of Educators Participating in ProTeach by Year

2015-2016 School Year	2014-2015 School Year	2013 – 2014 School Year	2012 – 2013 School Year	2011 – 2012 School Year
19 LWSD/SPU support cohorts including Master's program	23 LWSD/SPU support cohorts including Master's program	30 LWSD/SPU support cohorts including Master's program	40 LWSD/SPU support cohorts including Master's program	29 LWSD/SPU support courses
59 LWSD only support	62 LWSD only support	41 LWSD only support	22 LWSD only support	19 LWSD only support

Student Teacher Placement Program

The purpose of the Student Teacher Placement Program is to:

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

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

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

Student Teacher Placements – 4-year trend

2012-13 School Year	2013-14 School Year	2014-15 School Year	2015-2016 School Year
57 placements	63 placements	74 placements	59 placements

Professional Learning Coach Program

The purpose of the Professional Learning Coach Program is to:

1. Encourage, empower, and equip all educators to respond to the instructional needs of all students through partnering in ongoing, job-embedded professional learning;
 2. Provide optional coaching to teachers who have taught for a minimum of one year; and,
 3. Support the professional learning of teachers in the district by collaborating with other professional learning specialists.
- For 2015-16, efforts focused on using student and instructional data to inform coaching cycles.
 - During the 2015-2016 school year, the Professional Learning Coach Program added a new program component called Quick Start. The goal of Quick Start is to support the transition of experienced educators, new to LWSD, into the district by providing personalized one-to-one coaching support. Of the ninety-five educators who were eligible for a Quick Start in September 2015, 58 opted in and received support from a Professional Learning Coach by the end of October 2015.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

Level	Total Educators Served (Quick Start & Standard Coaching)	
	2014 - 15	2015 - 16
Elementary	63	136
Middle School	31	52
High School	15	71
Total	109	259

- 69% of Standard Coaching Participants, responded to a survey conducted at the end of their coaching cycle as follows:

Percentage of “Strongly Agree” or “Agree” Survey Responses		
	2014-2015	2015-2016
Would access the program again	94%	97%
The coaching cycle was productive	94%	99%
The Coaching cycle was personalized	96%	98%
The coach request process was easy to understand and timely	96%	96%
Reflection was incorporated throughout the process	96%	99%
The coaching cycle positively impacted student achievement	93%	98%

Professional Learning Series Program

The purpose of the Professional Learning Series Program is to:

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

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

The Professional Learning Series Program provides a variety of paid and unpaid opportunities for certificated staff to access self-selected learning focused on a wide variety of topics. These topics include, but are not limited to, technology, curriculum design, effective instructional practices, unit and lesson planning, gifted education, and assessment. Quarterly book studies are also offered. These professional learning experiences are based on staff input, current needs, and trends in education. General education teachers, special education teachers, preschool teachers, occupational therapists, speech and language pathologists, and physical therapists and vision specialists may access this program.

Professional Learning Series Program Participation

Professional Learning Series Course	Fall 2014	Winter 2015	Spring 2015	Summer 2015	Total 2015
Participants	122	178	201	505	1,006

Professional Learning Series Courses	Fall 2015	Winter 2016	Spring 2016	Summer 2016*	Total 2016*
Participants	378	334	297	TBD	TBD

Classified Professional Learning Program

The purpose of the Classified Professional Learning Program is to:

1. Provide classified staff with training classes aligned with job responsibilities and requirements;
2. Offer First Aid/CPR training to all district staff; and,
3. Provide job-specific training for department members.

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

Year	# of classes offered*	Total # of attendees	Office Professionals	Instructional Assistants	Para Educators/ Trades	Prof Tech	Other (Sub, Cert)
2015-16	90	1,361	594	453	131	88	101
2014-15	102	1,358	689	312	211	74	72
2013-14	82	1,507	801	414	177	51	64
2012-13	50	685	193	144	294	39	15
2011-12	69	1,238	365	258	538	68	9

EL-9 District Staff

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

Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.	In Compliance	◀ ▶
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Evidence {continued}

- For the third year, Classified Professional Learning offered staff in-depth instruction in Microsoft Word and Excel to prepare interested staff members to obtain the Microsoft Office Specialist certification, the leading worldwide IT certification signifying a high level of knowledge, skills, and abilities in using Microsoft Office 2013 software. The District offered two 12-class series plus shorter series for staff upgrading to 2013. Sixty-two percent of staff members passed the rigorous certification, far exceeding the national average and surpassing last year's success rate by 6 percent. In total, 34 classified staff members earned 48 Microsoft Office certifications. All staff members taking the classes gained important job-related skills and knowledge.
- Topic-based technology classes were offered throughout the year to meet the needs of staff with varying skills levels. Classes offered also included team building, communication, and time management.

Instructional Assistant (IA) Classes

- An important strategy in meeting the district's goal of reducing student suspensions is training IAs on restorative practices. This includes strategies to implement at recess that will allow all of a school's IAs to have the same information and common language to help ensure a consistent approach in their interactions with students. This year, 118 elementary IAs from across the district were trained in their learning communities on elementary conference day afternoons. Follow-up training will occur in 2016-17.
- A professional development committee including district and SEIU representatives continued to meet for the fifth year. The committee discusses training topics to meet the needs of IAs and decides on the number of training hours are available for each member outside of the scheduled workday to attend paid training as per the SEIU Educational Compensation Program outlined in the Collective Bargaining Agreement. Classes included managing behavior in small groups, responding to bullying, and working with students on reading and mathematics.
- 160 IAs took at least one class outside of their regular workday.

Office Professional Classes

- In response to feedback from principals and office professionals, training was developed around documented common processes and procedures for key office functions. Classes were offered once a month during the workday on student registration, general fund budget, data mining, and secondary and elementary class scheduling. Staff members were invited based on their responsibilities to ensure consistent understanding and implementation across the district. 232 attendees participated in eight trainings.
- A professional development committee including district and LWESP representatives continued to meet for the fifth year. The committee discusses topics for training to meet the needs of LWESP members.
- 126 LWESP members took one or more classes outside of their regularly scheduled workday.
- The LWESP Office Professionals Mentor/Training Support Program assists employees new to a position the opportunity to work with an experienced staff member. In 2015-16, 11 mentor/protégé teams worked together to transfer important organizational knowledge and skills to new staff.
- The LWESP Training Fund provides tuition for job-related workshops and conferences that are not offered by the district. This year, 18 office professionals applied for funding.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

- The Office Professionals Workshop featured 18 presentations from district departments sharing updates and information on processes and policies of interest office professionals. 99 staff members gathered to gain new knowledge and meet their colleagues from across the district.

First Aid/CPR Training

- 28 classes First Aid/CPR trainings were through the end of June, with three additional classes scheduled in August. Certificated staff have the opportunity to earn clock hours for the 3.5-hour class through a partnership with Puget Sound ESD.
- 491 classified and certificated staff, coaches, and substitutes earned two-year First Aid and CPR certifications.

Year	Total # of First Aid/CPR classes	# of schools requesting building-based onsite training	# of classes offered at the Resource Center/Learning Communities	# of staff and coaches certified
2015-16	30	8	22	491*
2014-15	36	10	26	646
2013-14	24	2	22	457
2012-13	21	n/a	21	433

* Through June 2016. Does not include attendance numbers from three August 2016 classes

Job-specific training for department members

Departments offer training specific to the employees in their area of responsibility. Highlights of department-level training include:

- Support Services offered Trades staff job-specific and safety training including monthly Toolbox Talks on topics including Hazardous Waste Disposal, Mold Awareness, Hazard Communication, Back/Shoulder Injury Prevention, Heat Stress, Slips/Trips/Falls, Lock Out/Tag Out, Protective Personal Equipment, Confined Space, and Fall Height Protection. Custodians participated in monthly on-site trainings that centered on a safety or technical topic and reinforced with weekly e-mail safety tips and an electronic newsletter. 48 training topics were offered through Support Services.
- Special Services held mandatory paid training for para educators on Friday LEAP days in October and March. These full-day trainings offered a number of topics including restorative practices, de-escalation and conflict resolution. Sign language interpreters attended 12 hours of specialized training to enhance their skills.
- Technology Operations and Data Center trained staff on Office 365/OneDrive, new telecommunications system, and Skyward data systems.
- The Communications Department offered classes on a range of topics including the portal, SchoolMessenger, and school websites.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

New Administrator Support Program

The purpose of the New Administrator Support Program is to:

1. Provide administrators in their first year individualized guidance, resources, and support through mentoring, supervision, and coaching;
2. Accelerate leadership skills of administrators; and,
3. Assist first year administrators in their transition to district culture and standards.

Each year, the District provides support for new administrators through August New Administrator Orientation (NAO) and monthly meetings. NAO is provided to ensure a proper induction and orientation to the district and to introduce new administrators to their colleagues from across the district. Directors of School Support provide a tiered support system, for principals new to the district. Monthly meetings are held which focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

- 17 new administrators participated in NAO during the 2015-2016 school year.

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

In Compliance



Evidence

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

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

- The 2013-2017 collective bargaining agreement between Lake Washington School District and Lake Washington Education Association created the *Technology Responsibilities: Skill Acquisition and Integration Contract*. This supplemental contract specifies the technology application expectations for staff and provides compensation to teachers for acquiring technology skills and integrating technology into their classrooms.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

- During the 2015-2016 school year, technology training courses were provided for certificated, classified, and administrative staff.

Certificated Staff

- Certificated staff participated in 14 hours of required technology training during all-day LEAP activities to support professional growth and evaluation, MAS, and productivity. Training topics included:
 - Technology Standards
 - LWSD Technology Skills Continuum
 - Teachscape Technology Application for Professional Growth & Evaluation
 - Acceptable Use Procedures
 - Digital Citizenship
 - Digital Curriculum Resources
 - Office 365
 - OneDrive for Business
 - Haiku
- New teachers received an additional 4-7 hours of technology training through EIA to ensure basic technology skills and familiarity with district applications
- Certificated staff regularly participate in optional technology training. Topics include:
 - Activeinspire
 - Haiku
 - Office 365
 - Photoshop
 - Destiny
 - Creating Instructional Videos

Optional Technology Training Certificated Staff Participants

Technology Classes	Fall	Winter	Spring	Summer	Total
2014 – 2015	122	107	65	80	374
2015 – 2016	98	77	177	TBD	TBD

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

Classified Staff

- Classified Staff received technology training focusing on acquiring new skills in areas including:
 - Office 365/OneDrive
 - Microsoft Office
 - Photoshop
 - Haiku
 - General Fund and ASB budgets
 - Skyward student modules including student registration, data mining and scheduling

Building Administrators

- Building Administrators receive ongoing training, as needed, through level and/or learning community meetings or in one-on-one settings.

<p>5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by:</p> <p>a) Developing and administering an evaluation system for all academic and administrative personnel that is designed to:</p> <ul style="list-style-type: none"> • Improve instruction; • Measure and document excellent performance and unsatisfactory performance based on valid and reliable evidence; • Assist teachers and administrators to link their performance with multiple measures of student achievement and well-being; • Assure that instructional time is used to students’ maximum advantage. <p>b) Developing and administering an effective evaluation system for classified personnel.</p> <p>c) Providing to the Board an annual report, as a part of the annual internal monitoring report, on the effectiveness of the evaluation system and its alignment with the Board’s <i>End Results</i> policies.</p>	<p>In Compliance</p>	<p>◀ ▶</p>
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Evidence

Teacher/Certificated Evaluation System

History

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

Teacher Evaluation

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

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

EL-9 District Staff

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

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s **End Results** policies and complies with the Board’s organizational limitations policies, by:
{see page 25 for complete listing}.

In
Compliance



Evidence {continued}

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

Other Certificated Educator Evaluation

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

Process

The evaluation process for all certificated employees includes the following:

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

Comprehensive and Focused Evaluation Strands

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

Comprehensive

All teachers in their first four (4) years of employment with the district and/or on a provisional contract are on placed on the Comprehensive Evaluation strand and are expected to perform, at a minimum, at the basic level in all criteria/domains and components. The proficient level must be reached in all criteria/domains and components by the end of the third year of teaching. Teachers on the Comprehensive Evaluation strand must be informally observed on a regular basis and formally observed at least two times per year.

Throughout the year, teachers and evaluators collect performance evidence associated with all 22 components found in the *Framework for Teaching* and the 5 student growth goal components. Teachers on Plans of Improvement must also be placed on the Comprehensive Evaluation strand. After three successful years on the Comprehensive Evaluation strand, teachers move to the Focus Evaluation Strand; every fourth year, successful continuing teachers return to the Comprehensive Evaluation strand for one year.

EL-9 District Staff

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

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's **End Results** policies and complies with the Board's organizational limitations policies, by:
{see page25 for complete listing}.

In
Compliance



Evidence {continued}

Focused

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

Student Growth Goals

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

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

*Number of Certificated Staff * By Year and Level*

Designation	2015-16		2014-15		2013-2014		Designation	2012-2013		2011-2012	
	N	%	N	%	N	%		N	%	N	%
Total Comprehensive			915	54%	893	53%	Total Level 1	432	28%	409	27%
Total Focused			785	46%	783	47%	Total Level 2	1,090	72%	1,107	73%
Total Certificated Staff			1700	100%	1,676	100%	Total Certificated Staff	1,522	100%	1,516	100%

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

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

EL-9 District Staff

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

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s **End Results** policies and complies with the Board’s organizational limitations policies, by:
{see page25 for complete listing}.

In
Compliance



Evidence {continued}

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

Certificated Staff – Comprehensive and Focused

Designation	Unsatisfactory		Basic		Proficient		Distinguished	
	N	%	N	%	N	%	N	%
Comprehensive								
Focused								

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

- During the 2015-2016 school year, eight (8) teachers were identified with performance concerns and placed on Plans of Improvement. Of these teachers:
 - Three (3) resigned or retired prior to being placed on probation;
 - Three (3) improved his/her performance deficiencies and was taken off the POI; and,
 - Two (2) remain on a Plan of Improvement as the 2016-2017 school year begins.

The table below shows multi-year Plan of Improvement data.

Plan of Improvement Data

	2015-16	2014-15	2013-14	2012-13
Total Number of Teachers Placed on a Plan of Improvement	8	10	14	12
Improved and Taken off Plan	3	1	1	1
On Leave	0	1	1	4
Resigned or Retired	3	2	8	8
Total on Plan at End of School Year	2	7 (of which 1 is on leave)	5 (of which 1 is on leave)	17
Total Number of Teachers Placed on Probation and Exited from System	-	-	-	-

EL-9 District Staff

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

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
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Evidence {continued}

Building Administrator Evaluation System

History

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

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

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

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

EL-9 District Staff

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

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s *End Results* policies and complies with the Board’s organizational limitations policies, by:
{see page 25 for complete listing}.

In
Compliance



Evidence {continued}

Process

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

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

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

• Final Summative Rating:

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

*Principal and Associate Principal –Final Summative Evaluation Data
 Number of Building Administrators by Proficiency Rating*

Level of Proficiency	2015-16	2014-15
Distinguished	31	37
Proficient	28	31
Basic	2	1
Unsatisfactory	0	0
On Plan of Improvement	0	0

Central Office Administrator Evaluation System

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

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

EL-9 District Staff

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

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
Evidence {continued}		

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

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

Process

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

1. CLT member completes self-assessment aligned to the components of the Leadership Framework;
 2. CLT member works in collaboration with his/her supervisor to set annual goals for professional growth;
 3. CLT member and supervisor meet regularly throughout the year to review evidence toward goal attainment;
 4. CLT member and supervisor meet to review final summative performance evidence; and,
 5. Supervisor assesses CLT member performance in annual summary evaluation.
- As of June 2016, there are no central office administrators on a formal plan of improvement.

EL-9 District Staff

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

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's *End Results* policies and complies with the Board's organizational limitations policies, by:
{see page 25 for complete listing}.

In
Compliance



Evidence {continued}

Classified Staff Evaluation System

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

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

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

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

- For the 2015-2016 school year, three (3) individuals were placed on a Plan of Improvement. Two (2) of the individuals failed to improve their identified performance deficiencies and were subsequently terminated. The remaining employee successfully improved their performance deficiencies.

I certify the above to be correct as of August 8, 2016.

Traci Pierce, Superintendent

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

August 8, 2016

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-10, Budgeting/Financial Planning, are in compliance and it is now being presented for approval.

RECOMMENDATION

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

Lake Washington School District Executive Limitation Monitoring Report

EL-10 Budgeting/Financial Planning August 8, 2016

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

Accordingly, the CEO shall develop a budget which:

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

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

- The 2016-17 document includes information on the district’s strategic goals and objectives. The presentation to the Board provided information on budget enhancements by strategic goal area. In addition, changes to the format and content of the document are being made in accordance with the Association of School Business Officials (ASBO) Meritorious Budget Award, which outlines a prescribed format and content for the budget.

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

- The 2016-17 Budget Document presented to the Board details revenues and expenditures for each fund.

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

- The 2016-17 Budget Document details 2014-15 expenditures, 2015-16 budget, and the amount proposed for 2016-17 by account.

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

- Staff presented the budget at the June 20 and August 8 Board meetings. The presentation included the enrollment and state funding assumptions upon which the 2016-17 proposed budget was based.

EL-10, Budgeting/Financial Planning

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

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

- The expenditures proposed in the 2016-17 budgets are in alignment with anticipated revenues and fund balance resources.

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

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

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

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

- The Board provided feedback on budget and strategic work during several study sessions this year including:
 - November 9, 2015 Study Session
 - March 2016 Extended Study Session
 - May 2, 2016 Study Session
 - June 6, 2016 Study Session
- The Board provided feedback and direction on bond planning in order to develop the capital projects fund budget.
- The proposed budget for 2016-17 was presented at the June 20, 2016 Board meeting.

EL-10, Budgeting/Financial Planning

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

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

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

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

All funds meet or exceed the 5% reserve requirement.

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

- The 2016-17 Board budget of \$733,626 provides for Board training and memberships, the cost of the annual fiscal audit by the State Auditor, Board election expenses and anticipated legal support fees. This amount is based on past historical trends and anticipated needs. The table below reflects the three-year history:

	2016-17 Budget	2015-16 Budget	2014-15 Actual
State Auditor Fees	60,000	60,000	73,899
Election Expense	0	132,000	68,190
Legal Fees	563,000	563,000	520,683
Staff Salaries/Benefits	51,423	50,652	46,946
Board Association Dues	32,400	32,400	30,023
Board Training, Supplies, Conferences, etc.	26,803	26,803	20,518
Total	\$733,626	\$864,855	\$760,259

EL-10, Budgeting/Financial Planning

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

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

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

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

- The 2016-17 budget includes resources to support work identified in the strategic plan, which help enable accomplishment of the Ends Results.

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

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

- The 2016-17 budget includes 1.8% state provided cost of living allowance (COLA). Locally bargained increases have been anticipated and included in the district’s budget.

EL-10, Budgeting/Financial Planning

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

13. Is based on reasonable consultation with appropriate constituent groups.

In Compliance



Evidence

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

- The district solicited input through a survey from certified staff members on program and strategic plan efforts. A representative group of teachers and administrators met with SALT to review the results of the survey and provide feedback on the strategic plan. A parent program survey also helped inform budget development requests. SALT’s budget recommendation considered this input in the budget process.
- A draft of the budget was presented at the June 20, 2016 regular Board meeting and posted on the district’s webpage to provide an opportunity for feedback. The draft budget document was also made available to interested members of the public.

I certify the above to be correct as of August 8, 2016.

Traci Pierce, Superintendent

APPROVAL OF MONITORING REPORT
EL-11, FINANCIAL ADMINISTRATION

August 8, 2016

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-11, Financial Administration, are in compliance and it is now being presented for approval.

RECOMMENDATION

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

Lake Washington School District Executive Limitation Monitoring Report

EL-11 Financial Administration August 8, 2016

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

Accordingly, the CEO shall:

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

- In 2015-16, budgeted expenditures were \$301,353,491. Expenditures were funded through budgeted revenues of \$303,517,290 and \$0 use of fund balance.
- In 2014-15, actual expenditures were \$261,496,344. Expenditures were funded through actual revenues of \$267,924,641 and \$0 use of fund balance.

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

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

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

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

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

EL-11, Financial Administration

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

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

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

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

EL-11, Financial Administration

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

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

Major reports that affect district finances are as follows:

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

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

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

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

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

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

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

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

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

- For 2014-15 the accounts that were written off were valued at \$3,146. This included write offs from both 2013-14 and 2014-15. The district is also continuing to clean-up old fines/fees recorded by buildings which were not recorded as receivables and do not affect financial records. A total of \$98,340.67 related to inactive students was identified from 2011-2014 school years.

EL-11, Financial Administration

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

6. Invest funds in securities that are authorized by law.

In
Compliance



Evidence

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

7. Receive Board authorization before issuance of any debt.

In
Compliance



Evidence

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

- In June 2016, the Board approved the sale of unlimited general obligation bonds totaling \$165,000,000 as part of the April 2016 voter approved authorization to sell \$398 million of general obligation bonds.

8. Receive Board authorization before expending any funds from the fund reserve balance.

In
Compliance



Evidence

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

- The 2015-16 budgeted ending fund balance was \$30,891,011, representing 10.2% of budgeted revenues. No spending is planned from the 5% fund reserve balance.
- For the 2014-15 fiscal year, the actual ending fund balance was \$32,564,975, representing 12.5% of actual revenues. None of the fund reserve balance was expended.

EL-11, Financial Administration

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

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

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

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

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

- The 2014-15 audit was completed May 2015. The district received one audit finding related to the Federal Title I program. This finding related to lack of documentation to validate that four vendors were not suspended or debarred from receiving federal funds. While documentation was not available for audit, no district vendors were found to be suspended or debarred.

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

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

EL-11, Financial Administration

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

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

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

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

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

- In 2014-15, the state auditor issued an unmodified opinion stating that the financial statements present fairly, in all material respects, the financial position of the school district.

12. Publish and post a financial condition statement annually.	In Compliance	◀ ▶
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Evidence

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

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

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

I certify the above to be correct as of August 8, 2016.

Traci Pierce, Superintendent

DONATIONS
August 8, 2016

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>
Audubon Elementary PTSA to Audubon Elementary	\$1,980.51	To purchase display shelves and books for library.
Emily Dickinson PTSA to Emily Dickinson Elementary	\$2,775.39	To purchase books for library (\$1,761.00) and netbooks (\$1,014.39).
Albert Einstein PTSA to Einstein Elementary	\$5,958.94	To support field trips (\$4,814.14), and purchase walkie talkies (\$1,144.80).
Explorer Parent Association to Explorer Elementary	\$1,109.20	To purchase benches.
Ben Franklin PTSA to Franklin Elementary	\$4,025.98	To support staff development.
Juanita Elementary PTSA to Juanita Elementary	\$2,862.58	To support field trips.
Lakeview Elementary PTSA to Lakeview Elementary	\$4,481.01	To purchase art supplies (\$998.53), and walkie talkies (\$577.47); support field trips (\$1,761.56); and reimbursement for copy machine supplies (\$1,143.45).
Horace Mann Elementary PTSA to Mann Elementary	\$13,364.69	To purchase and install a projector screen in the commons.
Margaret Mead Elementary PTSA to Mead Elementary	\$6,902.88	To purchase easels.
Rose Hill Elementary PTSA to Rose Hill Elementary	\$23,145.00	To purchase netbooks for students.
Samantha Smith PTSA to Smith Elementary	\$4,685.79	To purchase laptops for special education (\$1,116.90), xylophone stands (\$199.22), books for 4 th grade (\$117.02), and area rug for classroom (\$421.56); support art, (\$1,419.72) and science departments (\$1,248.41); and reimbursement for copy machine supplies (\$162.96).
Carl Sandburg PTSA to Sandburg Elementary	\$8,529.10	To support field trips (\$5,318.75) and classroom enrichment (\$2,672.75); and purchase art supplies (\$537.60).

H.D. Thoreau Elementary PTSA to Thoreau Elementary	\$1,002.00	To provide fee waivers for field trips to students in need.
Mark Twain PTSA to Twain Elementary	\$6,165.00	To purchase school risers (\$3,885.00) and P.E. mats (\$2,280.00).
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary	\$9,540.78	To purchase computers for library (\$8,200.00), water coolers for portables (\$1,075.00), and books (\$265.78).
Evergreen Middle School PTSA to Evergreen Middle	\$1,095.44	To purchase library books.
Inglewood Middle School PTSA to Inglewood Middle	\$21,692.26	To purchase calculators for math department (\$6,761.51), saxophones and drum for music department (\$9,500.00), furniture for library (\$1,924.80), bulletin boards to display student artwork (\$1,105.95), and shelving for the visual arts program (\$2,400.00).
International Community School PTSA to ICS	\$3,540.00	To support debate class (\$1,200.00) and provide fee waivers for students in need (\$2,340.00).
Northstar Parent Fund to Northstar Middle	\$2,249.50	To support music department.
Renaissance School PTSA to Renaissance Middle	\$4,600.00	To support drama department (\$2,600.00) and provide speaker fee (\$2,000.00).
Stella Schola PTO to Stella Schola	\$20,800.00	To provide stipends to run Latin III and Latin IV extension classes on Saturday during the 2016-17 school year and the 2017 summer session (\$20,000.00) and support field trips (\$800.00).
Lake Washington High School PTSA to Lake Washington High	\$1,198.78	To purchase supplies for transition classroom (\$666.40), materials for American sign language (ASL) club (\$500.52), and reimburse copy machine supplies (\$31.86).
EHS Wrestling Booster Club to Eastlake High	\$5,000.00	To purchase wrestling mat.
TOTAL	\$156,704.83	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the August 8, 2016 board meeting.

2016-17 BUDGET
PUBLIC HEARING AND ADOPTION

Resolution No. 2214

August 8, 2016

SITUATION

The 2016-17 proposed draft budget was presented to the Board at the June 20, 2016 meeting. The budget was posted on the district's website. Copies of the budget have also been made available to interested persons.

State statutes require the board to hold a public hearing on the budget and adopt the budget by resolution, which also establishes the tax levies necessary to support the General Fund, the Capital Projects Fund, and the Debt Service Fund. The F-195, state budget format, is the official budget to be adopted. All program totals agree with the district format, which has more detailed information.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2214 officially adopting the 2016-17 Budget.

ADOPTION OF THE 2016-17 BUDGET

Resolution No. 2214

WHEREAS, a public hearing was held on Monday, August 8, 2016, as required by the law of the state of Washington to adopt the budget for Lake Washington School District No. 414, King County, Washington for the 2016-17 fiscal year; and

WHEREAS, the Board of Directors is required to determine the amount of the year 2017 excess tax levies for the General Fund, the Capital Projects Fund, and the Debt Service Fund.

NOW, THEREFORE, BE IT RESOLVED that in accordance with WAC 392-123-054, the Board of Directors of the Lake Washington School District No. 414 hereby adopts the Budget of Revenues and Expenditures for the 2016-17 budget including appropriations for each fund as follows:

General Fund	\$318,405,032
Associated Student Body Fund	4,967,308
Debt Service Fund	53,915,967
Capital Projects Fund	81,883,767
Transportation Vehicle Fund	1,112,960

BE IT FURTHER RESOLVED that the amount approved for the year 2017 excess tax levies for the General Fund, the Capital Projects Fund, and the Debt Service Fund was determined and is enumerated on the "Budget and Excess Levy Summary" page in the copy of the 2016-17 budget.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 8th day of August 2016.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors