

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

August 14, 2017

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	PCC: Professional Community & Collaboration
AMAO: Annual Measurable Achievement Objective in English Language Proficiency	PLC: Professional Learning Community
AP: Advanced Placement	PLIE: Planning, Learning, Implementation, and Evaluation
AVID: Advancement Via Individual Determination	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.
B/CR: Board/CEO Relationship	Quest: Highly Capable program for students in gr. 2-8
CAA: Certificate of Academic Achievement	RCW: Revised Codes of Washington
CADR: College Academic Distribution Requirements	RTI: Response to Intervention
CBA: Classroom-Based Assessments	SALT: Strategic Advisory Leadership Team
CDSA: Common District Summative Assessments	SIOP: Sheltered Instruction Observation Protocol
CEDARS: Comprehensive Education Data and Research System (CEDARS)	SBA: Smarter Balanced Assessment
CIA: Certificate of Individual Achievement	SBE: State Board of Education
CIP: Continuous Improvement Process	sMAS: Secondary Mobile Access for Students
CLT: Central Leadership Team	STEM: Science, Technology, Engineering, and Mathematics
COE: Collection of Evidence	WAC: Washington Administrative Codes
CTE: Career & Technical Education	WaKids: Washington Kindergarten Inventory of Developing Skills
DIBELS: Dynamic Indicators of Basic Early Literacy Skills	WaNIC: Washington Network for Innovative Careers
DLT: District Leadership Team (manager level and above, includes both certified and classified)	WCAP – Washington Comprehensive Assessment Program
EL: Executive Limitations (See Policy Governance)	WELPA: Washington English Language Proficiency Assessment
ELL: English Language Learners	WSSDA: Washington State School Directors Association
ELPA21: English Language Proficiency Assessment for the 21st Century	
eMAS: Elementary Mobile Access for Students	
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	
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 and middle schools that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.	
LEAP: Learning Enhancement & Academic Planning	
MTSS: Multi-Tiered Systems of Support	
MSP: Measurement of Student Progress	
NSBA - National School Board Association	
OSPI: Office of Superintendent of Public Instruction	

August 10, 2017

Chris Carlson
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Mr. Carlson:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of August 14, 2017 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. Program Reports
7. Superintendent Report
8. Legislative Update
9. Board Follow-Up
10. Future Agenda Items
11. Debrief
12. Board Member Comments
13. Adjourn

Sincerely,

A handwritten signature in black ink that reads "Traci Pierce". The signature is written in a cursive style and is positioned above the printed name and title.

Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Hughes Room

August 14, 2017

5:00 p.m. **Study Session**
Topic: Budget and McCleary Plan & Board of Distinction
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 (Annual Agenda Planning)		
	▪ Vouchers - June and July			
	▪ Minutes - June 26 study session & board meeting		1	1
	▪ Human Resources Report – Salary Schedules		2	6
	▪ GC/CM Contract Amendment #3 New Middle School in Redmond Ridge (Site 72)		3	12
	▪ Approval of monitoring reports	B/CR 5 (Monitoring CEO Performance)		
	✓ EL-09, District Staff		4	14
	✓ EL-10, Budgeting/Financial Planning		5	15
	✓ EL-11, Financial Administration		6	16
	▪ Donations		7	17
	Non-Consent Agenda			
	▪ 2017-18, Budget, Public Hearing and Adoption Resolution No. 2242		8	18
	Program Reports			
	▪ Summer Programs			
	▪ Athletics and Activities			

Superintendent Report	EL-3 (<i>Communication & Counsel to the Board</i>)
Legislative Update	GP-3 (<i>Board Job Description</i>)
Board Follow-Up Items	GP-3 (<i>Board Job Description</i>)
Future Agenda Items	EL-3 (<i>Communication & Counsel to the Board</i>)
Debrief	GP-2 (<i>Governing Style</i>)
Board Member Comments	
Adjourn	

Next Board Meetings:

August 28, 2017	5:00 p.m.	Study Session <i>Topic: Boundary Process & Facilities</i>
	7:00 p.m.	Special Board Meeting
September 11, 2017	5:00 p.m.	Reception with New Administrators
	5:30 p.m.	Study Session <i>Topic: End Results Monitoring</i> <i>Location: Board Room</i>
	7:00 p.m.	Board Meeting <i>Location: Board Room</i>

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 26, 2017

The June 26, 2017 study session was called to order by
President Chris Carlson at 5:15 p.m.

CALL TO ORDER

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

ROLL CALL

Excused: Siri Bliesner

Present: Superintendent Traci Pierce.

The topic discussed was:

TOPIC

- *Boundary Process*

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

ADJOURNMENT

Chris Carlson, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 26, 2017

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

CALL TO ORDER

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

ROLL CALL

Excused: Siri Bliesner

Present: Superintendent Traci Pierce.

Nancy Bernard moved to approve the June 26 agenda with the removal of EL-6, Student Learning Environment, from the consent agenda. Seconded by Eric Laliberte.

APPROVAL OF AGENDA

Motion carried.

Nancy Bernard moved to approve the consent agenda {*EL-06, Student Learning Environment, was removed from the consent agenda*}. Seconded by Eric Laliberte.

CONSENT AGENDA

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

Motion carried.

APPROVAL OF MINUTES

Approves June 26, 2017 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:	KNOW HIV/AIDS Prevention Lessons
Author:	Office of Superintendent of Public Instruction
Publisher:	Office of Superintendent of Public Instruction
Copyright:	2014
No. of Copies:	200
Price:	\$0.00
School Requesting:	District Adoption Committee
Classification:	Grades 5-8

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

June 26, 2017

Title: High School FLASH HIV/AIDS Prevention Lessons
Author: King County Public Health
Publisher: King County Public Health
Copyright: 2014
No. of Copies: 50
Price: \$0.00
School Requesting: District Adoption Committee
Classification: Grades 9-12

Title: Multiple Choice and Essay Questions with Review
Material in Preparation for the AP United States History
Examination, 6th Edition
Author: Tom Barnes
Publisher: D & S Marketing Systems
Copyright: 2014
No. of Copies: 50
Price: \$22.95
School Requesting: International Community School
Classification: Grade 11

Approves the five-year (2017-2022) Affirmative Action Plan as presented.

AFFIRMATIVE ACTION PLAN, 2017-2022

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

APPROVAL OF MONITORING REPORT EL-5, PARENTS AND COMMUNITY

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

APPROVAL OF MONITORING REPORT EL-8, INSTRUCTIONAL MATERIALS SELECTION

Authorizes the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed with Amendment #3 for the new elementary school in Redmond Ridge East project in the amount of \$24,227,294.00, plus sales tax. Approval of this amendment establishes a Guaranteed Maximum Price (GMP) or total construction cost of \$33,793,086.

GC/CM CONTRACT AMENDMENT #3 GUARANTEED MAXIMUM PRICE NEW ELEMENTARY SCHOOL IN REDMOND RIDGE EAST (SITE 31)

Authorizes the superintendent or her designee to approve contract modifications with BNBuilders to proceed with Amendment #3 for the new elementary school in north Redmond project in the amount of \$14,843,488.00 plus sales tax. Approval of this amendment establishes a Guaranteed Maximum Price (GMP) or total construction cost of \$38,500,871.

GC/CM CONTRACT AMENDMENT #3 GUARANTEED MAXIMUM PRICE NEW ELEMENTARY SCHOOL IN NORTH REDMOND (SITE 28)

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

June 26, 2017

Approves Resolution No. 2241 recording the Deed of Dedication authorizing the district to convey a 139 square feet right-of-way by Deed of Dedication to the City of Redmond to benefit the new elementary school (Site 28) in North Redmond.

RIGHT-OF-WAY
DEDICATION OF
PROPERTY - CITY OF
REDMOND
NEW ELEMENTARY
SCHOOL, NORTH
REDMOND (SITE 28)
RESOLUTION NO. 2241

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Louisa May Alcott Elementary PTSA to Alcott Elementary in the amount of \$20,000.00 to purchase student mobile devices.

Acceptance from Emily Dickinson PTSA to Dickinson Elementary in the amount of \$18,612.96 to purchase student mobile devices (\$16,862.96) and playground table (\$1,750.00).

Acceptance from Explorer Parent Association to Explorer Elementary in the amount of \$1,068.00 to provide stipend for outdoor education.

Acceptance from Christa McAuliffe PTSA to McAuliffe Elementary in the amount of \$36,425.96 to purchase playground structure.

Acceptance from Juanita Elementary PTA to Juanita Elementary in the amount of \$2,000.00 to purchase playground equipment.

Acceptance from Helen Keller PTSA to Keller Elementary in the amount of \$1,178.67 to purchase library supplies.

Acceptance from Redmond Elementary PTSA to Redmond Elementary in the amount of \$1,090.81 to purchase classroom supplies.

Acceptance from Norman Rockwell PTA to Rockwell Elementary in the amount of \$6,383.95 to purchase library supplies (\$1,486.82) and magazine subscriptions (\$4,897.13).

Acceptance from Rosa Parks PTSA to Rosa Parks Elementary in the amount of \$2,589.00 to provide stipends for extracurricular activities.

Acceptance from Carl Sandburg PTSA to Sandburg Elementary in the amount of \$2,848.32 to provide bus transportation for outdoor education.

Acceptance from Evergreen Middle School PTSA to Evergreen Middle School in the amount of \$4,270.00 to purchase writing curriculum (\$3,070.00) and printing services (\$1,200.00).

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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Acceptance from Inglewood Middle School PTSA to Inglewood Middle in the amount of \$4,924.00 to purchase IXL site license for online language arts program (\$2,000.00), professional development materials (\$174.00), library books (\$750.00), and Scholastic Reading tool (\$2,000.00).

Acceptance from Redmond Middle School PTSA to Redmond Middle in the amount of \$1,141.80 to purchase two-way radios.

Acceptance from International Community School PTSA to ICS in the amount of \$25,052.23 to provide staff chair stipends (\$18,000.00), extra time (\$6,007.23) and fee waivers for students in need (\$1,045.00).

Acceptance from Lake Washington High School PTSA to Lake Washington High in the amount of \$2,287.88 to support field trips (\$795.80) and purchase sign (\$131.50) and novels (\$845.10).

Acceptance from Redmond High School PTSA to Redmond High in the amount of \$3,500.00 to purchase tennis wall.

TOTAL \$133,373.58

NON-CONSENT

In reviewing EL-6, Student Learning Environment, Nancy Bernard indicated that the steps being taken to reduce suspensions is being effective. The disciplinary data was reviewed and discussed.

APPROVAL OF
MONITORING REPORT
EL-6, STUDENT LEARNING
ENVIRONMENT

Nancy Bernard moved to approve the monitoring report for EL-6, Student Learning Environment, as presented. Seconded by Eric Laliberte.

Motion carried.

Barbara Posthumus, Assistant Superintendent, Business and Support Services, presented the proposed 2017-18 Draft Budget, provided a recap on the legislative session and reviewed budget policies, processes, and timelines. She reported that the legislature has not completed its job and adopted a State budget. This budget only provides information on known enrollment, staffing, and fixed codes. There will be a 3rd special session and a budget must be adopted by June 30 or there will be a government shut-down. Once the information becomes available from the State, revisions to the budget will be made.

2017-18 BUDGET,
FIRST READING

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
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June 26, 2017

She highlighted revenues and expenditures for each of the funds:
General Fund, Associated Student Body Fund, Debt Service,
Capital Projects Fund, and Transportation Vehicle Fund.

Staff is continuing to update this document to incorporate portions of the Associate School Business Officials (ASBO) Meritorious Budget Award criteria. A copy of the budget will be available from the business office or the district website as soon as it is available. Feedback can also be provided via the website or email. A public hearing and adoption of the 2017-18 budget is scheduled for the next regular board meeting on August 14, 2017.

A program report on parents and community was provided by Janene Fogard, Deputy Superintendent.

PROGRAM REPORT

Dr. Pierce publicly recognized Janene Fogard for her service to the district over her 41-year career in the Lake Washington School District.

SUPERINTENDENT REPORT

Mark Stuart indicated that the legislature is expected to adopt a budget by Friday.

LEGISLATIVE UPDATE

Eric Laliberte moved to adjourn. Seconded by Nancy Bernard.

ADJOURNMENT

Motion carried.

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

Chris Carlson, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

August 14, 2017



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Anderson, Ashley P3	Teacher	Redmond HS	C-0	08/28/17	Repl. C. Perez Welander
Anderson, Bethany P3	Teacher	Thoreau Elem	C-0	08/28/17	Budgeted
Braswell, Andrew NC	Teacher	Audubon Elem	C-1	08/28/17	Repl. W. Clarkin
Byars, Mikayla NC	Teacher	17-18 Elem Pool	C-0	08/28/17	Leave Replacement
Carlin, Jennifer P3	Occupational Therapist	Special Services	A-0	08/28/17	Budgeted
Carr, Susan NC	Teacher	17-18 Elem Pool	C-0	08/28/17	Leave Replacement
Chen, Irene P3	Teacher	Rockwell Elem	C-0	08/28/17	Budgeted
Daumit, Theresa P3	Teacher	Smith Elem	C-0	08/28/17	Budgeted
Depenthal, Cindy P3	Teacher	Carson Elem	C-0	08/28/17	Budgeted
Dominici, Kristen NC	Teacher	Lake Washington HS	C-3	08/28/17	Repl. K. Plona
Epstein, Katherine P3	Counselor	Counselor Pool	C-0	08/28/17	Budgeted
Fingerhut, Rachel P3	Teacher	Kirkland MS	A-3	08/28/17	Budgeted
Fischer, Mia NC	Teacher	17-18 Elem Pool	C-0	08/28/17	Budgeted
Follett, Jessica NC	Teacher	Keller Elem	A-0	08/28/17	Leave Replacement
Fonte, Kayla P3	Teacher	Inglewood MS	A-0	08/28/17	Budgeted
Frix, Ashleigh P3	Teacher	Redmond MS	A-0	08/28/17	Budgeted
Gaubas, Sonia P3	Teacher	Dickinson Elem	C-0	08/28/17	Budgeted
Gay, Michele NC	Teacher	17-18 Elem Pool	C-15	08/28/17	Budgeted
George, Karyn P3	Teacher	Kamiakin MS	C-0	08/28/17	Budgeted
Gerdes, Deborah P3	Teacher	Evergreen MS	C-0	08/28/17	Repl. P. Blair
Hachem, Rachel P3	Teacher	17-18 Elem Pool	C-0	08/28/17	Budgeted
Harrison, Stacy P3	Teacher	Redmond MS	C-0	08/28/17	Budgeted
Heetbrink, Morgan P3	Teacher	Lake Washington HS	C-1	08/28/17	Budgeted
Hodges, Susan NC	Teacher	Einstein Elem	D-0	08/28/17	Budgeted
Hounsell, Matthew NC	Teacher	Redmond Elem	A-0	08/28/17	Repl. N. Stine
Huotari, Theresa P1	Teacher	Frost Elem	C-0	08/28/17	Budgeted
Jackson, Lauren P3	Teacher	International CS	C-0	08/28/17	Budgeted
Jamieson, Charles	Associate Principal	Mann Elem/Wilder Elem	\$111,960.00	08/01/17	Repl. M. Doering
Jang, Kayla P3	Teacher	Eastlake HS	C-0	08/28/17	Budgeted
Janshen, Allison P3	Teacher	Parks Elem/Wilder Elem	C-0	08/28/17	Budgeted

Human Resources Board Report

August 14, 2017



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Jester, Susan P3	Teacher	Redmond MS	C-0	08/28/17	Budgeted
Jones, Amy NC	Teacher	International CS	C-0	08/28/17	Leave Replacement
Kasiri, Sara NC	Teacher	Bell Elem	B-1	11/01/17	Leave Replacement
Kern, Annette P3	Teacher	Redmond MS	C-0	08/28/17	Budgeted
Kesterson, Darcy P3	Teacher	Finn Hill MS	A-0	08/28/17	Budgeted
Kim, Chanhee P3	Teacher	International CS	C-0	08/28/17	Budgeted
Kirkman, Inger NC	.2 Teacher	Finn Hill MS	C-0	08/28/17	Leave Replacement
Lalas, Nikole NC	Counselor	Redmond HS	C-0	08/28/17	Repl. L. Vrabek
Lamaazi, Robin NC	Teacher	Evergreen MS	C-0	08/28/17	Repl. S. Marr
Lange, Dorothy	Bus Driver	Transportation	\$23.78	01/19/17	Budgeted
Lewis, Ryan P3	Teacher	Wilder Elem/Parks Elem	C-0	08/28/17	Budgeted
Martinez, Shelina P3	Physical Therapist	Special Services	D-0	08/28/17	Budgeted
Mathsen, Jan	Prof Tech	Resource Center	\$32.65	03/21/17	Repl. M. Ilias
McFarland, Jessica NC	Teacher	17-18 Elem Pool	A-0	08/28/17	Budgeted
Milne, Meagan P3	Teacher	Eastlake HS	C-0	08/28/17	Budgeted
Mulrooney, Shannon P3	Teacher	Redmond Elem	A-0	08/28/17	Budgeted
Nast, Eric P3	Teacher	Redmond MS	C-0	08/28/17	Budgeted
Nelson, Brenna P3	Teacher	Redmond MS	C-0	08/28/17	Budgeted
Obraztova, Marina	Bus Driver	Transportation	\$23.78	01/11/17	Budgeted
O'Keefe, Taryn P3	.7 Teacher	International CS	C-0	08/28/17	Budgeted
O'Neil, Tiffany P3	Occupational Therapist	Special Services	C-0	08/28/17	Budgeted
Owen-Kachikis, Ashley P3	Teacher	Mann Elem	A-0	08/28/17	Repl. L. Roberts
Palzer, Lynn P3	Teacher	McAuliffe Elem	C-0	08/28/17	Budgeted
Pemble, Richard P3	Teacher	Inglewood MS	A-0	08/28/17	Budgeted
Pendleton, Renee	Instructional Assist	Juanita Elem	\$16.00	11/17/16	Budgeted
Pierson, Melissa P3	Teacher	Kamiakin MS	C-0	08/28/17	Budgeted
Radvany, Jordyn P3	Teacher	Audubon/Rose Hill Elem	C-3	08/28/17	Budgeted
Raymer, Michele P3	Teacher	Lake Washington HS	C-3	08/28/17	Repl. L. Zweber
Reifschneider, Jill NC	Teacher	Community School	D-11	08/28/17	Repl. V. Hageman
Rembold, Eric P3	Teacher	Evergreen MS	C-0	08/28/17	Budgeted

Human Resources Board Report

August 14, 2017



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Rice, Victoria P3	Teacher	Redmond HS	C-0	08/28/17	Budgeted
Rojas, Lorraine NC	Teacher	17-18 Elem Pool	C-0	08/28/17	Budgeted
Rotoli, Ena P3	Teacher	Inglewood MS	A-0	08/28/17	Budgeted
Seidler, Hanna P3	Teacher	Juanita HS	C-0	08/28/17	Budgeted
Sitcov, Marianne P1	Teacher	Finn Hill MS	D-9	08/28/17	Budgeted
Smith, Jocelyn P3	Teacher	Lake Washington HS	C-1	08/28/17	Repl. K. Carlson
Smith, Mai P3	Teacher	Dickinson/Rockwell/SpEd Pool	C-0	08/28/17	Budgeted
Socolfsky, Kristianna P3	Teacher	Redmond MS	C-0	08/28/17	Budgeted
Stafford, Amy	Special Ed Para Ed	Kamiakin MS	\$18.04	12/01/16	Repl. P. Quiroz
Stingl, Ashlee	Admin Sec III	Resource Center	\$23.44	11/08/17	Repl. M. Heitzmann
Stuckey, Ashleigh P3	Counselor	Keller Elem	C-0	08/28/17	Budgeted
Subotnik, Debra	Instructional Assist	Rose Hill MS	\$16.00	01/03/17	Budgeted
Swan, Joy	Instructional Assist	Redmond MS	\$16.00	02/01/17	Budgeted
Swanger, Nichole	Admin Sec III	WaNIC	\$23.44	02/01/17	Budgeted
Taaffe III, Francis NC	Teacher	Juanita HS	C-0	08/28/17	Leave Replacement
Torrey, Stephanie P3	Teacher	17-18 Elem Pool	B-9	08/28/17	Budgeted
Vandebrake, Cody	Truck Driver	Warehouse	\$24.20	03/13/17	Repl. L. Voinea
Verbanic, Nicholas P3	Teacher	Lake Washington HS	A-0	08/28/17	Repl. B. Wurtz
Wackler, Kimberly P3	Teacher	Lake Washington HS	C-9	08/30/17	Budgeted
Weedop, Chenise	Bus Driver	Transportation	\$23.78	01/25/17	Budgeted
Welch, Joann P3	Teacher	Evergreen MS	C-0	08/28/17	Budgeted
Williams, Andrew	Associate Principal	Redmond MS	\$116,890	07/01/17	Repl. M. Clark
Winkler, Matthew P3	Teacher	Juanita HS	C-0	08/28/17	Budgeted

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Bottman, Peter	Teacher	Juanita HS	08/24/04	07/31/17	Resignation
Brand, Scott	Bus Driver	Transportation	05/25/11	06/30/17	Retirement
Brinck, Tanya	Teacher	Redmond HS	08/26/13	06/30/17	Resignation

Human Resources Board Report

August 14, 2017



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Bunnell, John	Special Ed Para Ed	Franklin Elem	01/04/16	06/23/17	Resignation
Burley, Kristi	Special Ed Para Ed	Redmond HS	03/04/15	06/23/17	Resignation
Chartrand, Rosalinda	Special Ed Para Ed	Rose Hill Elem	11/15/11	08/02/17	Resignation
Collins, Carolyn	Teacher	Finn Hill MS	01/21/14	06/30/17	Resignation
Corthell, Whitney	School Secretary	Lake Washington HS	09/23/16	08/23/17	Resignation
Coscarart, Jacquelyn	Teacher	Einstein Elem	08/29/11	06/30/17	Resignation
Dombrowski, Joseph	Teacher	Redmond Elem	08/28/17	06/20/17	Rescinded
Emiliusen, Lindsey	Teacher	Juanita Elem	08/24/10	06/23/17	.2 Resignation
Farno, Alessandra	Special Ed Para Ed	Dickinson Elem	09/20/16	06/15/17	Resignation
Frankel, Hannah	Special Ed Para Ed	International CS	02/16/16	06/23/17	Resignation
Gossett, Sharon	Teacher	Frost Elem	09/07/94	06/30/17	Retirement
Haule, Lauren	Office Manager II	Redmond HS	10/24/16	08/10/17(rev)	Resignation
Haynes, Aimee	Special Ed Para Ed	Mann Elem	10/04/16	06/22/17	Resignation
Hupperten, Timothy	Associate Principal	Juanita HS	08/20/04	07/27/17	Resignation
In, Chhay	Custodian	Frost Elem	02/18/00	06/30/17	Retirement
Lanzafame, Debbie	Counselor	Kamiakin MS	01/16/96	06/30/17	Retirement
Lingelbach, Jef	Associate Principal	Dickinson Elem	07/31/14	06/30/17	Resignation
Love, Carly	Speech Language Path	Special Services	08/25/14	06/30/17	Resignation
Mackler, Jennifer	Teacher	LOA	08/24/09	06/30/17	Resignation
Marr, Samantha	Teacher	Redmond HS/Evergreen MS	08/24/04	06/30/17	Resignation
McClung, Susan	Instructional Assist	Juanita HS	10/15/14	08/01/17	Resignation
Moghtader, Zahra	Special Ed Para Ed	Evergreen MS	03/14/16	06/23/17	Resignation
Parnell, Andrew	Teacher	Lake Washington HS	08/28/06	06/30/17	Resignation
Petersen, Scott	Teacher	Eastlake HS	08/27/12	06/30/17	Resignation
Postforoosh, Trisha	Special Ed Para Ed	Kirkland MS	10/13/16	06/23/17	Resignation
Rames, Martha	Secretary	Stella Schola	08/10/10	08/31/17	Resignation
Ray, Joyce	Special Ed Para Ed	Inglewood MS	10/01/99	07/31/17	Retirement
Remily, Allison	Instructional Assist	Extended Day	10/04/16	08/02/17	Resignation
Santizo-Lovitt, Maria	Custodian	Redmond MS	10/16/01	07/16/17	Resignation
Seaburg, Nathan	Teacher	Redmond HS	08/27/12	06/30/17	Resignation

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RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Sederholm, Bryn	Occupational Therapist	Special Services	08/26/16	06/30/17	Resignation
Sharif, Sarra	Teacher	Finn Hill	11/01/16	06/30/17	.2 Resignation
Shields, Jillian	SLP	Special Services	08/26/13	06/23/17	Resignation
Shively-Sanders, Karen	Teacher	Frost Elem	08/29/11	06/30/17	Resignation
Stern, Beth	Teacher	Keller Elem	08/29/16	08/03/17	Resignation
Sullivan, Timothy	Campus Security	International CS	08/29/16	08/01/17	Retirement
Tanahuvia, Annemarie	Instructional Assist	Redmond Elem	09/02/14	08/17/17	Resignation
Taylor, Lee	Painter	Facilities/Maintenance	08/20/09	07/23/17	Deceased
Thatcher, Steven	Principal	Lakeview Elem	07/01/12	06/30/17	Resignation
Valdez, Oracio	Counselor	Redmond HS	08/28/17	08/07/17	Rescinded
Walton, Jaime	Teacher	Emerson HS	08/30/04	06/30/17	.4 Resignation
Whyland, Kathryn	Special Ed Para Ed	Frost Elem	01/23/12	06/23/17	Resignation
Wiley-Lewis, Marti	Instructional Assist	Rush Elem	09/02/03	07/01/17	Resignation
Wraalstad, Whitney	Special Ed Para Ed	Lakeview Elem	09/05/12	08/31/17	Resignation
Yamamoto, Robin	Tech Support Specialist	Computer Center	03/11/98	08/16/17	Resignation
Yaw (Tamas), Ruth	Teacher	Dickinson Elem	08/28/17	08/01/17	Rescinded

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Bauer, Kristin	Rockwell Elem	.5 C to 1.0C	08/28/17
Melerski, Bryan	Sandburg Elem	0.9 P3 to 0.9 P3 / 0.1 NC	08/28/17
Gorelik, Julia	Special Services	0.5 C to 0.6 C	08/28/17

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>
Adams Holmquist, Elizabeth	Instructional Assist	Special Ed Para Ed	9/1/2017	Budgeted	\$18.40
Allen, Margo	Controller	Accounting Manager	7/1/2017	Budgeted	\$122,285.00
Bredehoeft, Alyce	Prof Tech	Payroll Manager	7/1/2017	Repl. N. Teske	\$102,740.00

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CHANGE OF POSITION - Con't

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Gorder, Joseph	Instructional Specialist	Associate Principal	7/1/2017	Repl. G. Heier	\$121,660.00
Holden, Nancy	Special Ed Para Ed	Health Room Secretary / IA	09/05/17	Budgeted	\$20.94/\$16.00
Hutsell, Jenine	Teacher	Prof Learning Specialist	08/28/17	Repl. M. Ewart	D-9
Jones, Heather	Tech Integration Specialist	Teacher	08/28/17	Transfer	D-16
Kyle, Leslie	Teacher	Associate Principal	07/01/17	Budgeted	\$59,790.00/\$55,980.00
Martineau, William	Teacher	Tech Integration Specialist	08/28/17	Budgeted	D-7
Pyke, Lynne	Budget Manager	Budget & Fiscal Manager	07/01/17	Budgeted	\$109,345.00
Rothaus, Shawna	Program Specialist	Teacher	08/28/17	Transfer	D-16
Urban, Steven	Teacher	Prof Learning Specialist	08/28/17	Budgeted	D-16
Wilson, Gary	Health Room Secretary	Office Manager II	09/01/17	Repl. L. Boucher	\$21.54
Yamashiroya Hedges, Carla	Special Ed Para Ed	Health Room Secretary	09/05/17	Budgeted	\$20.94

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414
ADMINISTRATOR SALARY SCHEDULE
2017-18**

APPROVED: August 14, 2017

EFFECTIVE: July 1, 2017

<u>POSITION TITLE</u>	<u>POSITION SPECIFICATIONS</u>	<u>POSITION CODE</u>	<u>2017-18 SALARY</u>
Deputy Superintendent #+	Selected by Superintendent from qualified applicants.	A5AD	\$181,600
Associate Superintendent #+		A5C*	\$166,300
Assistant Superintendent #+	Twelve month contract-inclusive of holidays and vacations.	A5E*	\$160,100
Director+		A5D*	\$153,895
Associate Director+		A5G*	\$139,390

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 \$890.93 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
2017-18**

APPROVED: August 14, 2017

EFFECTIVE: July 1, 2017

<u>Level</u>	<u>Position Title</u>	<u>Position Code</u>	<u>2017-18 Salary (12-month)</u>
1	Senior High Principal++	B3PP	\$141,975
2	Middle School Principal+	B2PP	\$131,085
	Alternative School Principal+	B6PA	
3	Elementary Principal+	B1PP	\$127,035
4	Senior High Associate Principal++	B3AP	\$124,460
6	Middle School Associate Principal+	B2VP	\$119,580
7	Elementary Associate Principal+	B1VP	\$111,960
	WANIC Director	B3WD	
	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.)		\$107,980
	Admin Leadership Stipend	BS	\$1,505

+ 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 \$890.93 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
2017-18**

APPROVED: August 14, 2017

EFFECTIVE: July 1, 2017

<u>Level</u>	<u>POSTION CODE</u>	<u>2017-18 SALARY</u>
A	C5A*	\$125,100
B	C5B*	\$111,860
C	C5C*	\$105,105
D	C5D*	\$92,140
E	C5E*	\$79,055
F	C5F*	\$71,075
Facility On-call stipend	XF	\$3,770

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 \$890.93
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

**Lake Washington School District
LWEA Compensation Schedule
2017-18**

STEP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17-20	21-24	25+	
BA																					
Base Salary (180 days)	36,521	36,521	36,521	36,521	36,888	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	37,714	
LEAP Days (8 days)	1,623	1,623	1,623	1,623	1,639	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	1,676	
Responsibility	8,782	8,884	8,986	9,089	8,871	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	9,068	
Professional Fund	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Attract and Retain	500	500	500	500	500	1,000	1,000	1,000	1,000	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,800	4,100	9,000	
Technology	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Total	51,426	51,528	51,630	51,733	51,898	53,458	53,458	53,458	53,458	53,458	54,458	54,458	54,458	54,458	54,458	54,458	54,458	55,258	56,558	61,458	
BA + 45																					
Base Salary (180 days)	38,156	39,071	39,927	40,753	41,550	42,229	43,203	44,265	45,741	47,216	48,692	48,692	48,692	48,692	48,692	48,692	48,692	48,692	48,692	48,692	
LEAP Days (8 days)	1,696	1,736	1,775	1,811	1,847	1,877	1,920	1,967	2,033	2,098	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	
Responsibility	9,176	9,395	9,601	9,801	9,992	10,155	10,389	10,645	10,999	11,354	11,708	11,708	11,708	11,708	11,708	11,708	11,708	11,708	11,708	11,708	
Professional Fund	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Attract and Retain	500	500	500	500	500	1,000	1,000	1,000	1,000	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,800	4,100	9,000	
Technology	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Total	53,528	54,702	55,803	56,865	57,889	59,261	60,512	61,877	63,773	65,668	68,564	68,564	68,564	68,564	68,564	68,564	68,564	69,364	70,664	75,564	
MA / BA+90																					
Base Salary (180 days)	43,785	43,940	44,708	45,457	46,124	46,773	47,659	48,692	50,167	51,643	53,118	54,594	56,069	57,545	57,545	57,545	58,666	58,666	58,666	58,666	
LEAP Days (8 days)	1,946	1,953	1,987	2,021	2,050	2,079	2,118	2,164	2,230	2,295	2,361	2,426	2,492	2,558	2,558	2,558	2,607	2,607	2,607	2,607	
Responsibility	10,528	10,566	10,750	10,953	11,092	11,247	11,461	11,708	12,064	12,418	12,774	13,128	13,482	13,837	13,837	13,837	14,108	14,108	14,108	14,108	
Professional Fund	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Attract and Retain	500	500	500	500	500	1,000	1,000	1,000	1,000	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,800	4,100	9,000	
Technology	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Total	60,759	60,959	61,945	62,931	63,766	65,099	66,238	67,564	69,461	71,356	74,253	76,148	78,043	79,940	79,940	79,940	81,381	82,181	83,481	88,381	
MA+45 / BA+135*																					
Base Salary (180 days)	48,101	48,810	49,518	50,197	50,757	51,318	52,144	53,118	54,594	56,069	57,545	59,020	60,496	61,971	63,447	64,922	66,191	66,191	66,191	66,191	
LEAP Days (8 days)	2,138	2,169	2,201	2,231	2,256	2,281	2,318	2,361	2,426	2,492	2,558	2,623	2,689	2,754	2,820	2,885	2,942	2,942	2,942	2,942	
Responsibility	11,568	11,738	11,906	12,071	12,206	12,341	12,539	12,774	13,128	13,482	13,837	14,192	14,546	14,902	15,256	15,612	15,917	15,917	15,917	15,917	
Professional Fund	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Attract and Retain	500	500	500	500	500	1,000	1,000	1,000	1,000	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,800	4,100	9,000	
Technology	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
Total	66,307	67,217	68,125	68,999	69,719	70,940	72,001	73,253	75,148	77,043	79,940	81,835	83,731	85,627	87,523	89,419	91,050	91,850	93,150	98,050	

* Placement of teachers on the salary schedule shall be according to their years of experience and education

* For an earned doctorate stipend add \$4,427

* Rates are based on 1.0 FTE

*It is not possible to achieve this level for a BA+135 as of 9/94

Explanation of Days/Responsibility

Base Student Days (180): Days in which students are in school.

LEAP Days (8): One day is a student day. Five days are scheduled in the building prior to school opening. Two days are scheduled into the school calendar.

Responsibility Contract: Defined as professional duties worked outside of the regular workday (Section 9.3).

Additional Compensation:

Professional Fund: An additional \$2,000 per year that can be used to pay for up to 4 additional days at a rate of \$500 per day and/or instructional materials, workshops, conference fees and/or tuition. Payment will be made in November.

Incentive for Attracting and Retaining Teachers: An additional amount will be paid based on years of experience as follows: \$500 (0-4 years experience); \$1,000 (5-9 years experience); \$2,000 (10-16 years experience); \$2,800 (17-20 years experience); \$4,100 (21-24 years experience); \$9,000 (25 years plus experience). Prorated based on FTE.

Technology Skill Application and Integration: An additional \$2,000 stipend will be paid for acquiring, applying and integrating technology skills. This amount is paid regardless of FTE.

Curriculum Hourly Rate: \$40

SALARY SCHEDULE 2
Trades - School Bus Personnel
2017-18

APPROVED: August 14, 2017

EFFECTIVE: August 16, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2017-18 SALARY</u>
Bus Drivers		
0-3 years of service	I5D1	\$24.80
3+ - 10 years of service	I5D2	\$25.41
10+ - 15 years of service	I5D3	\$25.65
15+ or more years of service	I5D4	\$26.00
Bus Driver Rover	I5D5	\$27.31
Regular Substitute Bus Driver	I5SU	\$24.80
Standby Bus Driver	I5DX	\$14.88

SALARY SCHEDULE 3
Trades - Truck Drivers/Warehouse Personnel
2017-18

APPROVED: August 14, 2017

EFFECTIVE: August 16, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2017-18 SALARY</u>
Messenger	J5M	\$22.93
Warehouse/Curriculum Assistant	J5WC	\$22.93
Truck Driver	J5D	\$25.24
Warehouseperson	J5W	\$25.24
Warehouseperson Lead	J5WL	\$27.24

SALARY SCHEDULE 4
Trades - Automotive Machinists
2017-18

APPROVED: August 14, 2017

EFFECTIVE: August 16, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2017-18 SALARY*</u>
Bus/Truck Serviceperson	K5BS	\$26.70
Bus/Truck Mechanic	K5BM	\$31.58
Bus/Truck Mechanic Leadperson	K5BL	\$33.58
Auto & Small Equipment Mechanic	K5AM	\$31.58
Auto & Small Equipment Mechanic Lead	K5AL	\$33.58
Shop Assistant	K5SA	\$18.39

*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 two dollars (\$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
2017-18

APPROVED: August 14, 2017

EFFECTIVE: August 16, 2017

<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	\$20.64	\$21.08	\$21.68
Custodian (Graveyard)	L*CG	\$21.64	\$22.04	\$22.67
Lead Middle School Custodian (Swing)	L*CL	\$21.12	\$21.51	\$22.15
Head Custodian I	L*H1	\$21.79	\$22.23	\$22.83
Head Custodian II	L*H2	\$23.53	\$23.95	\$24.58
Head Custodian III	L*H3	\$25.34	\$25.77	\$26.39

NOTE: * indicates level or function.

SALARY SCHEDULE 6
Trades - Craftspersons
2017-18

APPROVED: August 14, 2017

EFFECTIVE: August 16, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2017-18 SALARY</u>
Laborer	M*I	\$20.86
Groundsperson	M*A	\$27.60
Groundsperson Lead	M*AL	\$29.60
Landscape Leadperson	M*HL	\$33.93
Seasonal Worker		\$16.81
Carpenter	M*C	\$31.93
Carpenter Lead	M*CL	\$33.93
Locksmith	M5CH	\$31.93
Locksmith Lead	M5CD	\$33.93
Electrician	M*E	\$35.67
Electrician Lead	M*EL	\$37.67
Electrician/Intercoms, Clocks, & Alarms	M5JI	\$35.67
Electrician/Intercoms, Clocks, & Alarms Lead	M5JD	\$37.67
Electrician Asst	M5EA	\$23.75
Building Equipment Mechanic/HVAC	M*F	\$35.67
Building Equipment Mechanic Lead	M*FL	\$37.67
Building Equipment Mechanic/HVAC Asst	M*FA	\$23.75
Electronics Tech/Computer Repair	M5JC	\$31.28
Electronics Tech/Computer Repair Lead	M5JL	\$33.28
Electronics Tech/Copier Repair	M5JX	\$31.28
Electronics Tech/AV	M5JV	\$31.28
Painter	M*B	\$31.93
Painter Lead	M*BL	\$33.93
Glazier	M*D	\$31.93
Glazier Asst	M5DA	\$22.63
Plumber	M*G	\$35.67
Plumber Lead	M*GL	\$37.67
Plumber Asst	M5GA	\$23.75

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
2017-18**

APPROVED: August 14, 2017

EFFECTIVE: August 16, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>2017-18 SALARY*</u>
Special Education Para Educator		
0-3 years of services	N*S1	\$18.82
3+ -9 years of service	N*S2	\$20.45
9+ -13 years of services	N*S3	\$20.64
13+ or more years of service	N*S4	\$20.94
Special Education Para Educator Support Specialists**		
0-3 years of services	N*R5	\$20.70
3+ -9 years of service	N*R6	\$22.50
9+ -13 years of services	N*R7	\$22.70
13+ or more years of service	N*R8	\$23.03
Reserve Special Education Para Educator	N*xx	\$18.82
Sign Language Interpreter		
0-3 years of services	N*T1	\$31.07
3+ -9 years of service	N*T2	\$31.81
9+ -13 years of services	N*T3	\$32.09
13+ or more years of service	N*T4	\$32.58
Brailist		
0-3 years of services	N*B1	\$31.07
3+ -9 years of service	N*B2	\$31.81
9+ -13 years of services	N*B3	\$32.09
13+ or more years of service	N*B4	\$32.58

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 8
Lake Washington Educational Support Professionals
2017-18

APPROVED: August 14, 2017
EFFECTIVE: September 1, 2017

<u>SALARY RANGE</u>	<u>JOB TITLE</u>	<u>POSITION CODE</u>	<u>YEARS</u>		
			<u>0-5</u>	<u>6-10</u>	<u>11+</u>
0	Clerical Assistant	O*0A	\$14.75	\$16.06	\$17.23
1	Accounting Technician I Office Assistant	O*1T O*1A	\$19.67	\$20.96	\$22.13
2	Receptionist Administration Secretary I	O*2R O*2S	\$20.30	\$21.59	\$22.78
3	School Secretary Data Processors Library Catalogers Health Room Secretary	O*3S O*3D O*3L O*3H	\$21.41	\$22.72	\$23.88
4	Office Manager I Administration Secretary II Accounting Technician II Middle School VP Assistant	O*4M O*4S O*4T O*4A	\$22.38	\$23.68	\$24.85
5	Office Manager II Administration Secretary III Accounting Technician III	O*5M O*5S O*5T	\$24.45	\$25.74	\$26.92
6	Administration Secretary IV	O*6S	\$25.91	\$27.20	\$28.38

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

SALARY SCHEDULE 9
Substitutes
2017-18

APPROVED: August 14, 2017
EFFECTIVE: September 1, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Substitute Custodian	2LCU	\$17.54
Substitute Instructional Assistant	2PI	\$13.91
Substitute IA Technical Support Specialist	2ST	\$21.81
Substitute Special Education Para Educator	2NS	\$16.00
Substitute Sign Language Interpreter	2NT	\$26.41
Substitute Secretary	2OS	\$18.20
Substitute Groundsperson	2MA	\$23.46
Substitute Bus-Truck Serviceperson	2KBS	\$22.70
Substitute Truck Driver/Warehouseperson	2JD	\$21.45
Substitute Messenger/Warehouse/Curriculum Assistant	2JM	\$19.49
Summer Grounds Helper	2MAH	\$11.00
Substitute Laborer	2MI	\$17.73
Substitute Craftsperson#	2MB	\$27.14
Substitute Headstart/Readystart Lead Teacher	2QRS	\$19.52
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
2017-18**

APPROVED: August 14, 2017
EFFECTIVE: September 1, 2017

Salary Level	2017-18 Salary	2017-18 Hourly Rate (261 days)
1	\$50,110	\$24.00
2	\$59,475	\$28.48
3	\$69,000	\$33.05
4	\$71,075	\$34.04
5	\$79,055	\$37.86
6	\$92,140	\$44.13
7	\$105,105	\$50.34
8*	\$111,860	\$53.57
Facility On-Call Stipend	\$3,770	

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 \$890.93.
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

SALARY SCHEDULE 11
Service Employees International
2017-18

APPROVED: August 14, 2017
EFFECTIVE: August 16, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>	<u>Level</u>
Instructional Assistant			
0-5 years of service	P*IA	\$16.37	A
6-10 years of service	P*IB	\$16.99	B
11-15 years of service	P*IC	\$17.72	C
16+ years of service	P*ID	\$19.01	D
Technical Support Specialist			
0-5 years of service	P5SD	\$25.66	A
6+ years of service		\$26.71	B
Headstart Assistant Teacher			
0-5 years of service	P1TA	\$16.58	A
6+ years of service		\$18.90	B
Headstart/Readystart Teacher			
0-5 years of service	P or R1HT	\$22.97	A
6+ years of service		\$26.33	B
Family Support Specialist			
0-5 years of service	P1SW	\$26.12	A
6+ years of service		\$28.06	B

*In accordance with the negotiated agreement (Section 14.2) an additional \$0.25 cents per hour will be paid for employes with 21-25 years of experience.
An additional \$0.25 cents per hour will be paid for employes with 26+ years of experience

SALARY SCHEDULE 14
Miscellaneous
2017-18

APPROVED: August 14, 2017
EFFECTIVE: September 1, 2017

<u>POSITION TITLE</u>	<u>POSITION CODE</u>	<u>SALARY</u>
Construction Assistant Intern	30CD	\$13.48
Detention/In House Suspension	3XD	\$21.55
Fingerprinter	30FP	\$17.74
Foreign Language Interpreter	30FL	\$21.53
Judges of Activity Events	30JU	\$15.62
Music/Band/Orchestra Specialist (Classified)	30MU	\$27.05
Proctor (Classified)	30PT	\$21.55
Sign Language Interpreter (for adults)	30SI	\$32.74
Stadium Worker	30SM	\$13.16
Staff Development Trainer (Classified)	30SD	\$25.16
Student Worker	30SW	\$11.00
Summer Technology Lead	30TL	\$19.30
Supervisor of Athletic Events	30AE	\$15.62
Ticket Takers, Scorers, Timers	30TT	\$11.00
Tutor	30TU	\$21.55
Volunteer/Grant Project Coordinator	30PC	\$21.55

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

**LAKE WASHINGTON SCHOOL DISTRICT #414
NON-REPRESENTED STIPEND SCHEDULE
2017-18**

APPROVED: August 14, 2017
EFFECTIVE: September 1, 2017

HIGH SCHOOL ATHLETICS

POSITION TITLE	POSITION	CERTIFICATED CODE	2017-18	2017-18	2017-18
			STIPEND	CLASSIFIED HRLY RATE	TOTAL # OF HOURS
Badminton	Head Coach	Z3HR	\$3,900	\$16.25	240
Badminton	Assistant Coach	Z3AR	\$2,935	\$12.23	240
Baseball, Boys	Head Coach	Z3HA	\$5,010	\$20.88	240
Baseball, Boys	Assistant Coach	Z3AA	\$3,510	\$14.63	240
Basketball, Boys	Head Coach	Z3HB	\$6,025	\$19.31	312
Basketball, Boys	Assistant Coach	Z3AB	\$4,220	\$13.53	312
Basketball, Girls	Head Coach	Z3HC	\$6,025	\$19.31	312
Basketball, Girls	Assistant Coach	Z3AC	\$4,220	\$13.53	312
Cross Country, Boys	Head Coach	Z3HD	\$4,100	\$17.08	240
Cross Country, Boys	Assistant Coach	Z3AD	\$3,090	\$12.88	240
Cross Country, Girls	Head Coach	Z3HU	\$4,100	\$17.08	240
Cross Country, Girls	Assistant Coach	Z3AU	\$3,090	\$12.88	240
Football	Head Coach	Z3HE	\$6,380	\$19.33	330
Football	Assistant Coach	Z3AE	\$4,400	\$13.33	330
Football	Player Safety Coach	Z3AT	\$1,100	\$12.94	85
Golf	Head Coach	Z3HF	\$4,130	\$17.21	240
Golf	Assistant Coach	Z3AF	\$3,120	\$13.00	240
Gymnastics	Head Coach	Z3HG	\$4,855	\$18.39	264
Gymnastics	Assistant Coach	Z3AG	\$3,970	\$15.04	264
Slow Pitch Softball	Head Coach	Z3HS	\$3,880	\$20.21	192
Slow Pitch Softball	Assistant Coach	Z3AW	\$2,635	\$13.72	192
Soccer, Boys	Head Coach	Z3HH	\$4,725	\$19.69	240
Soccer, Boys	Assistant Coach	Z3AH	\$3,260	\$13.58	240
Soccer, Girls	Head Coach	Z3HI	\$4,725	\$19.69	240
Soccer, Girls	Assistant Coach	Z3AI	\$3,260	\$13.58	240
Softball	Head Coach	Z3HJ	\$4,850	\$20.21	240
Softball	Assistant Coach	Z3AJ	\$3,295	\$13.73	240
Swim	Head Coach	Z3HK	\$4,445	\$18.52	240
Swim	Assistant Coach	Z3AK	\$3,395	\$14.15	240
Tennis, Boys	Head Coach	Z3HL	\$4,120	\$17.17	240
Tennis, Boys	Assistant Coach	Z3AL	\$3,105	\$12.94	240
Tennis, Girls	Head Coach	Z3HM	\$4,120	\$17.17	240
Tennis, Girls	Assistant Coach	Z3AM	\$3,105	\$12.94	240
Track, Boys	Head Coach	Z3HN	\$5,180	\$21.58	240
Track, Boys	Assistant Coach	Z3AN	\$3,460	\$14.42	240
Track, Girls	Head Coach	Z3HO	\$5,180	\$21.58	240
Track, Girls	Assistant Coach	Z3AO	\$3,460	\$14.42	240
Volleyball	Head Coach	Z3HP	\$5,145	\$21.44	240
Volleyball	Assistant Coach	Z3AP	\$4,200	\$17.50	240
Wrestling	Head Coach	Z3HQ	\$5,685	\$23.69	240
Wrestling	Assistant Coach	Z3AQ	\$4,350	\$18.13	240

Post-season playoff extra time will be paid at the classified hourly rate.

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

**LAKE WASHINGTON SCHOOL DISTRICT #414
NON-REPRESENTED STIPEND SCHEDULE
2017-18**

APPROVED: August 14, 2017
EFFECTIVE: September 1, 2017

MIDDLE SCHOOL ATHLETICS

POSITION TITLE		POSITION CERTIFICATED CODE	2017-18 STIPEND	2017-18 CLASSIFIED HRLY RATE	2017-18 TOTAL # OF HOURS
Badminton	Head Coach	Z2HR	\$2,720	\$25.90	105
Badminton	Assistant Coach	Z2AR	\$1,855	\$20.16	92
Basketball, Boys	Head Coach	Z2HB	\$2,860	\$27.24	105
Basketball, Boys	Assistant Coach	Z2AB	\$1,855	\$21.08	88
Basketball, Girls	Head Coach	Z2HC	\$2,860	\$27.24	105
Basketball, Girls	Assistant Coach	Z2AC	\$1,855	\$21.08	88
Cross Country, Boys	Head Coach	Z2HD	\$2,720	\$25.90	105
Cross Country, Boys	Assistant Coach	Z2AD	\$1,855	\$17.67	105
Cross Country, Girls	Head Coach	Z2HF	\$2,720	\$25.90	105
Cross Country, Girls	Assistant Coach	Z2AF	\$1,855	\$17.67	105
Tennis, Boys	Head Coach	Z2HL	\$2,755	\$26.24	105
Tennis, Boys	Assistant Coach	Z2AL	\$1,855	\$19.12	97
Tennis, Girls	Head Coach	Z2HM	\$2,755	\$26.24	105
Tennis, Girls	Assistant Coach	Z2AM	\$1,855	\$19.12	97
Track, Boys	Head Coach	Z2HN	\$2,870	\$27.33	105
Track, Boys	Assistant Coach	Z2AN	\$1,855	\$17.67	105
Track, Girls	Head Coach	Z2HO	\$2,870	\$27.33	105
Track, Girls	Assistant Coach	Z2AO	\$1,855	\$17.67	105
Volleyball	Head Coach	Z2HP	\$2,835	\$27.00	105
Volleyball	Assistant Coach	Z2AP	\$1,855	\$21.08	88
Wrestling	Head Coach	Z2HQ	\$2,895	\$27.57	105
Wrestling	Assistant Coach	Z2AQ	\$1,855	\$17.67	105
Intramurals		Z2IN	\$470	\$23.50	20

Post-season playoff extra time will be paid at the classified hourly rate.
Wage levels will be adjusted automatically pursuant to minimum wage laws.

**LAKE WASHINGTON SCHOOL DISTRICT #414
NON-REPRESENTED STIPEND SCHEDULE
2017-18**

APPROVED: August 14, 2017
EFFECTIVE: September 1, 2017

HIGH SCHOOL ACTIVITIES/SUPERVISION

POSITION TITLE	POSITION CERTIFICATED CODE	2017-18	2017-18	2017-18
		STIPEND	CLASSIFIED HRLY RATE	TOTAL # OF HOURS
Computer	ZC3O	\$2,185	\$18.21	120
Drill/Dance	Z3DT	\$3,960	\$11.00	360
Cheerleading	Z3CL	\$3,960	\$11.00	360
Optional	Z3OP	\$1,905	\$15.88	120

MIDDLE SCHOOL ACTIVITIES/SUPERVISION

POSITION TITLE	POSITION CERTIFICATED CODE	2017-18	2017-18	2017-18
		STIPEND	CLASSIFIED HRLY RATE	TOTAL # OF HOURS
Computer Coordinator	Z2CO	\$2,185	\$18.21	120
Optional	Z2OP	\$1,905	\$15.88	120

ELEMENTARY SCHOOL ACTIVITIES/SUPERVISION

POSITION TITLE	POSITION CERTIFICATED CODE	2017-18	2017-18	2017-18
		STIPEND	CLASSIFIED HRLY RATE	TOTAL # OF HOURS
Computer	Z1CO	\$2,185	\$18.21	120
Safety Patrol	Z1SP	\$1,905	\$15.88	120
Staff Development	Y1SD	\$1,905	\$15.88	120
Optional	Z1OP	\$1,905	\$15.88	120

Post-season playoff extra time will be paid at the classified hourly rate.
Wage levels will be adjusted automatically pursuant to minimum wage laws.

GC/CM CONTRACT AMENDMENT #3
NEW MIDDLE SCHOOL IN REDMOND RIDGE (SITE 72)

August 14, 2017

SITUATION

On November 21, 2016, the Board of Directors adopted Resolution No. 2218 which approved the use of a General Contractor/Construction Management (GC/CM) procedure for the new middle school in Redmond Ridge project. RCW 39.10.380 outlines the process the General Contractor/Construction Manager (GC/CM) shall use to solicit and receive subcontractor bids packages in any determined order as presented by the GC/CM and approved by district.

In-lieu of a single bid in the traditional design-bid build model, the GC/CM and District have worked to establish subcontractor bids in amendments to the primary contract. These amendments make-up a portion of the Guaranteed Maximum Price (GMP) or total construction cost.

Lydig Construction, Inc. is the selected GC/CM contractor for the new middle school in Redmond Ridge and has entered into pre-construction and construction services agreement with the district.

The Board has previously approved two contract amendments on March 13, 2017 with Lydig Construction, Inc. in the amount of \$15,870,768, plus sales tax.

The following table summarizes the scope of work included in proposed Amendment #3 to the current preconstruction and construction services contract:

Scope of Work	Amendment #3
Geo-thermal loops (BP EM-01) - Bid adjustment	\$(195,337)
Site work & utilities (BP EM-02) - Bid adjustment	\$1,334,388
Mechanical MCCM (BP M-15)	\$6,152,750
Electrical ECCM (BP M-16)	\$ 4,140,847
Structures (BP M-03) - Bid adjustment	\$(164,148)
Elevator (BP M-18A)	\$149,000
Glazing & aluminum systems (BP M-08)	\$2,300,433
GWB, metal framing, insulation, vapor barrier, exterior sheeting (BP M-09)	\$2,899,600
Fire protection (BP M-17)	\$571,770
Casework & finish carpentry (BP-M20)	\$125,084
Masonry (BP M-04)	\$1,375,696
Metal panels, trim & weather barriers (BP M-09)	\$2,319,300
Roofing & roofing flashings (BP M-06)	\$1,139,575
Doors, frames & hardware (BP M07)	\$1,019,000
Acoustical ceiling, acoustical panels & specialty ceilings (BP M-10)	\$83,803
Paint and wall coverings (BP M-11)	\$64,937

Tile & resilient flooring (BP M-12)	\$56,136
Kitchen equipment & residential appliances (BP M-13)	\$734,495
Carpet (BP M-14)	\$12,895
Chain-link fencing & field netting	\$107,630
Steel, miscellaneous specialties (BP M-18)	\$2,500,000
Fiber pathway installation	\$150,000
Owner contingency - Jurisdictional requirement changes	\$351,034
GCCM GMP Contingency	\$671,946
Specified General Conditions	\$114,948
Negotiated Support Services	\$240,849
GCCM Fee	\$1,059,624
Total (<i>plus sales tax</i>)	\$29,316,255

Total Amendment #3 (plus sales tax)	\$ 29,316,255
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Amendment #3 will be incorporated into the GC/CM contract and final GMP. Approval of the remaining costs associated with the GMP for this project are anticipated to be brought for board approval in September 2017.

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed with Amendment #3 for the new middle school in Redmond Ridge project in the amount of \$29,316,255, plus sales tax.

APPROVAL OF MONITORING REPORT
EL-9, DISTRICT STAFF

August 8, 2017

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, District Staff, are in compliance and it is now being presented for approval.

RECOMMENDATION

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

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

**EL-9 District Staff
August 14, 2017**

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 2016-17 school year, Lake Washington participated in major career and recruitment events at the following universities:

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

In addition to attending these university events, staff participated in the Washington School Personnel Association sponsored Spokane and Tacoma Career Fairs and two virtual career fairs sponsored by Topschooljobs.org. At all of the recruiting events, a team of building principals, department administrators, and professional learning specialists works to recruit high quality teacher candidates. The most successful recruiting events in 2016-17 were the district's own Lake Washington School District Job Fairs in January and March. The event attracted over 450 teaching and administrator candidates and 84 interviews were conducted. These efforts resulted in the hiring of 296 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 State Association of School Psychologists (WSASP); National Association of School Psychologists (NASP); many university education programs depending on the position and LinkedIn.

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 | ◀ ▶ |
|---|---------------|-----|



Evidence {continued}

The district advertises classified positions on Craigslist, Indeed, LinkedIn and has also utilized signage at schools. Additionally, the District advertises with agencies such as Washington Association of School Business Officials (WASBO); School Nurse Organization of Washington (SNOW); the National Association for the Advancement of Colored People (NAACP); Washington Vocational Services; Washington State Employment Security Veterans Program and WorkSource,; Courage 360; El Centro De La Raza; Urban League; Apprenticeship & Non Traditional Employment for Women (ANEW); Lake Washington Technical College; and Bellevue College for classified positions.

- In the 2016-17 school year, the district attracted 1,713 certificated applicants, from which the following number of staff were hired:
 - Elementary Teachers.....135
 - Secondary Teachers83
 - Special Education Teachers55
 - Specialists23
 - Total new hires.....296**

- In addition, the district rehired the following non-continuing staff:
 - Elementary Teachers.....10
 - Secondary Teachers27
 - Special Education Teachers5
 - Specialists5
 - Total rehired.....47**

- In the 2016-2017 school year, the district attracted 1,694 classified applicants, from which 277 new staff members were hired.
- In the 2016-2017 school year, the district attracted 339 administrator applicants, from which 15 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 2016-2017 school year, the district had 495 provisional 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:

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

In Compliance



Evidence {continued}

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

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

- For the 2016-2017 school year, five (5) 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, School Support, provide a tiered support system, like 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 70% of staff agree or strongly agree that their school provides an environment that supports long-term employment and 67%% 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:

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

In Compliance



Evidence {continued}

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%
2016-2017	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	4	6	0	0	129	139	9%
Certificated	22	145	0	0	1,696	1,863	9%
Classified	36	75	1	5	1,201	1,316	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 increased from 8% to 9% for 2016-17. The turnover rate for classified staff remained the same at 9%, and the turnover rate for administrators increased from 5% to 9% for the 2017-16 school year.
- 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:

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 | ◀ ▶ |
|---|---------------|-----|




Evidence {continued}

- During the 2016-17 school year, the district successfully completed the negotiation of a successor Collective Bargaining Agreement with the Lake Washington Educational Support Professionals (LWESP). LWESP represents secretarial staff in the District. 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. The agreement also provided a preferred substitute rate to encourage the retention of experienced employees who have recently resigned or retired; revamped the existing mentor and training program for new LWESP members; increased training funds for employees to participate in professional learning not offered by the District; and, increased funds that provide buildings and departments additional LWESP time associated with peak-work times. Additionally, the agreement provided each school/campus a 6-hour Health Room Secretary, ensuring each school/campus has the personnel to address health room issues that rise during the school day. Finally, the District increased the elementary school secretary sized base allocation to address student growth in the District’s large elementary schools.
 - The district also successfully negotiated a successor collective bargaining agreement with the Lake Washington Education Association (LWEA), who represent teachers in the district. The agreement includes a twelve percent (12%) pay increase, which is inclusive of the 2.3% State cost of living adjustment (COLA) provided by the legislature, and increases the work day by thirty (30) minutes to provide additional paid planning time for accomplishment of professional responsibilities. The parties agreed to a four (4) year agreement with a reopener for wages only after the first year. Elementary counselors were increased at the elementary level providing each school/site with a 1.0 FTE counselor for increased services to students as well as to provide coverage for issues needing immediate attention when both administrators are out of the building. Special education remedies were lowered for pre-school, resource room, learning centers in elementary schools, secondary transition centers and intervention centers in both elementary and secondary.
- 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:

<p>2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:</p> <p>a) Assuring an organizational culture that conforms with the following:</p> <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. <p>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.</p> <p>c) Having written operating personnel policies which::</p> <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. <p>d) Protecting confidential information.</p> <p>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.</p> <p>f) Honoring the terms of negotiated agreements with staff.</p> <p>g) Providing staff with an opportunity to become familiar with the provisions of this policy.</p>	<p>In Compliance</p>	
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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:

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.

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}

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 and highlighting a staff member in each issue;
 - o Providing Years of Service recognition program and annual retirement event;
 - o Honoring new teachers for their efforts at a celebratory event;
 - 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 or video message 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.

EL-9 District Staff

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Accordingly, the CEO shall:

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{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 major efforts such as levy and bond measures and boundary decisions.
- 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 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

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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}

- a) 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.
- b) The following written personnel policies, procedures, and guidelines are in place:
- Rules and procedures for staff and volunteers are incorporated into administrative policy, employee bargaining agreements, and staff handbooks. A volunteer manual explains the conditions and expectations of volunteers.
 - Handling of complaints is provided for in each collective bargaining agreement as procedures for the resolution of complaints/grievances. Employees who are not represented by a recognized bargaining unit as defined by state statutes may utilize the Staff Complaints and Grievance Procedures (Policy GBM, Staff Complaints and Grievances).
 - Job descriptions are maintained by the Human Resources department. Prior to posting job vacancy announcements, staff reviews existing job descriptions to ensure the description remains current and consistent with district expectations and is on par with positions of a similar nature in other districts. Human Resources department continues to work on updating job descriptions. Performance evaluation systems are established and outlined in district procedures.
 - Illegal discrimination and harassment are prohibited as addressed in Administrative Policies AC, Non-Discrimination; ACA, Human Dignity; and ACB, Harassment of Staff. These policies outline the procedures to be followed for violations of these policies.
 - The District's non-discrimination statement was updated to reflect current law and is included in appropriate District communications.
 - Due process procedures are followed for all disciplinary or adverse personnel actions. These procedures follow collective bargaining requirements and legal requirements.
- 80.4% 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

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Accordingly, the CEO shall:

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{See page 6 for complete listing.}

In Compliance



Evidence {continued}

- c) 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.
- d) 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 through the FBI data banks.
 - o All district volunteers are checked through the Washington State Patrol Identification and Criminal History Section, Washington Access to Criminal History (WATCH).
 - o Background inquiries showing criminal convictions are reviewed. Failure by an applicant to fully complete the disclosure form is grounds to deny employment/volunteer participation. Providing false or incomplete statements on the disclosure form subjects the individual to immediate termination.
 - o All applicants for employment must also submit a Disclosure B form, which must be completed by previous Washington school district employers, indicating any sexual misconduct.
- f) The District works diligently to honor the terms of negotiated agreements with staff by maintaining positive relationships with the various representative labor groups. Each bargaining group has regular labor-management meetings at which concerns are discussed and every attempt is made to address concerns or issues prior to the filing of a formal grievance.
- During the 2016-17 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.

EL-9 District Staff

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Accordingly, the CEO shall:

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In
Compliance



Evidence {continued}

- During the 2016-2017 school year, 164 first year teachers new to the profession and an additional 110 teachers in their second year of teaching were supported.
- CTs completed more than 450 hours of formal classroom observation, over 4,000 hours of informal observation, and provided more than 4,700 hours of curriculum planning and support to new teachers.

Number of Teachers Supported through NTSP

Years of Service	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year
1st year	164	133	109	91	89	67
2nd Year	110	100	95	82	69	65
Total	274	233	204	173	158	132

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.

Each year, the district provides support for candidates pursuing National Board Certification. The district's Professional Learning Department provides six National Board Certified and state trained facilitators to support candidates. Due to increased participation in 2016-2017 the district hired 2 additional NB trained facilitators to support candidates. Facilitators meet monthly with candidates 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, counselors and librarians within the Lake Washington School District. Support continues for teacher candidates for up to five years.

EL-9 District Staff

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

In
Compliance



Evidence {continued}

National Board Certification Support Program Participation

	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year
First Time Candidates	103	53	28	32	23	20
Advanced	2	2	10	7	2	11
Renewal	20	14	4	9	5	0
Total	125	69	42	48	30	31

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.

EL-9 District Staff

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

In
Compliance



Evidence {continued}

Number of Educators Participating in ProTeach by Year

2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013 – 2014 School Year	2012 – 2013 School Year
16 LWSD/SPU support cohorts including Master’s program 56 LWSD only support	19 LWSD/SPU support cohorts including Master’s program 59 LWSD only support	23 LWSD/SPU support cohorts including Master’s program 62 LWSD only support	30 LWSD/SPU support cohorts including Master’s program 41 LWSD only support	40 LWSD/SPU support cohorts including Master’s program 22 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.

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

2016-17 School Year	2015-2016 School Year	2014-15 School Year	2013-14 School Year
71 placements	59 placements	74 placements	63 placements

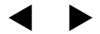
EL-9 District Staff

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}

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 2016-2017, efforts focused on developing skills and resources for collaborative practices that support teaching and learning.
 - This was our second year of the Quick Start component of our program. 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 135 educators who were eligible for a Quick Start in September 2016, 61 opted in and received support from a Professional Learning Coach by the end of October 2016.

Level	Total Educators Served (Quick Start & Standard Coaching)		
	2016 – 2017 As of 4/30/17	2015 - 2016	2014- 2015*
Elementary	116	136	63
Middle School	90	52	31
High School	64	71	15
Total	270	259	109

* No Quick Start this year

EL-9 District Staff

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Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

- 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			
	2016 - 2017 As of 4/30/17	2015-2016	2014-2015
Would access the program again	96%	97%	94%
The coaching cycle was productive	100%	99%	94%
The Coaching cycle was personalized	100%	98%	96%
The coach request process was easy to understand and timely	100%	96%	96%
Reflection was incorporated throughout the process	100%	99%	96%
The coaching cycle positively impacted student achievement	96%	98%	93%

Thirty-seven (37) Standard Coaching participants responded to a survey conducted in the fall of the following year asking about the long-term impact of coaching.

- 100% of respondents said they would access the coaching program again.
- 95% either *Strongly Agree* or *Agree* that student engagement increased based on the coaching cycle and the changes made to professional practice.
- 95% either *Strongly Agree* or *Agree* that student achievement increased based on the coaching cycle and the changes made to professional practice.
- 92% either *Strongly Agree* or *Agree* that the quality of their practice improved in Professional Community and Collaboration.

EL-9 District Staff

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

In
Compliance



Evidence {continued}

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.

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

Quarter	Fall 2016	Winter 2017	Spring 2017	Summer 2017	Total 2017
Participants	278	222	TBD	TBD	TBD

Quarter	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Total 2016
Participants	378	334	297	225	1,234

Quarter	Fall 2014	Winter 2015	Spring 2015	Summer 2015	Total 2015
Participants	122	178	201	505	1,006

EL-9 District Staff

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In
Compliance



Evidence {continued}

Classified Professional Learning Program

The purpose of the Classified Professional Learning Program is to:

1. Provide classified staff with training opportunities that meet job-specific employee professional development needs as well as support the District in meeting its organizational goals.
2. Develop and offer mandatory training that meets organizational, supervisor and employee needs for office professionals and instructional assistants.
3. Coordinate onboarding training for office professionals
4. Offer First Aid/CPR training to all district staff, coaches and volunteers.

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)
2016-17*	73	1,164	636	368	77	54	29
2015-16	93	1,477	703	457	131	88	98
2014-15	103	1,358	689	312	211	74	72
2013-14	82	1,507	801	414	177	51	64
2012-13	44	560	193	144	169	39	15

* Numbers through May 3, 2017

Mandatory Classified Trainings

Year	# of classes offered	Total # of attendees	Employee Group
2016-17	14	358	Office Professionals
	1	204	Instructional Assistants
	2	52	Extended Day Instructional Assistants
2015-16	9	232	Office Professionals

Total Classified Professional Learning Offerings

Year	# of classes offered	Total # of attendees
2016-17 *	90	1,778
2015-16	102	1,709
2014-15	103	1,358
2013-14	82	1,507
2012-13	44	560

* Numbers through May 3, 2017

EL-9 District Staff

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In
Compliance



Evidence {continued}

Technology Classes

- For the fourth year, Classified Professional Learning prepared interested staff members to obtain the Microsoft Office Specialist certification in Microsoft Word and Excel and Outlook, the leading worldwide IT certification signifying a high level of knowledge, skills, and abilities in using Microsoft Office 2016 software. Instruction was provided in three multiple-class series on Office applications plus opportunities for staff with certifications to test and upgrade to the current version of Office. Through May, 26 classified staff members earned 36 Microsoft Office certifications. A final 12-class Excel series is ending in mid-June. Since the program's inception, 166 Microsoft Office Specialists certifications have been earned providing staff an opportunity to enhance their skills and knowledge.
- Technology offerings this year included new classes to help staff utilize software provided by the District including Microsoft Forms, OneNote, Windows 10, Excel, and Office 365 as well as Photoshop and Acrobat.

Instructional Assistant (IA) Professional Development

- The 2016-19 SEIU Collective Bargaining Agreement called for four hours of mandatory training for instructional assistants and extended day instructional assistants who are scheduled for four or more hours in that position. On the March 10th, 204 instructional assistants from across the district gathered at for an event that provided IAs with skills and information to support their work with students. The training featured three topics: childhood development, restorative practices and growth mindset. The keynote speaker, Dr. Kristen Missall, Associate Professor of School Psychology at the University of Washington, engaged the audience with research-based observations on children's development and the importance of adults understanding this progression as they interact with students of different ages. The event was widely praised by attendees in post-training survey data. The content was repeated on two mornings for 26 extended day instructional assistants. Staff also reported gaining important skills that can be used in their work with elementary students before and after the school day.
- A professional development committee including District and SEIU representatives continued to meet for the sixth year. The professional development committee oversees an Educational Compensation Program budget that provides opportunities for the professional and personal development of employees. The committee's work includes allocating the number of paid hours SEIU members can be compensated for attending professional learning classes outside of their workday. The committee provided valuable input used in developing the first annual mandatory training as well as topic ideas for classes outside of the workday organized by Classified Professional Learning. Classes offered this year included reading and math instruction in small groups, managing the lunchroom, and using technology in the classroom.
- A new crossing guard curriculum was developed in partnership with Evergreen Safety Council. One hundred sixteen elementary IAs who perform crossing guard duties were trained on three October conference day afternoons. Representatives from the District's insurance broker also presented on playground safety. IAs who are new to crossing guard duties next year will be trained in October.
- One hundred and eighty-eight (188) IAs took at least one class outside of their regular workday.

EL-9 District Staff

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

In
Compliance



Evidence {continued}

Office Professionals Professional Development

- For the second year, monthly mandatory training for office professionals was organized, in response to feedback from principals and office professionals, on common processes and procedures for key office functions. Classes were offered during the workday and featured presentations by Data Services on Skyward Attendance, Discipline, Grading and Scheduling along with related processes. In addition, the Accounting, Purchasing, Human Resources and Payroll departments trained all current staff on the processes and procedures they administer. Staff members were invited based on their responsibilities to ensure consistent understanding and implementation across the district. Three hundred and fifty-eight (358) attendees participated in 14 trainings.
- Classified Professional Learning began coordinating onboarding training for new office professionals. Group trainings were held beginning in September and continued throughout the year. As staff members joined the district, district departments were scheduled to present in a one-day format, making the onboarding training more efficient for new hires. With the increase in health room secretary hours, Data and Health Services presented at three district-wide trainings to enhance training efficiency and ensure that new health room secretaries received needed information.
- A professional development committee including district and LWESP representatives met quarterly for the sixth year. The committee discusses topics for training to meet the needs of LWESP members.
- One hundred and fifty-three (153) LWESP members took one or more classes outside of their regularly scheduled workday.
- All new office professionals are offered the opportunity to participate in the Training and Mentoring Program that pairs new employees with mentors who are in the same position to answer questions that arise as they assume their new responsibilities. In 2016-17, 13 mentor/protégé teams worked together. Given the large number of new high school Data Processors and Office Managers, mentor/protégé groups were established where one mentor met with a group of protégés to share knowledge at regularly scheduled meetings coordinated by Classified Professional Learning. This new initiative involved a total of 11 protégés and two mentors who met for a total of 19 hours.
- The LWESP Training Fund provides up to \$250 in funding for job-related workshops, conferences or classes that are not offered by the district. This year, 18 office professionals received funding to attend conferences or participate in individual classes.
- The August 2016 Office Professionals Workshop featured 21 presentations from district departments who shared updates and information on processes and policies of interest to office professionals. The District's Safety and Risk Management team collaborated with Redmond Middle School Police to present a conference focused on the topic of front office safety best practices. One hundred and eleven (111) staff members attended. Attendance at this conference has increased steadily from 82 participants in 2013 to 111 participants in August 2016.

EL-9 District Staff

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

In
Compliance



Evidence {continued}

Professional-Technical Staff Professional Development

- Professional learning programs are outlined in the Professional-Technical Handbook.
- For the fourth year, Professional Technical staff members had an opportunity to apply for up to \$350 in funding to cover registration fees or materials related to professional development training to enhance their skills and support the district's organizational goals.
- This year, Classified Professional Learning also provided opportunities to the Health Services Specialists. This outreach contributed to the increase in Professional Development Fund applications.
- Nine (9) Professional-Technical staff requested almost \$2,000 from the Professional Development Fund, more than double the amount applied for in 2015-16.
- Professional-Technical staff members are also compensated for attending relevant training for up to one day outside of the scheduled work day. Eighteen (18) Professional-Technical staff attended one or more classes after regular work hours.

Para Educator Professional Development

In addition to classes offered by Classified Professional Learning, departments coordinate training specific to their staff.

- Special Services held mandatory 12 hours of paid training for para educators on the Friday LEAP days in October and March. These two full-day trainings offered several topics including teaching strategies for students on the autism spectrum, special education law, self-care and resiliency, de-escalation and conflict resolution.
- Sign language interpreters attended 12 hours of specialized training to enhance their skills.

First Aid/CPR Training

- First Aid/CPR trainings are open to all district staff and coaches providing a certification that is renewable bi-annually. Certificated staff can earn clock hours for the 3.5-hour class through a partnership with Puget Sound ESD.
- With five classes remaining in 2016-17, 553 classified and certificated staff, coaches, and substitutes have already earned their First Aid and CPR certifications. Eleven schools (11) hosted trainings for their staff, generally scheduled on a LEAP Wednesday. Other trainings are offered at the Resource Center and in each Learning Community.
- A professional-level CPR course was organized in partnership with Special Services to train occupational and physical therapists together with speech and language pathologists. Written and skills testing enabled participants to receive an American Heart Basic Life Support card.

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}

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
2016-17	32	11	21	553*
2015-16	30	8	22	549
2014-15	36	10	26	646
2013-14	24	2	22	457

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

Training Offered by District Departments

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

- Support Services offered Trades staff job-specific and safety training including monthly “Toolbox Talks” on topics 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. Forty-eight (48) training topics were offered through Support Services.
- Custodians participated in monthly on-site trainings that centered on a safety or technical topics. Learning was reinforced with weekly e-mail safety tips and an electronic newsletter
- Technology Operations and Data Center trained staff on Office 365/OneDrive, new teacher laptops and wireless classroom presentation technology, new telecommunications system, and Skyward data systems
- The Communications Department offered classes on a range of topics including the Tandem Calendar, 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, 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.

- 16 new administrators participated in NAO during the 2016-2017 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.
- During the 2016-2017 school year, technology training courses were provided for certificated, classified, and administrative 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:

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

In Compliance



Evidence {continued}

Certificated Staff

- Certificated staff participated in 7 hours of required technology training during all-day LEAP activities to support professional growth and evaluation, Mobile Access for Students (MAS), and productivity. Training topics included:
 - Acceptable Use Procedures
 - Digital Citizenship
 - Digital Curriculum Resources
 - LWSD Technology Skills Continuum
 - Office 365
 - PGE Online for Professional Growth & Evaluation
 - PowerSchool Learning
 - Technology Standards
- New teachers received an additional 4-7 hours of technology training through EIA to ensure basic technology skills and familiarity with district applications
- Staff may participate in optional technology training. Topics include:

Certificated Staff

- Data Analysis with Students – Using Excel & Forms
- Designing Effective Presentations
- Digital Classroom Collaboration
- Discovery Education
- Flipped Learning
- Integration of Technology Skills Continuum using Office 365
- OneNote Class Notebook
- PowerSchool Learning
- Research and Citation Instruction
- SAMR Model to Enhance Instruction

Classified Staff


- Office 365/OneDrive
- Microsoft Office with emphasis on Excel, Word, Outlook, OneNote and Forms
- Adobe Photoshop
- Adobe Acrobat
- PowerSchool
- General Fund and ASB budgets
- Skyward student modules including student registration, attendance, discipline, grading, data mining and class scheduling

Building Administrators

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

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>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:</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 End Results policies.</p>	<p>In Compliance</p>	
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Evidence

Teacher/Certificated Evaluation System

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

Teachers are defined as certificated staff with classrooms and/or have daily responsibilities for instructing. State law requires all districts to have a state-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 meets this requirement. The professional growth and evaluation system includes the following:

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}

- An online tool supports the required processes associated with requirements for professional growth and evaluation. The district’s adopted tool, Teachscape, was purchased by Frontline Technologies in 2015-16. The district evaluated the Frontline Technologies platform and adopted it as the online tracking system for certificated evaluation.
- All teachers and administrators were trained in the new evaluation system and in the use of the online system at the beginning of the 2016-17 school year.
- Training was provided throughout the 2016-17 school year for teachers and administrators.

Other Certificated Educator Evaluation

The evaluation system for other certificated educators (e.g. counselors, librarians) is similar to that of teachers and is based on a framework specific to their role.

Evaluation Processes

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 page 25 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	2016-17		2015-16**		2014-15		2013-2014		Designation	2012-2013	
	N	%	N	%	N	%	N	%		N	%
Total Comprehensive	1,100	61%			915	54%	893	53%	Total Level 1	432	28%
Total Focused	715	39%			785	46%	783	47%	Total Level 2	1,090	72%
Total Certificated Staff	1,815	100%			1700	100%	1,676	100%	Total Certificated Staff	1,522	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*
- ** *Data not made available from Teachscape for the 2015-16 school year*

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

EL-9 District Staff

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

Accordingly, the CEO shall:

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}

Certificated Staff – Comprehensive and Focused: 2016-17 school year

Designation	Unsatisfactory		Basic		Proficient		Distinguished	
	N	%	N	%	N	%	N	%
Comprehensive	1	<1%	10	<1%	730	66%	359	33%
Focused	0	0	0	0	208	29%	507	71%

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 2016-17 school year, eight (8) teachers were identified with performance concerns and placed on Plans of Improvement (POI). 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 Plan of Improvement; 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

	2016-17	2015-16	2014-15	2013-14
Total Number of Teachers Placed on a Plan of Improvement	9	8	10	14
Improved and Taken off Plan	2	3	1	1
On Leave	0	0	1	1
Resigned or Retired	3	3	2	8
Total on Plan at End of School Year	4	2	7 <i>(of which 1 is on leave)</i>	5 <i>(of which 1 is on leave)</i>
Total Number of Teachers Placed on Probation and Exited from System	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:

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

The district’s Professional Growth and Evaluation (PGE) system for building administrators is based on the Association of Washington School Principals (AWSP) Leadership Framework, aligned to the state’s eight criteria for principal leadership and evaluation:

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 <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}		

Process

Principals* are evaluated by their respective learning community’s Director, 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	2016-17	2015-16	2014-15
Distinguished	35	31	37
Proficient	44	28	31
Basic	1	2	1
Unsatisfactory	0	0	0
On Plan of Improvement	1	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:

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}		

Central Office Administrator Evaluation System

The district’s Professional Growth and Evaluation (PGE) system for central office administrators is based on a district-developed Central Leadership Team (CLT) Framework, 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 2017, there are no central office administrators on a formal plan of improvement.

EL-9 District Staff

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

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}</i> .	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 2016-2017 school year, five (5) individuals were placed on a Plan of Improvement. Two (2) of these individuals successfully improved their performance and the remaining three (3) continue to be active on their Plan of Improvement.

I certify the above to be correct as of August 14, 2017.

Traci Pierce, Superintendent

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

August 14, 2017

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 14, 2017

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 2017-18 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 2017-18 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 2017-18 Budget Document details 2015-16 expenditures, 2016-17 budget, and the amount proposed for 2017-18 by account.

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

- Staff presented the budget at the June 26 and August 14 Board meetings. The presentation included the enrollment and state funding assumptions upon which the 2017-18 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 2017-18 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:
 - March Extended Study Session
 - May 8 Study Session
 - June 5 Study Session
 - August 14 Study Session
- The Board provided feedback and direction on bond planning in order to develop the capital projects fund budget.
- The draft budget for 2017-18 was presented at the June 26, 2017 Board meeting. Due to the legislative session ending late, a final proposed budget will be presented at the August 14, 2017 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 2017-18 Board budget of \$1,085,614 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:

	2017-18 Budget	2016-17 Budget	2015-16 Actual
State Auditor Fees	\$80,000	\$60,000	\$80,764
Election Expense	350,000	0	77,247
Legal Fees	543,000	563,000	508,066
Staff Salaries/Benefits	53,411	51,423	51,021
Board Association Dues	32,400	32,400	33,835
Board Training, Supplies, Conferences, etc.	26,803	26,803	34,423
Total	\$1,085,614	\$733,626	\$785,356

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 2017-18 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 2017-18 budget includes 2.3% state provided cost of living adjustment (COLA). Locally bargained increases have been anticipated and are 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 26, 2017 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 14, 2017.

Traci Pierce, Superintendent

APPROVAL OF MONITORING REPORT
EL-11, FINANCIAL ADMINISTRATION

August 14, 2017

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 14, 2017

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 2016-17, budgeted expenditures were \$318,405,032. Expenditures were funded through budgeted revenues of \$321,047,834 and \$0 use of fund balance.
- In 2015-16, actual expenditures were \$288,241,774. Expenditures were funded through actual revenues of \$300,827,423 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 2015-16, the accounts that were written off were valued at \$7,934.06. 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 \$53,756.73 related to inactive students was identified from 2014-2016 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.

- No bond sales were conducted during the 2016-17 school year.

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 2016-17 Budgeted ending fund balance was \$44,038,398, representing 13.7% of budgeted revenues. No spending is planned from the 5% fund reserve balance.
- For the 2015-16 fiscal year, the actual ending fund balance was \$45,150,624, representing 15.0% 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 2015-16 audit resulted in no audit findings.

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

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

EL-11, Financial Administration

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

11. Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.	In Compliance	◀ ▶
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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 2015-16, 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 14, 2017.

Traci Pierce, Superintendent

DONATIONS
August 14, 2017

SITUATION

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

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Lake Washington Schools Foundation to Lake Washington School District	\$55,000.00	To support LINKS.
Elizabeth Blackwell PTSA to Blackwell Elementary	\$5,167.00	To purchase classroom supplies, library books, and walkie talkies (\$2,567.00); and support classroom enrichment and field trips (\$2,600.00).
Rachel Carson PTSA to Carson Elementary	\$2,910.10	To purchase playground equipment.
Community School Parent Fund to Community School	\$3,500.00	To support outdoor education.
Emily Dickinson PTSA to Dickinson Elementary	\$1,524.00	To purchase playground equipment.
Juanita Schools Foundation to Juanita Elementary	\$1,281.00	To provide stipend for computer club.
Lakeview Elementary PTSA to Lakeview Elementary	\$1,627.50	To purchase emergency supplies (\$45.00) and support ASB (\$780.00) and field trips (\$802.50).
Christa McAuliffe PTSA to McAuliffe Elementary	\$10,332.00	To purchase Risograph lease (\$1,444.00), classroom supplies (\$989.00), classroom equipment (\$1,000.00), and playground supplies (\$999.00); reimburse copy room supplies (\$5,000.00); and support ASB (\$300.00) and safety patrol (\$600.00).
John Muir Elementary PTSA to Muir Elementary	\$6,800.00	To support classroom enrichment (\$1,500.00) and choir (\$1,300.00); and purchase supplies (\$4,000.00).
Norman Rockwell PTSA to Rockwell Elementary	\$3,388.78	To purchase library books.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Audubon Elementary PTSA to Audubon Elementary	\$3,348.00	To provide stipends for choir and intramural sports.
A.G. Bell PTSA to Bell Elementary	\$3,535.26	To provide stipend for webmaster (\$1,200.00) and support outdoor education (\$1,324.00) and professional development (\$1,011.26).
Albert Einstein PTSA to Einstein Elementary	\$4,533.00	To provide stipends for lunch buddy, music, and outdoor education.
City of Redmond to Redmond Elementary	\$3,000.00	To support lunch buddy program.
Redmond Elementary PTSA to Redmond Elementary	\$2,500.00	To purchase subscription renewal for Accelerated Reader.
Norman Rockwell PTSA to Rockwell Elementary	\$7,762.14	To purchase library tables (\$1,299.14) and support field trips (\$6,463.00).
Rosa Parks PTSA to Rosa Parks Elementary	\$12,057.50	To provide stipends for choir and drama programs.
Community Group of Discovery School to Sandburg Elementary	\$2,502.64	To provide bus transportation for field trips.
Carl Sandburg PTSA to Sandburg Elementary	\$12,587.57	To provide bus transportation for choir (\$342.68) and stipends for outdoor education and choir (\$12,244.89)
Samantha Smith PTSA to Smith Elementary	\$2,140.47	To purchase classroom supplies (\$1,020.47), copying services (\$45.52), and library books (\$1,074.48).

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
H.D. Thoreau Elementary PTSA to Thoreau Elementary	\$1,051.00	To support outdoor education.
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary	\$34,122.38	To purchase watercoolers (\$1,015.38) and playground equipment (\$33,107.00).
Rachel Harris to Inglewood Middle	\$1,767.00	To support extracurricular activities.
Renaissance School PTSA to Renaissance Middle	\$4,471.23	To purchase art supplies (\$881.90) and support classroom enrichment (\$3,589.33).
International Community School PTSA to ICS	\$2,094.66	To support building activities.
Lake Washington High School Choir Boosters to Lake Washington High	\$1,512.28	To provide bus transportation for extracurricular activity.
Redmond Mustangs Tennis Boosters to Redmond High School	\$2,000.00	To purchase a tennis wall.
Tesla STEM PTSA to Tesla STEM High	\$1,475.00	To support extracurricular activities.
TOTAL	\$102,460.13	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the August 14, 2017 board meeting.

2017-18 BUDGET
PUBLIC HEARING AND ADOPTION
RESOLUTION NO. 2242

August 14, 2017

SITUATION

The 2017-18 draft budget was presented to the Board at the June 26, 2017 meeting. The budget was posted on the district's website and copies were made available to interested persons. Feedback could be provided via the website or email.

On June 30, the state legislature passed the biennial budget. Changes to revenue and expenditures have been incorporated into the budget and a final budget has been prepared. An overview of the changes will be presented at the board meeting.

The district budget document is presented in both the official F-195 state format and the district summary format. A copy of the summary budget is available from the business office or the district website.

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. 2242 officially adopting the 2017-18 Budget.

ADOPTION OF THE 2017-18 BUDGET

RESOLUTION NO. 2242

WHEREAS, a public hearing was held on Monday, August 14, 2017, 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 2017-18 fiscal year; and

WHEREAS, the Board of Directors is required to determine the amount of the year 2018 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 2017-18 budget including appropriations for each fund as follows:

General Fund	\$355,230,155
Associated Student Body Fund	4,666,749
Debt Service Fund	62,487,275
Capital Projects Fund	260,218,453
Transportation Vehicle Fund	554,062

BE IT FURTHER RESOLVED that the amount approved for the year 2018 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 2017-18 budget.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 14th day of August 2017.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors