

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

August 12, 2019

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

CONSENT AGENDA

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

Lake Washington School District Acronyms

AMO: Annual Measurable Objectives

AMAO: Annual Measurable Achievement Objective in English Language Proficiency

AP: Advanced Placement

AVID: Advancement Via Individual Determination

B/SR: Board/Superintendent Relationship

CAA: Certificate of Academic Achievement

CADR: College Academic Distribution Requirements

CBA: Classroom-Based Assessments

CDSA: Common District Summative Assessments

CEDARS: Comprehensive Education Data and Research System (CEDARS)

CIA: Certificate of Individual Achievement

CIP: Continuous Improvement Process

CLT: Central Leadership Team

COE: Collection of Evidence

CTE: Career & Technical Education

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

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

ELL: English Language Learners

ELPA21: English Language Proficiency Assessment for the 21st Century

eMAS: Elementary Mobile Access for Students

EOC: End of Course

ESEA: Elementary and Secondary Education Act

ESSA: Every Student Succeeds Act

GC/CM: General Contractor/Construction Management

GC: Governance Culture (See Policy Governance)

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

OE: Operational Expectations (See Policy Governance)

OSPI: Office of Superintendent of Public Instruction

PCC: Professional Community & Collaboration

PLC: Professional Learning Community

PLIE: Planning, Learning, Implementation, and Evaluation

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

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

R: Results (See Policy Governance) Results (formerly known as End Results). Goals set forth by the board, including the mission of the district.

RCW: Revised Codes of Washington

RTI: Response to Intervention

SALT: Strategic Advisory Leadership Team

SEL: Social Emotional Learning

SIOP: Sheltered Instruction Observation Protocol

SBA: Smarter Balanced Assessment

SBE: State Board of Education

SCAP: School Construction Assistance Program

SGP: Student Growth Percentile

sMAS: Secondary Mobile Access for Students

STEM: Science, Technology, Engineering, and Mathematics

WAC: Washington Administrative Codes

WaKids: Washington Kindergarten Inventory of Developing Skills

WaNIC: Washington Network for Innovative Careers

WCAS: Washington Comprehensive Assessment of Science

WCAP: Washington Comprehensive Assessment Program

WELPA: Washington English Language Proficiency Assessment

WSIF: Washington School Improvement Framework

WSSDA: Washington State School Directors Association

August 8, 2019

Siri Bliesner
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

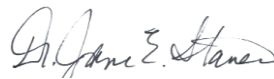
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of August 12, 2019 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

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

Sincerely,

A handwritten signature in dark ink, appearing to read "Dr. Jane E. Stavem". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

August 12, 2019

5:00 p.m.	Study Session <i>Topics:</i> <ul style="list-style-type: none">▪ Review Operation Expectations and Results Policies and Governance Culture (GC-6)▪ Annual Work Plan▪ Legislative Strategy Planning <i>Location: Sammamish, Resource Center</i>
6:30 p.m.	Executive Session for the purpose to consider the selection of a site or the acquisition of real estate by lease or purchase and the minimum price at which real estate will be offered for sale or lease <i>Location: Sammamish, Resource Center</i>

<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 24 study session and board meeting}		1	1
	▪ Human Resources Report		2	10
	▪ GC/CM Contract Amendment No. 3 Lake Washington High School Addition (Site 84)		3	16
	▪ GC/CM Construction Change Order No. 3 Timberline Middle School (Site 72)		4	18
	▪ Right-of-Way Dedication of Property – City of Kirkland Peter Kirk Elementary School Rebuild and Enlarge Project (Site 09) Resolution No. 2275		5	21
	▪ Sale of District Property – Real Estate Rose Hill Property (Site 27) Resolution No. 2276		6	22
	▪ Donations		7	23

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	Non-Consent Agenda			
	<ul style="list-style-type: none"> 2019-20 Budget Public Hearing Resolution No. 2280 		8	24
	<ul style="list-style-type: none"> Approval of monitoring Board Policy <ul style="list-style-type: none"> ✓ EL-09, District Staff ✓ EL-10, Budgeting/Financial Planning ✓ EL-11, Financial Administration 	B/CR 5 <i>(Monitoring CEO Performance)</i>	9 10 11	25 26 27
	<ul style="list-style-type: none"> Board Policies – Operational Expectations (OE) and Results (R) Second Reading/ Approval 		12	28
	<ul style="list-style-type: none"> Annual Work Plan of the Board - Governance Culture–6 (GC–6) 2019-2020 Approval 		13	29
	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 Meeting:

August 26, 2019	5:00 p.m.	Study Session <i>Topic: TBD</i> <i>Location: Sammamish, Resource Center</i>
	7:00 p.m.	Board Meeting <i>Location: Board Room, Resource Center</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 24, 2019

The June 24, 2019 study session was called to order by
President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

Members present: Siri Bliesner, Chris Carlson, Mark Stuart,
Eric Laliberte, and Cassandra Sage.

ROLL CALL

Present: Superintendent Jane Stavem.

The topic discussed was:

TOPICS

- *Facility Update, Review Draft of 2019-20 Annual
Board Work Plan and Draft Operational Expectations
and Results (OE/R) Policies*

The board convened into executive session at 6:30 p.m. for
the purpose to consider the selection of a site or the
acquisition of real estate by lease or purchase and the
minimum price at which real estate will be offered for sale or
lease. The study session was reconvened at 7:00 p.m.

EXECUTIVE SESSION

The meeting was adjourned at 7:00 p.m.

ADJOURNMENT

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 24, 2019

The board meeting was called to order by President Siri Bliesner at 7:10 p.m.

CALL TO ORDER

Members present: Siri Bliesner, Mark Stuart, Chris Carlson, Eric Laliberte, and Cassandra Sage.

ROLL CALL

Present: Superintendent Jane Stavem.

Chris Carlson moved to approve the June 24 agenda. Seconded by Eric Laliberte.

APPROVAL OF AGENDA

Motion carried.

Dr. Stavem showed a slide show depicting the 2018-19 champions from the Washington Interscholastic Activities Association. She offered her congratulations to the individual students and teams.

RECOGNITIONS

Rolf Nelson expressed his concerns with stereotyping in a recent class assignment connected to energy carbon footprints.

PUBLIC COMMENT

Vicki McCarter, Consulting Teacher, recognized that LWESP was bargaining and hoped that this group would be treated fairly and equitably as other groups.

Kathy Weiss, LWESP, distributed to the board members a list of tasks and responsibilities performed by LWESP members.

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

CONSENT AGENDA

Siri Bliesner, yes; Mark Stuart, yes; Chris Carlson, yes; Eric Laliberte, yes; and Cassandra Sage, yes.

Motion carried.

Approves the minutes of the June 10 study session and board meeting.

APPROVAL OF MINUTES

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 24, 2019

Approves June 24, 2019 Human Resources Report and salary schedules.

APPROVAL OF HUMAN
RESOURCES REPORT

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

INSTRUCTIONAL
MATERIALS ADOPTION

Title: The Wild Robot
Author: Peter Brown
Publisher: Little, Brown books for Young Readers
Copyright: 2016
No. of Copies: 30
Price: \$6.15 per book
School Requesting: Carson Elementary School
Classification: Grade 4

Title: Wishtree
Author: Katherine Applegate
Publisher: Macmillan
Copyright: 2017
No. of Copies: 30
Price: \$12.63 per book
School Requesting: Samantha Smith Elementary School
Classification: Grade 2

Title: Dear America: Notes of an Undocumented Citizen
Author: Jose Antonio Vargas
Publisher: Harper Collins
Copyright: 2018
No. of Copies: 60
Price: \$10.00 per book
School Requesting: Eastlake High School
Classification: Grade 11

Title: Northanger Abbey
Author: Jane Austen
Publisher: Penguin Classics
Copyright: 1995
No. of Copies: 60
Price: \$7.99 per book
School Requesting: Cambridge Program, Juanita High School
Classification: 12

Title: Guide to Good Food
Author: Largen & Bence
Publisher: Goodheart Wilcox Company
Copyright: 2018
No. of Copies: 34
Price: \$53.16 per book
School Requesting: Timberline Middle School
Classification: Grade 7

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
June 24, 2019

Title: Cambridge International AS/A Level Chemistry
Coursebook, 2nd Edition
Author: Lawrie Ryan & Roger Norris
Publisher: Cambridge University Press
Copyright: 2014
No. of Copies: 65
Price: \$85.00 per book
School Requesting: Cambridge Program, Juanita High School
Classification: Grade 11

Authorizes the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed with Amendment No. 2 for the Lake Washington High School Addition project in the amount of \$7,195,542 plus sales tax.

GC/CM CONTRACT
AMENDMENT NO. 2
LAKE WASHINGTON
HIGH SCHOOL
ADDITION PROJECT
(SITE 84)

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Elizabeth Blackwell PTSA to Blackwell Elementary School in the amount of \$6,382.00 to purchase office equipment (\$1,850.00), classroom supplies (\$1,985.00), library books (\$730.00), and novels (\$817.00); and support field trip (\$1,000.00).

Acceptance from Clara Barton Elementary PTSA to Clara Barton Elementary School in the amount of \$8,000.00 to purchase digging garden.

Acceptance from Ella Baker PTSA to Ella Baker Elementary School in the amount of \$1,262.12 to support field trip.

Acceptance from Ben Franklin PTA to Franklin Elementary School in the amount of \$2,758.48 to provide stipend for extracurricular activity (\$1,208.48) and purchase classroom supplies (\$1,550.00).

Acceptance from Robert Frost PTSA to Frost Elementary School in the amount of \$26,551.08 to purchase new reader board (\$11,787.70) and sound system upgrade (\$14,763.38).

Acceptance from Juanita Elementary PTA to Juanita Elementary School in the amount of \$8,910.43 to purchase musical instruments (\$3,261.65) and PE equipment (\$2,668.00) and support field trip (\$2,980.78).

Acceptance from Peter Kirk Elementary PTSA to Kirk Elementary School in the amount of \$15,072.69 to purchase playground equipment.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary School in the amount of \$126,872.47 to provide stipend for school newspaper (\$1,208.46); purchase classroom and emergency supplies

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Board of Directors' Meeting

June 24, 2019

(\$1,877.94), playground equipment (\$119,564.45), PE equipment (\$226.62); and support field trips (\$3,995.00).

Acceptance from John Muir Elementary PTA to Muir Elementary School in the amount of \$15,384.52 to purchase classroom supplies (\$1,938.20) and support field trips (\$13,446.32).

Acceptance from Rosa Parks PTSA to Rosa Parks Elementary School in the amount of \$2,416.00 to provide stipend for drama program.

Acceptance from Finn Hill Middle School PTSA to Finn Hill Middle School in the amount of \$1,271.00 to provide stipend for drama program.

Acceptance from Ananthan and Tejaswini Kathiravelupillai to Inglewood Middle School in the amount of \$1,280.00 to support band program.

Acceptance from Inglewood Middle School PTSA to Inglewood Middle School in the amount of \$2,939.29 to purchase sports equipment (\$2,000.00) and library books (\$939.29).

Acceptance from Redmond Middle School PTSA to Redmond Middle School in the amount of \$1,500.00 to purchase library books.

Acceptance from International Community School PTSA to ICS in the amount of \$26,194.34 to provide stipends for extracurricular activities (\$18,000.00) and extra time for curriculum review (\$2,410.00); purchase music supplies and equipment (\$2,036.34) and shade trees (\$1,548.00); and support poetry workshop (\$2,200.00).

TOTAL \$246,794.42

NON-CONSENT

Barbara Posthumus, Associate Superintendent, Business and Support Services, introduced Chris Brenengen, the new Director of Business Services.

2019-20 BUDGET,
FIRST READING

Ms. Posthumus presented the proposed 2019-20 Draft Budget and reviewed budget policies, processes, and timelines. She provided an overview of the revenues and expenditures for each of the funds: General Fund, Associated Student Body Fund, Debt Service, Capital Projects Fund, and Transportation Vehicle Fund. She highlighted the increased funding due to 2nd year of McCleary Enhancements and noted that all school district employees will have their health benefits administered through the School Employees Benefits Board (SEBB) in January 2020.

She reviewed enrollment and a preliminary four-year outlook on the general fund.

The proposed budget for 2019-20 has been prepared in accordance with state laws, rules, and regulations.

Input on the proposed budget was solicited from departments and a process for prioritizing requests was done by the Strategic Advisory Leadership Team (SALT). As shared at the June 10 study session, approved priority staffing, safety, and program needs have been incorporated into the proposed budget. Other changes in planned 2019-20 revenues and expenditures, such as enrollment, staffing, grant, fixed costs adjustments, and legislative changes, have also been incorporated.

The district budget document is presented in both the official F-195 state format and district summary format. The district summary document follows the Association of School Business Officials International (ASBO) Meritorious Budget Award criteria.

A copy of the summary budget is available from the business office or the district website. Feedback can also be provided via the website or e-mail. A public hearing of the 2019-20 budget is scheduled at the next board meeting on August 12, 2019; the budget is scheduled to be adopted at the August 26, 2019 board meeting.

Siri Bliesner noted that the following board policies, Governing Culture (GC) and Board/Superintendent Relationship (B/SR), were discussed and reviewed at the March 22 and June 10 study sessions and presented for first reading at the June 10 board meeting. These policies are now being submitted for second reading and approval. These policies will replace the board's current Governance Process (GP) and Board/CEO Relationship (B/CR) policies.

BOARD POLICIES –
GOVERNING CULTURE
(GC) & BOARD
SUPERINTENDENT
RELATIONSHIP (BSR)
SECOND
READING/ APPROVAL

Governing Culture 1-9 (GC 1-9) - replacing GP policies

- GC-1, Board Purpose
- GC-2, Governing Commitments
- GC-3, Board Job Description
- GC-4, Officers' Roles
- GC-5, Board Committees

- GC-6, Annual Work Plan
- GC-7, Board Members' Code of Conduct
 - GC-7E – Handling Requests or Complaints
- GC-8, Board Member Conflict of Interest
- GC-9, Process for Addressing Board Member Violations

Board/Superintendent Relationship 1-5 (B/SR 1-5) - replacing B/CR policies

- B/SR-1, Single Point of Connection
- B/SR-2, Single Unit Control
- B/SR-3, Staff Accountability
- B/SR-4, Authority of the Superintendent
- B/SR-5, Superintendent Accountability
 - B/SR-5E –Annual Summative Evaluation of the Superintendent

Eric Laliberte moved that the board approve the Governing Culture 1-9 (GC 1- 9) and Board/Superintendent Relationship 1-5 (B/SR 1-5) policies as presented. Seconded by Cassandra Sage.

Motion carried.

Siri Bliesner indicated that the following board policies, Operational Expectations (OE) and Results (R), have been discussed and reviewed at the March 22 and June 24 study sessions. These policies are being submitted for first reading. Any proposed revisions will be presented for second reading/adoption at the August 12 board meeting. These policies will replace the board's current Executive Limitations (EL) and End Results (ER) policies.

BOARD POLICIES –
OPERATIONAL
EXPECTATIONS (OE) &
RESULTS (R)
FIRST READING

Operational Expectations (OE 1-13) - replacing EL policies

- OE-1, Global Operational Expectation
- OE-2, Emergency Superintendent Succession
- OE-3, Treatment of Community Stakeholders
- OE-4, Personnel Administration
- OE-5, Financial Planning
- OE-6, Financial Administration
- OE-7, Asset Protection
- OE-8, Communication with and Counsel to the Board

- OE-9, Engaging with the Community
- OE-10, Learning Environment/Treatment of Students
- OE-11, Instructional Program
- OE-12, Facilities
- OE-13, Technology

Results 1-3 (R 1-3) – replacing ER policies

- R-1, Mission of Lake Washington School District
- R-2, Academic Content Knowledge and Skills
- R-3, Life Skills and Citizenship

Siri Bliesner noted that EL-3, Communication and Counsel to the Board, along with EL-5, Parents and Community, EL-6, Student Learning Environment, and EL-8, Instructional Materials Selection, would be presented for board approval tonight. Through these policies, the Board established its values about how the school district is expected to operate and expressed conditions that must exist as business is conducted. The monitoring reports contain the Superintendent's interpretation of policy language, a review of current conditions, and monitoring data. These monitoring actions make up part of the Board's oversight of the organization and assures the Board that its operational standards have been met. As a reminder, she noted, the board is in the process of updating Board policies to ensure they best reflect current values, conditions, and expectations. The monitoring reports presented tonight have not yet been revised.

Dr. Stavem provided a summary of EL-3, Communication and Counsel to the Board.

Siri Bliesner followed up and asked if there were any questions or clarifications in regard to the information presented for EL-3, Communication and Counsel to the Board.

Eric Laliberte moved to approve the monitoring report for EL-3, Communication and Counsel to the Board, as presented. Seconded by Chris Carlson.

Motion carried.

**APPROVAL OF
MONITORING REPORTS**

**EL-3, COMMUNICATION
AND COUNSEL TO THE
BOARD**

Dr. Stavem provided a summary of EL-5, Parents and Community.

EL-5, PARENTS AND
COMMUNITY

Siri Bliesner followed up and asked if there were any questions or clarifications in regard to the information presented for EL-5, Parents and Community.

Eric Laliberte moved to approve the monitoring report for EL-5, Parents and Community, as presented. Seconded by Chris Carlson.

Motion carried.

Dr. Stavem provided a summary of EL-6, Student Learning Environment.

EL-6, STUDENT
LEARNING
ENVIRONMENT

Siri Bliesner followed up and asked if there were any questions or clarifications in regard to the information presented for EL-6, Student Learning Environment.

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

Motion carried.

Dr. Stavem provided a summary of EL-8, Instructional Materials Selection.

EL-8, INSTRUCTIONAL
MATERIALS SELECTION

Siri Bliesner followed up and asked if there were any questions or clarifications in regard to the information presented for EL-8, Instructional Materials Selection.

Chris Carlson moved to approve the monitoring report for EL-8, Instructional Materials Selection, as presented. Seconded by Eric Laliberte.

Motion carried.

PROGRAM REPORT

Matt Gillingham, Director, Student Services, presented a program report on student services.

STUDENT SERVICES
REPORT

Dr. Stavem provided an overview of the district's newly revised 2019-23 Strategic Plan. The theme will be to elevate - to elevate practices and ensure that every child is successful. The focus will be on academic success, well-being, engagement, excellence, innovation, and equity. This plan will be rolled out this fall.

2019-23 STRATEGIC
PLAN OVERVIEW

Dr. Stavem shared that the Lake Washington Schools Foundation has hired a new executive director, Helen Sernett.

SUPERINTENDENT
REPORT

She recognized Matt Manobianco, Associate Superintendent, as he retired from the district. Matt Gillingham will take his place as the Associate Director of Student and Community Services.

Eric Laliberte indicated that registration is now open for the upcoming Washington State School Directors' Association (WSSDA) Legislative Assembly to be held on September 27-28 in Spokane.

LEGISLATIVE UPDATE

Chris Carlson moved to adjourn. Seconded by Eric Laliberte.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 9:30 p.m.

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

August 12, 2019



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Andrew, TR	Bus Driver	Transportation	\$25.57	11/26/18	Budgeted
Atayev, Ruslan	Building Equip Mechanic/HVAC	Facilities/Maintenance	\$36.78	03/12/19	Repl. N.Thomson
Basi, Baljinder P3	Teacher	Eastlake HS	B-10	08/26/19	Budgeted
Baumgartner, Abbey	Associate Principal	Einstein/Lakeview Elem	\$129,230.00	07/01/19	Repl. T. Neugebauer & W. Peterson
Borgen, Sarah P3	Teacher	Redmond HS	A-0	08/26/19	Repl. A. Anderson
Bradford, Julie P3	Teacher	Muir Elem	C-0	08/26/19	Budgeted
Bratton, Tyler P3	.8 Teacher	Timberline MS	A-0	08/26/19	Budgeted
Burrow, Jared P1	Teacher	Kamiakin MS/Juanita HS	D-8	08/26/19	Repl. T. Kruse
Chaaban, Manar P3	Teacher	Kamiakin MS	C-0	08/26/19	Repl. G. Knowles
Chamberlin, Aaron P3	.9 Teacher	Timberline MS	C-0	08/26/19	Budgeted
Cissell, Kaitlin NC	Teacher	Sandburg Elem	A-0	08/26/19	Repl. K. Brown
Coleman, Elizabeth P3	Teacher	Finn Hill MS	A-0	08/26/19	Budgeted
Covington, Chase P3	.5 Counselor	Tesla STEM	C-0	08/26/19	Budgeted
Crull, Meghan P3	Occupational Therapist	Special Services	Doctorate	08/26/19	Budgeted
Cushing, Emily NC	Teacher	Franklin Elem	C-0	08/26/19	Leave Replacement
Davis-Pickett, Kathryn P3	.8 Teacher	Rose Hill MS	A-0	08/26/19	Budgeted
Davydova, Alexandra P3	.8 Teacher	Inglewood MS	C-0	08/26/19	Budgeted
Degooyer, Laura	Capital Projects Manager	Support Services	\$141,875.00	05/02/19	Budgeted
Demir, Hatice P3	Teacher	Juanita HS	C-0	08/26/19	Budgeted
Dieterich, Annelisa P3	Teacher	Alcott Elem	C-0	08/26/19	Budgeted
Dunbar, Kayla NC	Teacher	Mann Elem	A-0	08/26/19	Leave Replacement
Dye, Clinton P3	Speech Language Path	Special Services	D-0	08/26/19	Budgeted
Eason, Kaila P3	Teacher	Frost Elem	A-0	08/26/19	Budgeted
Edinger, Phillip	Office Manager	Kamiakin MS	\$25.70	08/26/19	Repl. W. McCrain
Egan, Andrew P3	Teacher	Rush Elem	C-0	08/26/19	Repl. S. Miller
Ellis, Marlee NC	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Fairfield, Madison P3	.8 Teacher	Redmond MS	A-0	08/26/19	Repl. S. Harrison
Fajardo, Julian P3	Teacher	Redmond HS	A-0	08/26/19	Repl. J. Pinder
Fingado, Bryce P3	.6 Teacher	Int'l Community	C-0	08/26/19	Budgeted
Foster, Robert	Associate Director	Support Services	\$158,085.00	05/08/19	Repl. B. Buck

Human Resources Board Report

August 12, 2019



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Freihofer, Esmay P3	Speech Language Path	Special Services	C-0	08/26/19	Budgeted
Furtado, Robbie P3	Teacher	Redmond MS	A-0	08/26/19	Repl. C. Whealy
Gornall, Kerry P3	Teacher	Twain Elem	C-0	08/26/19	Budgeted
Gossler, Guinevere P3	Teacher	Stella Schola MS	A-0	08/26/19	Repl. C. Peterson
Harasimowicz, Gena NC	Teacher	Bell Elem	C-11	08/26/19	Leave Replacement
Harris, James P3	Teacher	Redmond HS	C-0	08/26/19	Repl. C. Labuz
Hawkins, Colleen P3	Counselor	Baker Elem	C-1	08/26/19	Budgeted
Henss, Jacob P3	Teacher	Timberline MS	A-0	08/26/19	Repl. M. Palmer
Hibbard, Samantha P3	Teacher	Rose Hill MS	A-0	08/26/19	Budgeted
Hill, Molly P3	Teacher	Eastlake HS	D-5	08/26/19	Budgeted
Hollinger, Maik P3	Teacher	Lake Washington HS	C-0	08/26/19	Budgeted
Horne, Breana P3	Occupational Therapist	Special Services	C-0	08/26/19	Budgeted
Hughbanks, Amber NC	Teacher	Kamiakin MS	C-0	08/26/19	Repl. S. Partlow
Johnson Kessler, Wendy	Purchasing Manager	Resource Center	\$104,495.00	03/11/19	Repl. R. Trepanier
Jones, Tiffany P3	Counselor	Inglewood MS	C-0	08/26/19	Budgeted
Jung, Rebecca	Special Ed Para Ed	Baker Elem	\$19.40	01/18/19	Budgeted
Kandarian, Kathryn P3	Counselor	Muir Elem	C-0	08/26/19	Repl. K. Dryden
Killingsworth, Joan P1	Teacher	Frost Elem	D-16	08/26/19	Budgeted
Kopp, Nicole P3	Teacher	Inglewood MS	C-0	08/26/19	Budgeted
Krebsbach, Jordan NC	Teacher	Thoreau Elem	C-0	08/26/19	Repl. D. Ishii
Kreger, Matthew	Senior Buyer	Resource Center	\$80,610.00	04/15/19	Repl. M. Sunderland
Landrum, David P3	Teacher	Rose Hill MS	C-0	08/26/19	Repl. A. Larson
Lemley, Kris P3	Teacher	Kamiakin MS	A-0	08/26/19	Repl. A. Bearden
Lindquist-Lane, Heidi	Associate Principal	Dickinson/Explorer	\$129,230.00	07/01/19	Budgeted
Liseth, Brenton	Groundsperson	Facilities/Maintenance	\$28.46	08/26/19	Budgeted
Loomba, Ruchi P3	.7 Occupational Therapist	Special Services	C-0	08/26/19	Budgeted
Mahli, Simarjeet P3	Occupational Therapist	Special Services	C-0	08/26/19	Budgeted
Majewski, Alex P3	Teacher	Kamiakin MS	A-0	08/26/19	Repl. K. Underbrink
McEvers, Anna P3	Teacher	SpEd Pool	C-0	08/26/19	Budgeted (Rescinded)
McGarry, Samantha P3	Instructional Specialist	Special Services	C-0	08/26/19	Budgeted

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NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
McMullan, Lauren P3	Occupational Therapist	Special Services	C-0	08/26/19	Budgeted
Mendoza, Louis P3	Counselor	Dickinson Elem	C-0	08/26/19	Budgeted
Merrill, Valerie P3	Teacher	Redmond HS	A-0	08/26/19	Budgeted
Montoya, Melissa P3	.4 Teacher	Mead Elem	C-0	08/26/19	Budgeted
Morando, David NC	Teacher	Audubon Elem	B-0	08/26/19	Leave Replacement
Nelson, Jared NC	Teacher	Rush Elem/Smith Elem	A-0	08/26/19	Leave Replacement
Olson, Mary P3	Teacher	Inglewood MS	C-12	08/26/19	Budgeted
Oremus, Donneta	Director	Resource Center	\$174,535.00	07/01/19	Repl. T. Pierce
Peach, Kimberly P3	Teacher	Carson Elem	A-0	08/26/19	Budgeted
Potts, Keirstin P3	Teacher	Einstein Elem	C-0	08/26/19	Repl. T. Conner
Ring-Vitue, Susan P3	Teacher	Lake Washington HS	C-6	08/26/19	Repl. S. Grau
Rivers, Yarek P3	Teacher	Redmond HS	C-0	08/26/19	Budgeted
Ruppel, Matthew P3	Teacher	Redmond HS	C-0	08/26/19	Repl. M. Tubaugh
Sanchez, Anne-Magali P3	Teacher	Juanita HS	C-0	08/26/19	Repl. T. Vasquez
Sarangay, I-Ting P3	Teacher	Dickinson Elem	C-0	08/26/19	Budgeted
Sayers, Kimberly	Special Ed Para Ed	Dickinson Elem	\$19.40	02/04/19	Budgeted
Schautz, Katharyn NC	Teacher	Rose Hill Elem	C-0	08/26/19	Leave Replacement
Serica, Christine NC	Teacher	Bell Elem	A-0	08/26/19	Repl A. Stroh
Serra Aleman, Anthony P3	Teacher	Resource Center	C-0	08/26/19	Budgeted
Sherman, Bari P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Silva, Barrie P3	.8 Teacher	Juanita HS	A-0	08/26/19	Repl. J. Struble
Snow, Tessa P3	Teacher	Redmond HS	A-0	08/26/19	Repl. G. Lawson
Thomas, Christine P3	.6 Teacher	Inglewood MS	C-0	08/26/19	Budgeted
Thompson, Kathy	School Secretary	Redmond Elem	\$22.50	01/14/19	Budgeted
Tiegs, Michelle	Associate Director	Special Services	\$161,245.00	07/29/19	Repl. J. Bakken
Tyler, Ashley P3	Teacher	Wilder Elem	C-0	08/26/19	Repl. E. Brain
Van Cleemput, Klint P3	.5 Teacher	Redmond Elem	D-8	08/26/19	Repl. C. Berkeihiser
Van Den Bos, Katherine	Teacher	Muir Elem	A-0	08/26/19	Repl J. Landick/R. Smith
Van Waardhuizen, Samantha P3	Teacher	Lake Washington HS	C-5	08/26/19	Repl. E. Day
Vogt, Christopher P3	Teacher	Int'l Community	C-0	08/26/19	Budgeted

Human Resources Board Report

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NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Walker, Kate P3	Teacher	Juanita HS	C-0	08/26/19	Repl. H. Matheson
Williams, Marianne	Associate Principal	Barton Elem	\$129,230.00	07/01/19	Repl. W. Peterson
Williams, Shelby P3	Teacher	Elem Pool	C-0	08/26/19	Budgeted
Wojcek, Daniel P3	Teacher	Timberline MS	C-0	08/26/19	Budgeted

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Abdus Salam, Naeemah	Teacher	Eastlake HS	08/24/15	06/30/19	Resignation
Abdus-Salam, Tahirah	Special Ed Para Ed	Eastlake HS	02/09/18	06/30/19	Resignation Rescinded
Bafus, Pamela	Bus Driver	Transportation	09/04/90	07/31/19	Resignation
Bennett, Cynthia	Teacher	Dickinson Elem	08/31/89	06/30/19	Retirement
Biller-Dours, Ashley	.8 Teacher	Inglewood MS	08/27/18	06/30/19	Resignation
Bruggeman, Ashley	Health Rm Secretary	Carson Elem	09/04/18	07/12/19	Resignation
Brun, Angela	Special Ed Para Ed	Lake Washington HS	01/22/19	06/30/19	Resignation
Bullock, Laura	Instructional Asst	Audubon Elem	01/29/19	06/30/19	Resignation
Camilleri, Laura	Instructional Asst	Juanita Elem	08/31/18	06/30/19	Resignation
Castle-Facklam, Erin	Special Ed Para Ed	Lake Washington HS	08/16/05	06/30/19	Resignation
Chadrow, Judith	Accounting Tech III	Resource Center	05/07/90	10/31/19	Retirement
Chauvet, Tobi	Instructional Asst	Kirkland MS	08/30/17	07/27/19	Resignation
Cook, Christian	Special Ed Para Ed	Redmond HS	11/15/17	08/30/19	Resignation
Decoster, Jessica	Teacher	Mann Elem	11/01/11	06/30/19	Resignation
Dunford, Anne	Teacher	Audubon Elem	08/24/15	06/30/19	Resignation
Dunning, Karen	Special Ed Para Ed	Trans Academy	10/30/98	06/30/19	Resignation
Fairclough, Devon	Custodian	Muir Elem	05/03/18	06/06/19	Resignation
Ganz, Mary	Secretary	Facilities/Maintenance	09/30/11	08/16/19	Resignation
Griffin, Michael	Associate Principal	Rose Hill MS	07/01/12	07/31/19	Resignation
Hargrove, Tammura	Health Services Specialist	LOA	08/24/15	06/20/19	Resignation
Hodgson, Jonathan	Teacher	Barton Elem	08/30/13	06/30/19	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>
Jones, Stacey	Health Services Specialist	Special Services	09/08/14	08/30/19	Resignation
Joya Ramos, Marcela	Special Ed Para Ed	Sandburg Elem	09/03/18	08/01/19	Resignation
Lundquist, Michael	Teacher	Kirkland MS	08/29/07	08/02/19	Resignation
Medsker, Megan	Teacher	Redmond MS	08/25/14	06/30/19	Resignation
Mickelsen, Amanda	Special Ed Para Ed	Rose Hill MS	09/04/17	06/30/19	Resignation
Mulherron, Marian	Office Manager II	Einstein Elem	01/20/15	08/31/19	Retirement
Reedy, Leanne	Instructional Assist	Extended Day	02/24/16	08/30/19	Resignation
Ripp, Michael	Teacher	Extended Day	05/13/19	08/31/19	Resignation
Rolander, Claudia	Instructional Assist	Juanita Elem	09/23/92	06/30/19	Resignation
Salazar, Ana	Special Ed Para Ed	Einstein Elem	09/03/18	08/30/19	Resignation
Santiago Lozano, Glidys	School Secretary	Redmond Elem	10/12/18	07/15/19	Resignation
Schelert, Becky	Special Ed Para Ed	Eastlake HS	09/24/10	06/30/19	Resignation
Schuldt, Kendall	Teacher	Kamiakin MS	08/28/17	06/30/19	Resignation
Tachell, Janine	Special Ed Para Ed	Juanita HS	10/15/91	06/21/19	Retirement
Taylor, Andrew	Campus Security Monitor	Tesla Stem HS	10/10/12	06/30/19	Resignation
Tornquist, Mark	Teacher	Trans Academy	12/01/03	06/30/19	Retirement
Ward, Sharon	Office Manager	Mead Elem	09/22/09	06/30/19	Resignation Rescinded
Wong, Tak Ching	Secretary	Rush Elem	12/01/14	08/30/19	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Coburn, Jessica	Rose Hill MS	.6 C to .6 C/.2 NC	08/26/19
Keeton-Howard, Erin	Inglewood MS	.8 P2 to .8P/.1NC	08/26/19
Schy, Linda	Timberline MS	.8 P3 to 1.0 P2	08/26/19
Whitley, Veronica	Rose Hill MS	.8 P2 to 1.0 P2	08/26/19

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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>
Carney, Jason	Psychologist	Instructional Specialist	08/26/19	Budgeted	D-11
Ilias, Mari	Project Manager II	PLMS Production Support Developer	08/13/19	Budgeted	\$91,450.00
Krause, Kristal	Teacher	Instructional Specialist	08/26/19	Budgeted	D-11
Lewis, Teresa	Instructional Assist	Admin Secretary II	02/25/19	Repl. H. Baxter	\$23.52
Palmer, Meghan	Teacher	Instructional Specialist	08/26/19	Repl. K. Ripley	C-8
Quayle, Brenda	Teacher	Instructional Specialist	08/26/19	Budgeted	D-12
Robinson, Catherine	Teacher	Emergency Manager	07/15/19	Budgeted	\$87,932.83
Story, Brian	Associate Principal	Principal	01/31/19	Repl. H. Paul	\$147,335.00
Vasquez, Theresa	Teacher	Instructional Specialist	08/26/19	Budgeted	C-9

GC/CM CONTRACT AMENDMENT NO. 3
LAKE WASHINGTON HIGH SCHOOL ADDITION PROJECT (SITE 84)

August 12, 2019

SITUATION

On May 6, 2019, the Board of Directors adopted Resolution No. 2269 which approved the use of a General Contractor/Construction Management (GC/CM) procedure for the Lake Washington High School Addition project. RCW 39.10.380 outlines the process the GC/CM shall use to solicit and receive subcontractor bids packages in any determined order as presented by the GC/CM and approved by the 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 Lake Washington High School Addition project and has entered into a pre-construction and construction services agreement with the District.

The Board has previously approved two (2) contract amendments on May 20, 2019 and June 24, 2019 for a current contract amount of \$15,661,505 plus sales tax.

The following table summarizes the scope of work included in proposed Amendment No. 3 to the current preconstruction and construction services contract:

Scope of Work	Amendment No. 3
Earthworks & Utilities	\$51,279
Structures (Concrete, Steel, Elevators)	(\$9,028)
Masonry	\$729,830
Metal Sidings & Flashings	\$476,354
Roofing & Flashings	\$380,440
Specialties, Door Hardware & Equipment	\$1,046,000
Glazing & Aluminum Systems	\$716,500
GWB, Framing & Insulation	\$1,177,900
Flooring	\$179,420
Carpet	\$57,830
Casework & Finish Carpentry	\$475,035
Landscaping & Irrigation	\$426,325
Negotiated Support Services	\$591,207
Specified General Conditions	\$353,343
General Contract Fee	\$296,033
Contingency Allowance	\$142,697
Total Amendment No. 3 (plus sales tax)	\$7,091,165

Amendment No. 3 will be incorporated into the GC/CM contract and final GMP. Approval for these items will facilitate maintaining the schedule for completion of the project. Amendment No. 3 when combined with the preconstruction services agreement establishes a current contract amount of \$22,752,670.

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed Amendment No. 3 for the Lake Washington High School Addition project in the amount of \$7,091,165 plus sales tax.

GC/CM CONSTRUCTION CHANGE ORDER NO. 3
TIMBERLINE MIDDLE SCHOOL (SITE 72)

August 12, 2019

SITUATION

On October 2, 2017, the Board of Directors approved the Guaranteed Maximum Price (GMP) for preconstruction and construction services of the Timberline Middle School (the new school in Redmond Ridge).

Construction Change Order No. 3 for Timberline Middle School is attached for your review. The change order includes fifty-three (53) changes to the construction contract for the Timberline Middle School project. Fifty-two (52) changes are additive costs and one (1) change is a deductive cost.

Twenty-one (21) Change Order Proposals (COPs) are due to design coordination issues:

- COP 088 changes piping and flue size at two air handling units and a dedicated outdoor air system to allow sufficient combustion air intake
- COP 153 replaces mechanical equipment above Gathering Mall with smaller units due to limited space
- COP 154 reroutes hydronic piping due to existing electrical and duct work conflicts
- COP 165 revises ductwork due to conflict with existing structural joist
- COP 236 revises gutter termination points and adds clad metal diverters to provide adequate drainage
- COP 257 adds ballast roofing to the library roof to reduce glare
- COP 278 adds stainless steel base at select learning wall locations
- COP 281 changes ADA door activation switch at main entrance
- COP 289 adds egress lighting and signage to Art Room 215 and Foods Classroom 324
- COP 291 revises hot water circulation with the addition of mixing valves at Mechanical Room 135 to allow better management of outgoing water temperatures
- COP 299 revises lighting locations in academic wing restrooms due to bathroom partition height
- COP 303 adds converters to power outlets for powering ceiling fan controllers in the commons and gym
- COP 312 revises roof flashing at the west side of commons
- COP 316 revises an electronically communicated motor requirement for a mechanical pump
- COP 324 changes basketball backstop to forward-folding to allow an unobstructed view of gym projection screen
- COP 325 provides required fire rated labeling per the International Building Code at elevator doorway
- COP 332 revises handrails at Stairs S08 and S09 and Ramp 112B to be ADA compliant
- COP 335 modifies designed air flow and temperature set points for mechanical units in Training/Laundry Room
- COP 342 revises electrical service for updated kitchen equipment
- COP 346 adds a required temperature sensor to boiler storage tank

- COP 369 adds power supply to door 124C in the transition room to accommodate automatic door operator

Five (5) COPs are due to regulatory agency requirements:

- COP 355 integrates stage overhead doors into the fire alarm system per Fire Marshal request
- COP 358 changes gas valve access panels in science classroom to louvered per King County inspection report
- COP 359 ties in boiler remote shut down button to hot water heater per L&I inspector's requirement
- COP 363 adds exterior window room number signage per King County Fire Marshal request
- COP 377 adds shunt trip breaker to kitchen hood control system to allow hood light shut off when fire suppression system is activated per King County Fire Marshal request

Twenty-seven (27) COPs are for owner requested changes:

- COP 270 revises ADA pedestal at main entry
- COP 271 adds sink to Resource Room 216A
- COP 272 changes smoke detectors to heat detectors in sixteen rooms to reduce false fire alarms during normal school operations
- COP 275 revises Teacher Workroom 200B to accommodate additional appliances
- COP 279 adds appliances to training, health, and transition rooms
- COP 280 adds exterior intercom speaker at custodial receiving
- COP 283 adds card readers to elevator lobbies
- COP 298 adds rough-in for the gym and commons audio/visual system
- COP 300 changes duplex receptacles adjacent to teaching islands in six classrooms to quadplex outlets
- COP 306 revises outdoor activity area
- COP 308 revises security camera locations and adds additional cameras
- COP 314 adds door relite at library office room 200B to better support library supervision
- COP 320 adds audio/visual equipment and installation in the gym and commons
- COP 322 adds reclaimed wood bench to Stair 02
- COP 323 revises landscaping to better accommodate school safety, security, and maintenance
- COP 328 procures and installs art wall graphics
- COP 329 adds painted mascot graphic to wood gym floor center circle
- COP 333 revises power to accommodate UPS equipment in telecom rooms
- COP 339 credits re-stocked patch cables to the district (deductive)
- COP 343 adds additional power outlets in IDF-4

- COP 344 adds glass tops to the administrative and library transaction counters to protect reclaimed wood surfacing
- COP 345 adds eight telecom cable reel devices to accommodate computer lab network
- COP 354 adds wall padding and a door relite to the sensory room
- COP 360 changes orientation of science eyewash drains to face away from the wall and adds 90 degree elbow so that water drains straight down into floor drains
- COP 361 adds student and teacher islands and appliances and revises existing casework in Foods Classroom 324 to accommodate the Foods Program
- COP 371 adds a card reader at Door 113D at the west door of academic wing
- COP 380 creates a tile boundary line for the six bathrooms in the academic wing

The total of the change orders for this project is 5.70% of the established construction GMP. The cost of the changes from Change Order No. 3 is within the budget estimated for this program.

Board Approved Final GMP Construction Contract Amount	\$58,080,575
Current Change Order	
Change Order No. 3	\$1,605,013
Total Change Orders	
Change Orders No. 1 through 3	\$3,310,601
Contract Amount including this Change Order	\$61,391,176

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 3 with Lydig Construction, Inc. for the Timberline Middle School project in the amount of \$1,605,013 plus sales tax. Approval of this change order results in a revised GMP of \$61,391,176.



CHANGE ORDER NO.

03

Project: Timberline Middle School (Site 72 - RRMS)

Contractor: Lydig Construction



Date: 8/12/2019

Project #: 7260

Contract #: 2000400150

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

COP	CCD		Amount
088	CCD-013	CE #088 - CCD-013 Change Flue Size	\$ 31,905
153		CE #153 - RFI #215 - HP-217 Revision	\$ 3,163
154		CE #154 - RFI #239 - Hydronic Piping Routing Revisions at Levels 2 & 3	\$ 10,214
165		CE #165 - RFI #338 - Storage 162 Mechanical Shaft Revision	\$ 364
236		CE #236 - RFI #412 - Diverters at Roof Confirmation	\$ 7,964
257	CCD-039	CE #257 - CCD-039 - Ballast at Low Library Roof	\$ 2,964
270		CE #270 - RFI #442 - Revised Bollard at West Commons Entry (incl RFI #442rev)	\$ 7,576
271	CCD-042	CE #271 - CCD-042 - Resource Sink	\$ 36,183
272	CCD-043	CE #272 - CCD 043 - Smoke to Heat Detector Revision	\$ 1,959
275	CCD-044	CE #275 - CCD 044 - Workroom 200B Revisions	\$ 4,973
278		CE #278 - RFI #458 - SS Base Revision Confirmation	\$ 5,654
279		CE #279 - RFI #438 - OFCI Equipment Revision Confirmation	\$ 17,042
280	CCD-049	CE #280 - CCD 049 - Exterior Intercom Speaker	\$ 2,040
281		CE #281 - RFI #453 - Door Activation Switch Clarification	\$ 265
283		CE #283 - RFI #456 - Elevator Card Reader Confirmation	\$ 9,156
289		CE #289 - RFI 470 - Egress Lighting Clarification	\$ 10,795
291		CE #291 - RFI 468 - M135 Hot Water Recirculation System	\$ 9,584
298		CE #298 - COP 018 - Commons & Gym A/V System & Projector Rough-in	\$ 11,589
299	CCD-057	CE #299 - COP 017 & CCD 057 - Lighting at Restrooms	\$ 13,650
300		CE #300 - RFI 481 - Science Classroom Quadplex Revision	\$ 884
303		CE #303 - RFI 480 - Commons Gym Fan Controller Power Clarification	\$ 1,340
306		CE #306 - COP 020 - Outdoor Activity Area Revisions	\$ 126,414
308	CCD-051	CE #308 - CCD 051 - Security Camera Relocation	\$ 14,473
312		CE #312 - RFI #479 - West Gym Gutter Flashing Revision	\$ 5,663
314		CE #314 - RFI #493 - Door 200A Relite Addition Confirmation	\$ 1,440
316		CE #316 - RFI #471 - BP-1 Pump ECM Clarification	\$ 557
320		CE #320 - COP 023 - Gym & Commons A/V Equipment and Installation	\$ 203,607
322		CE #322 - COP 026 - Wood Bench at Stair S02	\$ 6,485
323		CE #323 - COP 024 - Security Walk - Landscape Review	\$ 21,255
324		CE #324 - COP 027 - Basketball Backstop Swing	\$ 8,409
325		CE #325 - RFI #499 - Fire Rated Wall Labeling	\$ 2,893
328		CE #328 - ASI 003 - Wall Graphics	\$ 27,245
329		CE #329 - ASI 004 - Gym Striping Plan	\$ 1,494
332		CE #332 - CCD 058 - Handrail Terminations	\$ 21,971
333	CCD-059	CE #333 - CCD 059 - Telecom UPS Power	\$ 6,990
335		CE #335 - RFI #491 - System Airflow Clarification	\$ 2,598
339		CE #339 - RFI #507 - Telecom Patch Cable Clarification	\$ (11,955)



CHANGE ORDER NO.

03

Project: Timberline Middle School (Site 72 - RRMS)

Contractor: Lydig Construction



Date: 8/12/2019

Project #: 7260

Contract #: 2000400150

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

342	CCD-019	CE #342 - RFI #504 - CCD 019 FS Item #52 Electrical Revision Confirmation	\$ 2,023
343		CE #343 - RFI #511 - IDF 212B Power Addition Confirmation	\$ 1,188
344	CCD-056	CE #344 - CCD 056 - Glass Top at Transactional Counters	\$ 438
345		CE #345 - COP 029r1 - Computer Classroom Electrical Revisions	\$ 22,594
346		CE #346 - RFI #512 - Boiler Storage Tank Temperature Sensor Clarification	\$ 977
354		CE #354 - Sensory Room Revisions	\$ 10,714
355		CE #355 - RFI #515 - BI-Fold Door Fire Alarm Integration Confirmation	\$ 10,353
358		CE #358 - RFI #520 - Gas Valve Louvered Access Panel	\$ 2,274
359		CE #359 - RFI #519 - DHW-6 Remote Shut Off Confirmation	\$ 1,393
360		CE #360 - RFI #522 - Eye Wash Drain Outlet Relocation	\$ 1,940
361	CCD-066 CCD-067	CE #361 - COP 030 - CCD 066 - CCD 067 - Foods Classroom Revisions	\$ 894,789
363		CE #363 - Exterior Window Signage	\$ 6,102
369		CE #369 - RFI #462 - Door 124C Power Supply	\$ 799
371		CE #371 - COP 032 - Card Reader 113D	\$ 9,294
377		CE #377 - RFI #529 - Kitchen Hood Lighting Shut Off	\$ 772
380		CE #380 - COP 034 - Restroom Tile Revision	\$ 10,561
Combined Total:			\$1,605,013

Not valid until signed by the Owner. Signature of the Contractor indicates agreement herewith, including any adjustments in the Contract Sum and the Contract time.

The Original Contract Sum was \$113,000

Net Change by previously authorized Change Orders..... CA 01 through CO 02 \$59,673,163

The Contract Sum prior to this Change Order was \$59,786,163

The Contract Sum will be increased decreased unchanged by this Change Order \$1,605,013

The new Contract Sum including this Change Order is \$61,391,176

The Contract time will be increased decreased unchanged by 0 days

The date of Substantial Completion as of the date of this Change Order June 30, 2019

Amounts exclude State Sales Tax.

CONTRACTOR'S ACCEPTANCE

BY: Kevin McCarry
SIGNED: [Signature]
TITLE: Project Manager
DATE: 8/2/19

OWNER'S ACCEPTANCE

BY: [Signature]
SIGNED: Brian Buck

ARCHITECT'S RECOMMENDATION

BY: [Signature]
SIGNED: [Signature]
TITLE: [Signature]
DATE: [Signature]

PROGRAM MANAGER'S RECOMMENDATION

BY: [Signature]
SIGNED: Stephen Murakami

**CHANGE ORDER NO.****03**

Project: Timberline Middle School (Site 72 - RRMS)

Contractor: Lydig Construction

Date: 8/12/2019Project #: 7260Contract #: 2000400150

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all Issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:TITLE: Director, Support ServicesTITLE: Program Manager

DATE: _____

DATE: _____

RIGHT-OF-WAY DEDICATION OF PROPERTY - CITY OF KIRKLAND
PETER KIRK ELEMENTARY SCHOOL REBUILD AND ENLARGE
PROJECT (SITE 09)
RESOLUTION NO. 2275

August 12, 2019

SITUATION

As part of the Master Plan permit for the Peter Kirk Elementary School Rebuild and Enlarge project to construct a two-story 78,000 square foot elementary school in Kirkland, it is necessary for the Lake Washington School District to dedicate two areas totaling approximately 6,968 square feet to the City of Kirkland for road right-of-way purposes and for secondary fire access right-of-way to serve the school. The necessary dedications are for approximately 6,827 square feet of the District's property adjacent to 14th Place to the City of Kirkland for road right-of-way purposes for a secondary fire access right-of-way to serve the school; and for approximately 141 square feet adjacent to 6th Street for roadway purposes. These dedications will enhance the access to Peter Kirk Elementary and will have little impact on the District's use of the property. In addition, these dedications are conditions of the permit and the transportation requirements related to the Project under Chapter 27.04 of the Kirkland Municipal Code.

Resolution No. 2276 conveys, quit claims, and dedicates to the City of Kirkland and to the public those two areas of land approximately 6,827 and 141 (6,968 total) square feet for right-of-way.

District legal counsel has reviewed the dedication deed and exhibits and finds them to be acceptable.

RECOMMENDATION

The Board of Directors approves Resolution No. 2276 authorizing the Superintendent or her designee to convey a 6,827 and 141 (6,968 total) square feet by deed of dedication to the City of Kirkland as part of the Peter Kirk Elementary School Rebuild project.

RIGHT-OF-WAY DEDICATION OF PROPERTY - CITY OF KIRKLAND
PETER KIRK ELEMENTARY SCHOOL REBUILD AND ENLARGE
PROJECT (SITE 09)
RESOLUTION NO. 2275

WHEREAS, in the course of the construction and permitting for Peter Kirk Elementary School Rebuild and Enlarge Project, the City of Kirkland required under its Municipal Code for the District to dedicate two portions of the District's property for roadway purposes. The two dedications total approximately 6,968 square feet: approximately 6,827 square feet adjacent to 14th Place to the City of Kirkland for road right of way purposes for a secondary fire access right of way to serve the school; and approximately 141 square feet adjacent to 6th Street for roadway purposes. These dedications are required by the City of Kirkland for the Peter Kirk Elementary School Rebuild and Enlarge project.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lake Washington School District No. 414 hereby grant the Director of Support Services the authority to sign the Deed of Dedication attached hereto on behalf of the District and to execute any other documents necessary to convey the subject property to the City of Kirkland.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular board meeting held on the 12th day of August 2019.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

WHEN RECORDED RETURN TO:

David A. Alskog
Livengood, Fitzgerald & Alskog, PLLC
PO Box 908
Kirkland, WA 98083-0908

Grantor: Lake Washington School District No.414, a Washington municipal corporation

Grantee: City of Kirkland, a Washington municipal corporation

Legal Description: Lot 26-37, Block 13, Lake Avenue Addition, Vol. 6, Pg. 86

Assessor's Tax Parcel ID#: 398270-1890

DEED OF DEDICATION

The Grantor, Lake Washington School District No. 414, a Washington municipal corporation, for valuable consideration, conveys, quit claims and dedicates to the City of Kirkland, a municipal corporation of the State of Washington, and to the public, for road right-of-way purposes and secondary, the following described real estate situated in the County of King, State of Washington, including any after-acquired title interest:

See attached Exhibits A, B, C and D for legal descriptions and illustrations of real property described herein.

DATED this _____ day of _____, 2019.

GRANTOR:

Lake Washington School District No. 414

By: Brian Buck
Its: Director of Support Services

STATE OF WASHINGTON)

: ss.

County of King)

I certify that I know or have satisfactory evidence that **Brian Buck** is the person who appeared before me, and said person acknowledged that he signed this instrument, on oath stated that he was authorized to execute the instrument and acknowledged it as the **Director of Support Services** of Lake Washington School District No. 414 to be the free and voluntary act of such party for the uses and purposes mentioned in the instrument.

WITNESS my hand and official seal this _____ day of _____, 2019.

Print Name:

NOTARY PUBLIC in and for the State of
Washington, residing at _____

My Commission Expires: _____

**RIGHT OF WAY DEDICATION
LEGAL DESCRIPTION**

THAT PORTION OF THE NORTH HALF SECTION 5, TOWNSHIP 25 NORTH, RANGE 05 EAST, W.M., IN KING COUNTY, WASHINGTON, MORE PARTICULARLY DESCRIBED AS FOLLOWS;

COMMENCING AT A FOUND CONCRETE MONUMENT WITH A 1/2" BRASS PLUG IN CONCRETE, 5.00 FEET EAST OF THE INTERSECTION OF 6TH STREET AND 13TH AVENUE;

THENCE SOUTH 89°43'29" WEST, A DISTANCE OF 5.00 FEET TO SAID INTERSECTION;

THENCE NORTH 00°16'42" WEST ALONG THE CENTERLINE OF 6TH STREET, A DISTANCE OF 473.94 FEET TO THE INTERSECTION OF 6TH STREET AND 14TH PLACE;
THENCE DEPARTING NORTH 89°43'29" EAST ALONG THE CENTERLINE OF 14TH PLACE, A DISTANCE OF 30.00 FEET;

THENCE DEPARTING SOUTH 00°16'31" EAST, A DISTANCE OF 8.00 FEET TO THE INTERSECTION OF THE SOUTH MARGIN OF SAID 14TH PLACE AND THE EAST MARGIN OF SAID 6TH STREET, ALSO BEING THE POINT OF BEGINNING;

THENCE NORTH 89°43'29" EAST ALONG SAID SOUTH MARGIN, A DISTANCE OF 369.01 FEET;

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THENCE SOUTH 89°43'29" WEST PARALLEL TO SAID SOUTH MARGIN, A DISTANCE OF 92.00 FEET TO THE BEGINNING OF A CURVE, CONCAVE TO THE SOUTHEAST, WITH A RADIUS OF 27.00 FEET;

THENCE SOUTHWESTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 90°00'00", AN ARC DISTANCE OF 42.41 FEET;

THENCE SOUTH 00°16'31" EAST, A DISTANCE OF 7.00 FEET;

THENCE SOUTH 89°43'29" WEST, A DISTANCE OF 22.00 FEET;

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THENCE ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 34°24'37", AN ARC DISTANCE OF 17.42 FEET;

THENCE SOUTH 36°40'10" EAST, A DISTANCE OF 8.51 FEET TO THE BEGINNING OF A NON-TANGENT CURVE, CONCAVE TO THE SOUTHEAST, WITH A RADIAL BEARING OF SOUTH 33°52'24" EAST AND A RADIUS OF 20.50 FEET;

THENCE ALONG SAID CURVE, THROUGH A CENTRAL ANGLE OF 32°05'17", AN ARC DISTANCE OF 11.48 FEET;

THENCE SOUTH 15°18'30" WEST, A DISTANCE OF 8.63 FEET;

THENCE SOUTH 00°15'22" WEST, A DISTANCE OF 51.93 FEET;

THENCE SOUTH 89°43'18" WEST, A DISTANCE OF 0.62 FEET TO THE EASTERLY MARGIN OF 6TH STREET;

THENCE ALONG SAID EASTERLY MARGIN NORTH 00°16'42" WEST, A DISTANCE OF 95.80 FEET TO THE POINT OF BEGINNING;

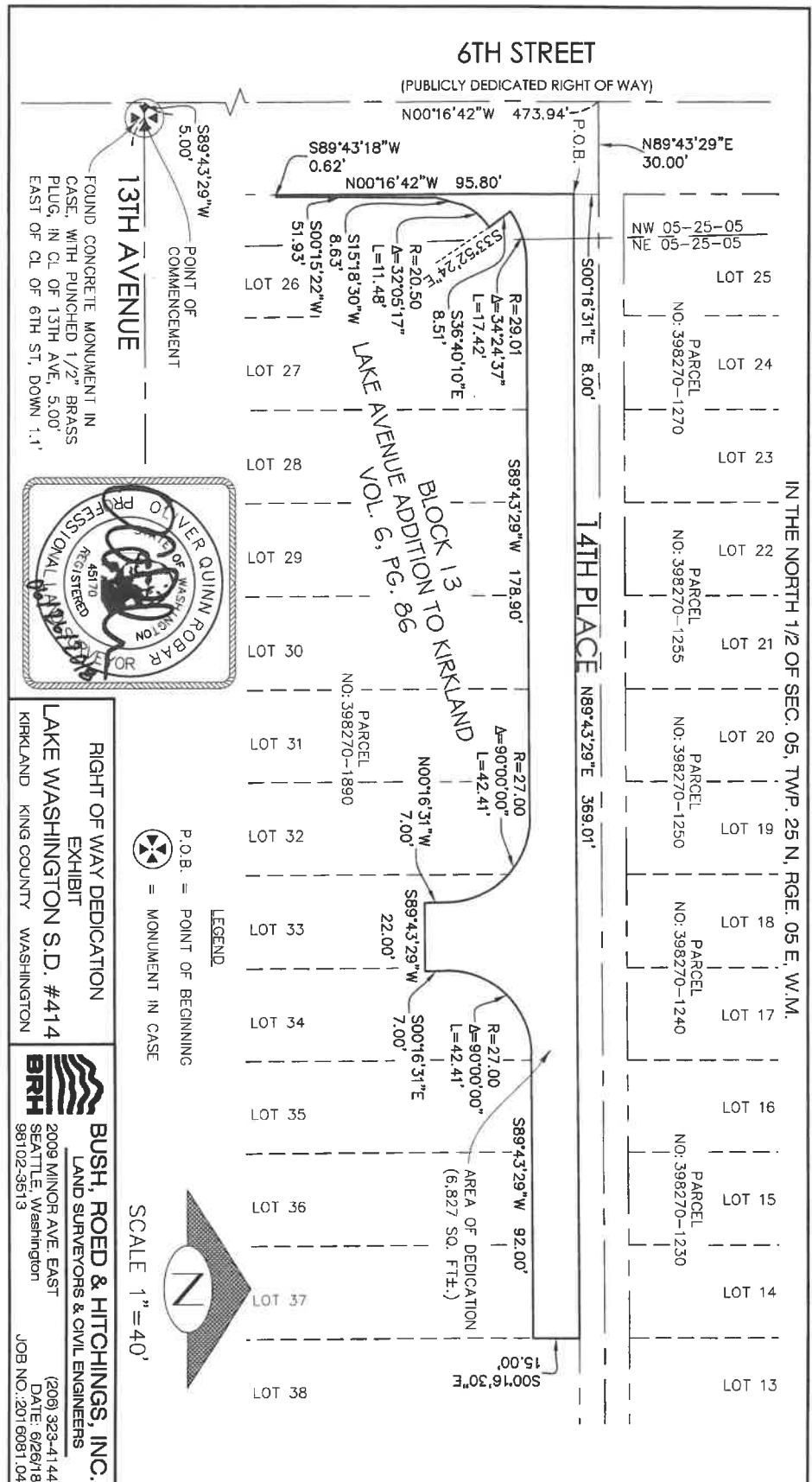
CONTAINING AN AREA OF 6,827 SQUARE FEET OR 0.1567 ACRE, MORE OR LESS;

SITUATE IN THE CITY OF KIRKLAND, KING COUNTY, WASHINGTON.



LAKE WASHINGTON SCHOOL DISTRICT # 414
OLIVER Q. ROBAR, P.L.S. NO. 45170
BRH JOB NO. 2016081.04
JUNE 26TH, 2018

BUSH, ROED & HITCHINGS, INC.
2009 MINOR AVENUE EAST
SEATTLE, WA 98102
(206) 323-4144



**RIGHT OF WAY DEDICATION
LEGAL DESCRIPTION**

THAT PORTION OF TRACT "H", SUPPLEMENTARY PLAT OF CENTRAL ADDITION TO KIRKLAND, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 6 OF PLATS, PAGE 85, RECORDS OF KING COUNTY, WASHINGTON, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

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THENCE ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 48°53'21", AN ARC DISTANCE OF 21.33 FEET;

THENCE SOUTH 00°13'12" EAST, A DISTANCE OF 4.19 FEET TO THE POINT OF BEGINNING;

CONTAINING AN AREA OF 141 SQUARE FEET OR 0.0032 ACRE, MORE OR LESS;

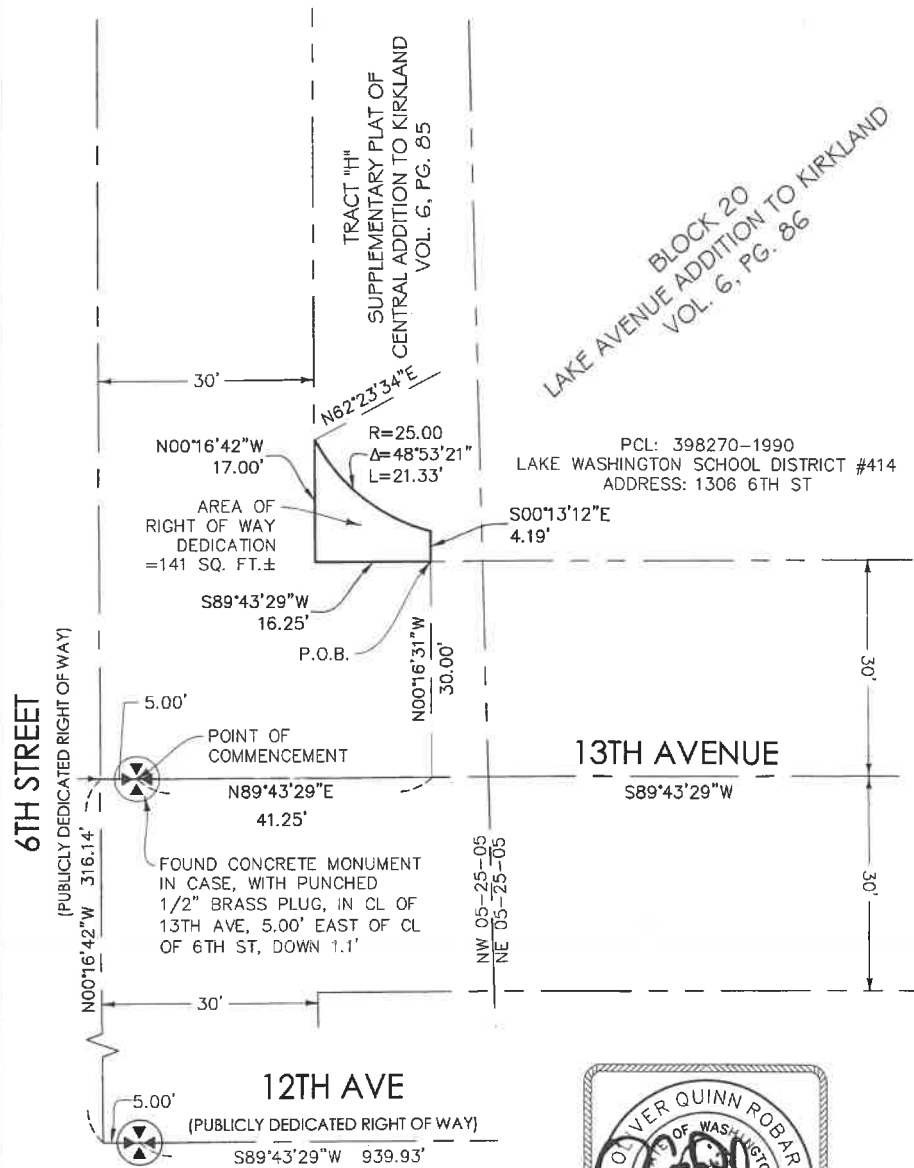
SITUATE IN THE CITY OF KIRKLAND, KING COUNTY, WASHINGTON.



LAKE WASHINGTON SCHOOL DISTRICT # 414
OLIVER Q. ROBAR, P.L.S. NO. 45170
BRH JOB NO. 2016081.06
JUNE 4TH, 2018

BUSH, ROED & HITCHINGS, INC.
2009 MINOR AVENUE EAST
SEATTLE, WA 98102
(206) 323-4144

IN THE NE 1/4 OF THE NW 1/4 SEC. 05, TWP. 25 N, RGE. 05 E, W.M.



SCALE 1"=20'

LEGEND

P.O.B. = POINT OF BEGINNING



= MONUMENT IN CASE



RIGHT OF WAY DEDICATION
EXHIBIT
LAKE WASHINGTON S.D. #414
KIRKLAND KING COUNTY WASHINGTON



BUSH, ROED & HITCHINGS, INC.
LAND SURVEYORS & CIVIL ENGINEERS

2009 MINOR AVE. EAST
SEATTLE, Washington
98102-3513

(206) 323-4144
DATE: 6/7/18
JOB NO.: 2016081.06

WHEN RECORDED RETURN TO:

David A. Alskog
Livengood, Fitzgerald & Alskog, PLLC
PO Box 908
Kirkland, WA 98083-0908

Grantor: Lake Washington School District No.414, a Washington municipal corporation

Grantee: City of Kirkland, a Washington municipal corporation

Legal Description: Lot 26-37, Block 13, Lake Avenue Addition, Vol. 6, Pg. 86

Assessor's Tax Parcel ID#: 398270-1890

DEED OF DEDICATION

The Grantor, Lake Washington School District No. 414, a Washington municipal corporation, for valuable consideration, conveys, quit claims and dedicates to the City of Kirkland, a municipal corporation of the State of Washington, and to the public, for road right-of-way purposes and secondary, the following described real estate situated in the County of King, State of Washington, including any after-acquired title interest:

See attached Exhibits A, B, C and D for legal descriptions and illustrations of real property described herein.

DATED this _____ day of _____, 2019.

GRANTOR:

Lake Washington School District No. 414

By: Brian Buck
Its: Director of Support Services

STATE OF WASHINGTON)

: ss.

County of King)

I certify that I know or have satisfactory evidence that **Brian Buck** is the person who appeared before me, and said person acknowledged that he signed this instrument, on oath stated that he was authorized to execute the instrument and acknowledged it as the **Director of Support Services** of Lake Washington School District No. 414 to be the free and voluntary act of such party for the uses and purposes mentioned in the instrument.

WITNESS my hand and official seal this ____ day of _____, 2019.

Print Name: _____

NOTARY PUBLIC in and for the State of

Washington, residing at _____

My Commission Expires: _____

**RIGHT OF WAY DEDICATION
LEGAL DESCRIPTION**

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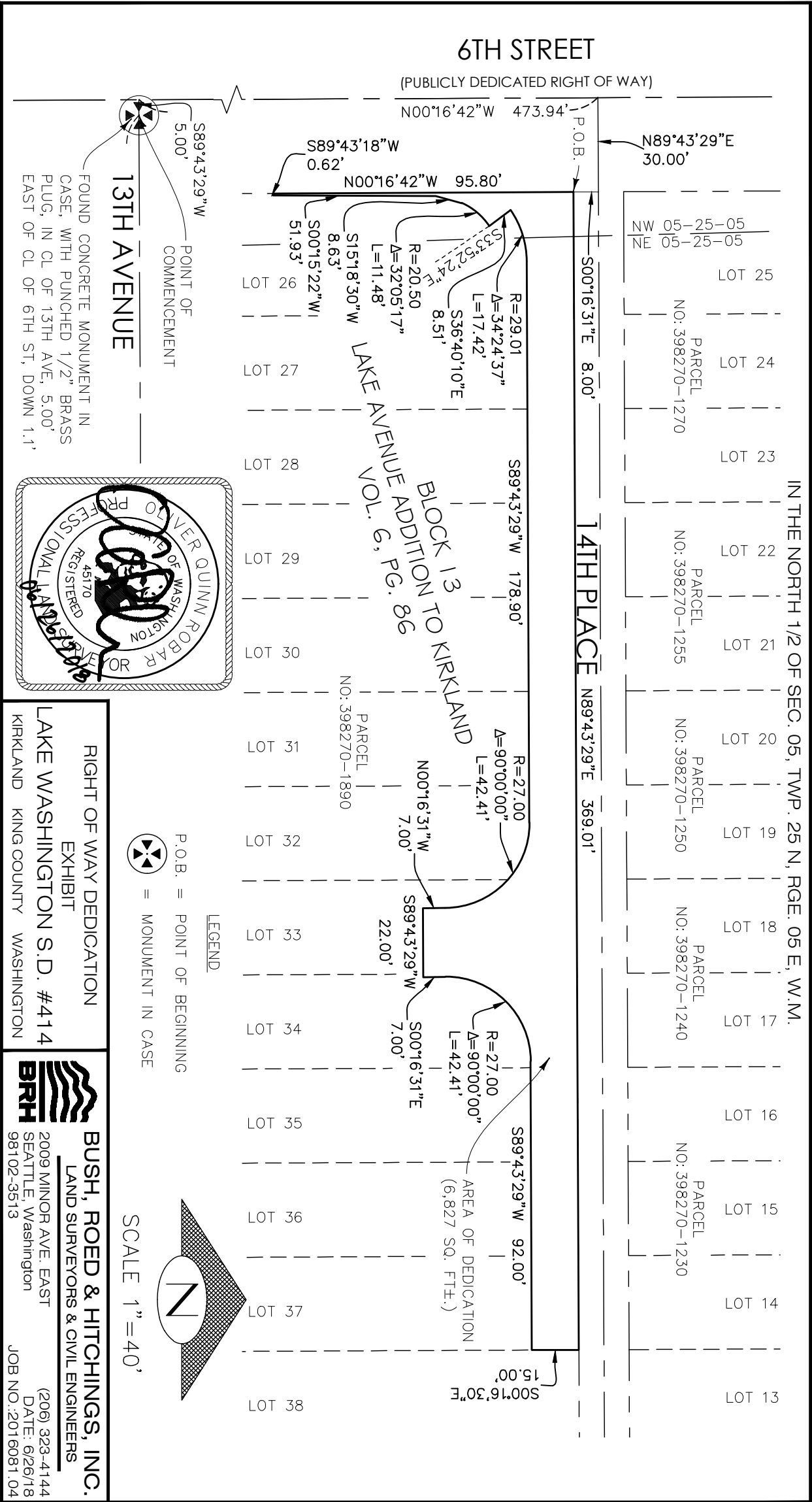
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LAKE WASHINGTON SCHOOL DISTRICT # 414
OLIVER Q, ROBAR, P.L.S. NO. 45170
BRH JOB NO. 2016081.04
JUNE 26TH, 2018

BUSH, ROED & HITCHINGS, INC.
2009 MINOR AVENUE EAST
SEATTLE, WA 98102
(206) 323-4144



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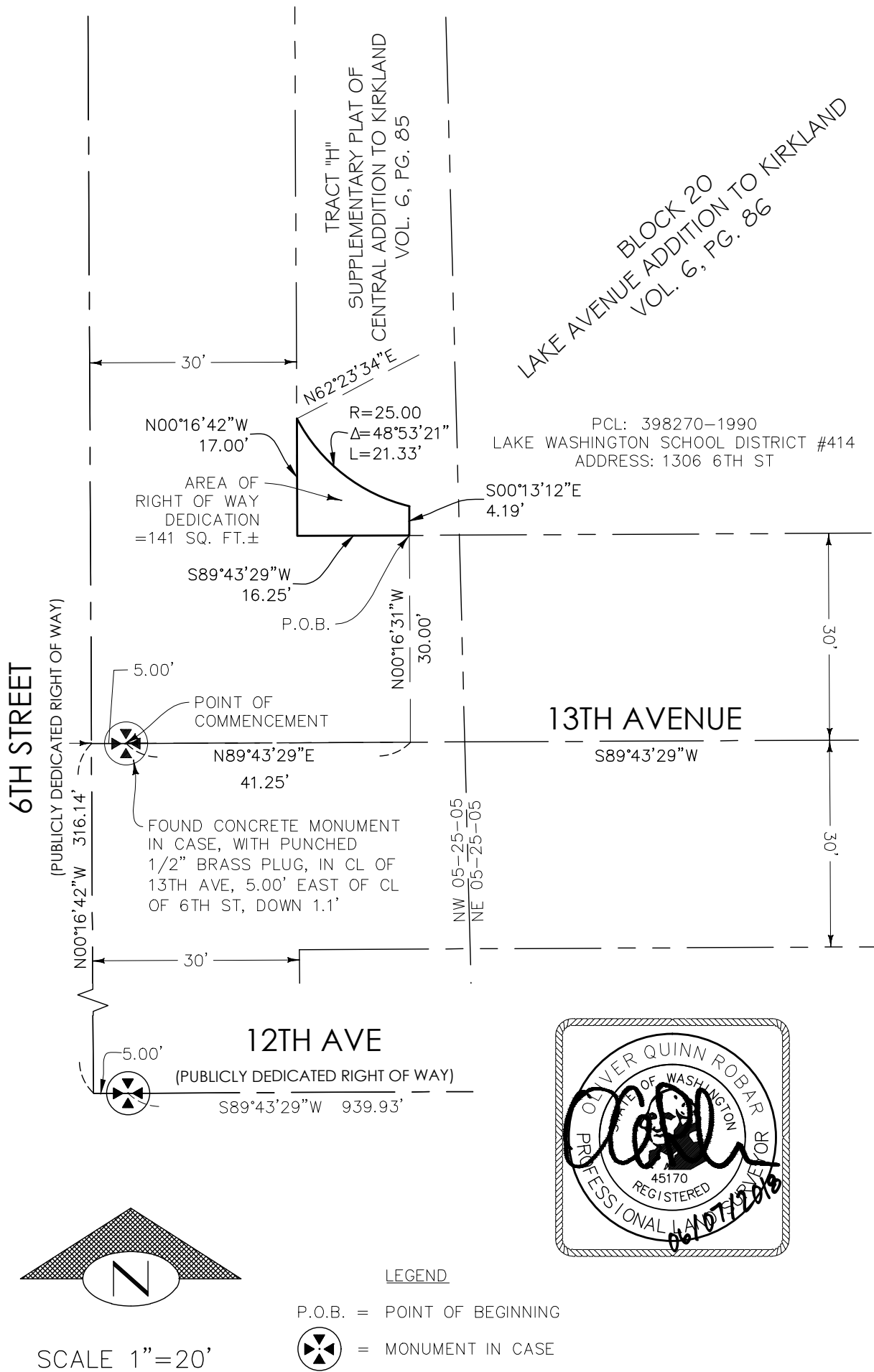
SITUATE IN THE CITY OF KIRKLAND, KING COUNTY, WASHINGTON.

LAKE WASHINGTON SCHOOL DISTRICT # 414
OLIVER Q. ROBAR, P.L.S. NO. 45170
BRH JOB NO. 2016081.06
JUNE 4TH, 2018



BUSH, ROED & HITCHINGS, INC.
2009 MINOR AVENUE EAST
SEATTLE, WA 98102
(206) 323-4144

IN THE NE 1/4 OF THE NW 1/4 SEC. 05, TWP. 25 N, RGE. 05 E, W.M.



RIGHT OF WAY DEDICATION
EXHIBIT
LAKE WASHINGTON S.D. #414
KIRKLAND KING COUNTY WASHINGTON



BUSH, ROED & HITCHINGS, INC.
LAND SURVEYORS & CIVIL ENGINEERS
2009 MINOR AVE. EAST (206) 323-4144
SEATTLE, Washington DATE: 6/7/18
98102-3513 JOB NO.: 2016081.06

SALE OF DISTRICT PROPERTY – REAL ESTATE
ROSE HILL PROPERTY (SITE 27)
RESOLUTION NO. 2276

August 12, 2019

SITUATION

The Rose Hill Property (Site 27) was acquired many years ago to use for a potential school site. After the property was acquired, the City of Redmond approved an ordinance requiring that the location of a school have a significant setback from the gas pipeline (500 feet) on the eastern side of the property. Using the 500-foot set back from the property line results in City of Redmond code not permitting a school to be constructed within about 70% of the property. The District would be left with useable area of approximately 3.21 acres which is about 30% of the property. The remaining buildable area would not support the construction of a school.

On May 8, 2017, the Board of Directors approved Resolution No. 2237, concluding that the Rose Hill Property is no longer feasible to use as a school site and authorizing the Superintendent to proceed with the process for sale of the sale of the property. On February 19, 2019, the Board of Directors approved Resolution 2262 authorizing a Vacant Land Purchase and Sale Agreement (“Agreement”) with DR Horton (“Buyer”) for the sale of the Rose Hill Property, subject to buyer contingencies.

After the Agreement was approved by the Board of Directors, the Buyer proceeded with its feasibility contingency, which included retaining consultants to determine if the Rose Hill Property was suitable for its development objectives and meeting with the City of Redmond (“City”) to determine land use code and other City requirements. After meeting with the City, the Buyer concluded that there were further restrictions on the project relating to lot yield and that the time to achieve preliminary plat approval was longer than it had anticipated.

As a result, the Buyer determined that it could not proceed with the original Agreement. After extensive negotiations supported by the District’s real estate broker and legal counsel, the parties agreed to amend the Agreement to extend the feasibility contingency period, extend the closing date to the earlier of City of Redmond preliminary plat approval or June 2021, revise the earnest money provisions and revise the purchase price to \$18,000,000. The agreement includes a Board amendment approval contingency. The funds from the sale of the property will be reserved for future property acquisition.

If the Buyer waives its feasibility contingency, a Notice of Intention to Sell Real Property will be published under RCW 28A.335.120(3) of the District’s intention to sell the real property after forty-five (45) days from the publication of the Notice. Prior to closing, the Board will authorize the Superintendent or designee to sign documents necessary to close the sale of property.

RECOMMENDATION

The Board of Directors adopt Resolution No. 2276 approving the amendment to the agreement with DR Horton and authorizing the Superintendent or designee to proceed with the process for sale and closing of the Rose Hill Property (Site 27).

SALE OF DISTRICT PROPERTY – REAL ESTATE
ROSE HILL PROPERTY (SITE 27)

RESOLUTION No. 2276

A Resolution of the Board of Directors of Lake Washington School District No. 414 ("District") to approve an amendment of the Vacant Land Purchase and Sale Agreement dated February 6, 2019 ("Agreement") with SSHI LLC, d/b/a/ DR Horton ("Buyer") for the sale of the Rose Hill Property.

WHEREAS, consistent with state law governing the surplus and sale of property, the Board of Directors adopted Resolution No. 2262 on February 19, 2019 authorizing the Agreement for the Sale of the Rose Hill Property; and

WHEREAS, after the Board of Directors approved the Agreement, the Buyer proceeded with its feasibility contingency, which included retaining consultants to determine if the Rose Hill Property was suitable for its development objectives and meeting with the City of Redmond to determine land use code and other City requirements; and

WHEREAS, after meeting with the City, the Buyer concluded there were further restrictions on the project relating to lot yield and that the time to achieve preliminary plat approval was longer than it had anticipated, resulting in the Buyer deciding not to proceed with the original Agreement; and

WHEREAS, after extensive negotiations supported by the District's legal counsel and real estate broker, the parties agreed to amend the Agreement, which amendment includes a Board Amendment Approval Contingency; and

WHEREAS, if the Buyer waives its feasibility contingency and all other contingencies of the parties' obligations to complete the purchase and sale of the property are fulfilled, the Board of Directors will authorize the Superintendent or designee to sign documents and take other action necessary to close the sale of property.

ADOPTED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 12th day of August 2019.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

DONATIONS
August 12, 2019

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>
Ella Baker PTSA to Ella Baker Elementary School	\$1,260.00	To support field trips.
Horace Mann Elementary PTA to Mann Elementary School	\$12,638.25	To purchase library equipment.
Samantha Smith PTSA to Smith Elementary School	\$1,362.39	To purchase library books.
Rosa Parks PTSA to Rosa Parks Elementary School	\$2,604.00	To support field trips.
Finn Hill Middle School PTSA to Finn Hill Middle School	\$1,034.02	To provide classroom supplies.
Renaissance School PTSA to Renaissance	\$6,500.00	To support outdoor education.
Rose Hill Middle School PTSA to Rose Hill Middle School	\$2,829.75	To purchase student planners.
International Community School PTSA to ICS	\$10,046.15	To purchase science kits.
Juanita Rebels Booster Club to Juanita High School	\$2,149.00	To support music program.
Lake Washington High School PTSA to Lake Washington High School	\$2,617.86	To provide copy supplies (\$282.33); support extracurricular activities (\$1,120.53), and purchase classroom supplies (\$1,215.00).
Tesla STEM PTSA to Tesla STEM High School	\$23,337.88	To purchase classroom equipment (\$19,033.00) and support end of year celebration (\$2,000.00) and graduation ceremonies (\$2,304.88).
TOTAL	\$79,459.77	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the August 12, 2019 board meeting.

2019-20 BUDGET
PUBLIC HEARING

Resolution No. 2280

August 12, 2019

SITUATION

The 2019-20 draft budget was presented to the Board at the June 24, 2019 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.

The district budget document is presented in both the official F-195 state format and the district summary format. The district summary document follows the Association of School Business Officials International (ASBO) Meritorious Budget Award criteria. 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 will hold a public hearing on the budget and take action at the August 26, 2019 board meeting to adopt Resolution No. 2280, to officially adopt the 2019-20 Budget.

ADOPTION OF THE 2019-20 BUDGET

Resolution No. 2280

WHEREAS, a public hearing was held on Monday, August 12, 2019, 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 2019-20 fiscal year; and

WHEREAS, the Board of Directors is required to determine the amount of the year 2020 excess tax levies for the General Fund, the Capital Projects Fund, and the Debt Service Fund; and

WHEREAS, the Board of Directors has been requested to approve operating transfers from the Capital Projects Fund to the Debt Services Fund up to the amount of \$5,654,400; and

WHEREAS, pursuant to RCW 28A.320.330 (2)(f)(ii) the Board of Directors has been requested to approve operating transfers from the Capital Projects Fund to the General Fund up to the amount of \$8,609,216 for technology related expenditures.

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 2019-20 budget, the four-year budget plan summary, and the four-year enrollment projection including appropriations for each fund as follows:

General Fund	\$466,226,429
Associated Student Body Fund	5,560,018
Debt Service Fund	83,230,675
Capital Projects Fund	196,166,029
Transportation Vehicle Fund	1,937,039

BE IT FURTHER RESOLVED that the amount approved for the year 2020 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 2019-20 budget.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 26th day of August 2019.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

APPROVAL OF MONITORING REPORT
EL-09 DISTRICT STAFF

August 12, 2019

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-09, District Staff, are in compliance, and it is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-09, District Staff, to the Board, as presented.

Lake Washington School District

**Operational Expectations Monitoring Report
EL-9 – District Staff
August 12, 2019**

SUMMARY OF COMPLIANCE STATUS

CEO CERTIFICATION

With respect to **EL-9 – District Staff**, the Superintendent certifies the proceeding information is accurate and complete and is:

 x **In Compliance**

 In Compliance, with Exceptions (as noted)

 Not in Compliance

Executive Summary: The attached Executive Limitations Report evaluates the primary components of EL-9. The report provides information to the Board on ensuring the district recruits, hires, and retains high quality staff, including ongoing opportunities for professional development, evaluation, and adherence to all applicable rules and requirements. It should be noted that requirements continue to increase for certain employee groups, resulting in the need for additional time, space, and personnel.

Signed: _____ Date: _____
 Superintendent

BOARD ACTION

With respect to **EL-9 – District Staff** the Board:

 Accepts the report as fully compliant

 Accepts the report as compliant, with noted exceptions

 Finds the report to be non-compliant

Additional comments based on board action:

Signed: _____ Date: _____
 Board President

Report Highlights:

Section 1: This section covers strategies and components related to attracting and retaining high quality staff.

- **Compliance with No Change** from last year on this section.

Section 2: This section covers district practices and procedures that ensure appropriate working conditions are in place.

- **Compliance with No Change** from last year on this section.

Section 3: This section covers the work that ensures staff members are qualified to perform their designated responsibilities, including required training and certification.

- **Compliance with No Change** from last year on this section.

Section 4: This section ensures that employees understand and are prepared to use appropriate district technology resources, including those applications that may be job-specific.

- **Compliance with No Change** from last year on this section.

Section 5: This section provides information related to effective evaluation practices for all staff connected in support of the Board's End Results, and in compliance with established policies, regulations, and contracts.

- **Compliance with No Change** from last year on this section.

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

EL-9 District Staff

August 12, 2019

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:
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 2018-19 school year, Lake Washington participated in major career and recruitment events at the following universities:

- | | |
|---------------------------------|-------------------------------------|
| • Central Washington University | • University of Washington, Bothell |
| • Gonzaga University | • University of Washington, Seattle |
| • Pacific Lutheran University | • Evergreen State College |
| • Seattle Pacific University | • Western Washington University |
| • Seattle University | • Whitworth University |

In addition to attending these university events, staff participated in the Washington School Personnel Association sponsored Spokane and Tacoma Career Fairs. At all 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 2018-19 were the district's own Lake Washington School District Job Fairs in February and March. The event attracted hundreds teaching and administrator candidates and 48 interviews were conducted.

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); the School Superintendents Association (AASA); the national college job board, Handshake, K12JobSpot.com, Teachers-Teachers.com and LinkedIn.

EL-9 District Staff

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<i>{See page 1 for complete listing.}</i> | In Compliance | ◀ ▶ |
|---|---------------|-----|



Evidence {continued}

The district advertises classified positions on Craigslist, Indeed, LinkedIn the national college job board, Handshake and has also utilized signage at schools. Additionally, the District advertises with agencies such as Washington Association of School Business Officials (WASBO); Washington Association of Maintenance and Operations Administrators (WAMOA), 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; Lake Washington Technical College; and Bellevue College for classified positions. The District also participated in the Lake Washington Technical College Career Fair, MLK Opportunity Fair and held the LWSD Classified Fair.

- In the 2018-19 school year, the district attracted 2,280 certificated applicants, from which the following number of staff were hired:
 - Elementary Teachers.....87
 - Secondary Teachers132
 - Special Education Teachers40
 - Specialists21
 - Total new hires.....**280**
- In addition, the district rehired the following non-continuing staff:
 - Elementary Teachers.....3
 - Secondary Teachers2
 - Special Education Teachers1
 - Specialists2
 - Total rehired.....8
- In the 2018-2019 school year, the district attracted 1,712 classified applicants, from which 291 new staff members were hired.
- In the 2018-2019 school year, the district attracted 687 administrator applicants, from which 27 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.

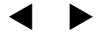
Teachers new to the district who have served at least two (2) years in another Washington State school district serve only one (1) year in provisional status. The district may decide to non-renew them by May 15 of their provisional year.

EL-9 District Staff

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|---|---------------|-----|



Evidence {continued}

- For the 2018-2019 school year, the district had 736 provisional teachers. Some teachers are hired on a one-year, non-continuing contract as their positions are filling those of continuing contract teachers who have been approved for a leave of absence. Evaluative data on non-continuing contract teachers is used to inform employment decisions should a vacancy become available the following year.

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 2018-2019 school year, twelve (12) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

b) Retaining and nurturing top quality staff:

The district has made a significant investment in induction programs intended to nurture new staff and ensure their success. The Educator Introduction Academy (EIA) is designed to orient new certificated staff members to the district and ensure they are knowledgeable in district curriculum, standards, instructional framework, and other expectations.

In addition to EIA, teachers in years one and two of their careers participate in the district's New Teacher Support Program (NTSP). The emphasis of NTSP is on enhancing new teachers' skills. Teachers are supported through one-to-one mentoring and coaching, classroom visitations, and differentiated workshops.

Directors, 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.

EL-9 District Staff

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- 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:

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	27	69	3	9	1,117	1,225	9%
2017-2018	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	4	7	0	0	119	130	9%
Certificated	44	175	1	0	1,937	2,157	10.2%
Classified	37	115	3	8	1,184	1,347	12%
2018-2019	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	4	6	0	0	134	144	7%
Certificated	45	188	1	0	1,970	2,203	11%
Classified	33	137	3	2	1,255	1,432	12%

- The turnover rate for teachers increased from 10.2% to 11% for 2018-19. The turnover rate for classified staff also increased from 10.2% to 11%, while the turnover rate for administrators decreased from 9% to 7% for the 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:

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<i>{See page 1 for complete listing.}</i> | In Compliance | ◀ ▶ |
|---|---------------|-----|



Evidence {continued}

- During the 2018-19 school year, the District is engaged in the negotiations for successor agreements for the following groups of employees:
 - Service Employees International Union No. 925
 - Trades Bargaining Council
 - Lake Washington Educational Support Personnel
- d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable.
 - District leadership collaborates with para-educators and instructional assistants to develop on-going, required professional development.
 - The district offers optional training opportunities for staff in which compensation and/or clock-hours are provided.
 - The district develops a supplemental responsibility contract for certificated staff that addresses issues related to additional time, responsibility, and incentive.

EL-9 District Staff

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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 hinder 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> | <p>◀ ▶</p> |
|---|----------------------|------------|



Evidence

- a) Assuring an organizational culture that conforms with the values of:
- importance of staff roles; 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:

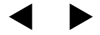
- New Employee Orientation training held monthly throughout the year and required for all new staff and substitutes to attend to receive training in the areas of:
 - Risk Management: On the Job Accidents and Injuries, Chemical Hazards, Pest Management
 - Human Resources: Human Dignity & Harassment Policy, Educators and Touching
 - Health Services: Child Abuse Reporting, HIV/HBV Presentation
- Building and departmental annual review of district 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

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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}

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 messages, are sent to the entire organization. These communications reinforce a positive organizational culture and the value of district staff.

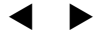
EL-9 District Staff

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Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

Respect for others and their opinions is evidenced by:

- District Leadership Team (DLT) involvement in strategic planning and budget prioritization process through the Strategic Advisory Leadership Team (SALT).
- Lake Washington Education Association, principal, and central leadership involvement in a strategic planning representative group, which analyzes teacher survey data and provides recommendations to SALT.
- Staff and parent involvement in providing feedback and input regarding district programs through an 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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{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.

EL-9 District Staff

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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 thorough the FBI data banks.
 - o All district volunteers are screened using both the Washington State Patrol's Access to Criminal History (WATCH) system and the National Sex Offender Registry.
 - 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 2017-18 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

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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

A variety of professional learning 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 with individualized guidance, resources, and support through mentoring and instructional coaching;
2. Accelerate instructional skills of the classroom teacher 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.

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Evidence {continued}

A variety of professional learning 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;
- Teacher Principal Evaluation Project (TPEP) – Professional Learning/Clock Hour Support;
- Student Teacher Placement Program;
- Professional Learning Coach Program;
- Professional Learning Series Program;
- ELA CCSS Cohort Program
- Math CCSS Cohort Program
- Classified Professional Learning Program; and,
- New Administrator Support Program

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- During the 2018-2019 school year, 145 first year teachers new to the profession and an additional 121 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.

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}

Number of Teachers Supported through NTSP

Years of Service	2018-2019 School Year	2017-2018 School Year	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year
1st year	145	146	164	133	109	91	89
2nd Year	121	116	110	100	95	82	69
Total	266	262	274	233	204	173	158

National Board Certification Support Program

Mission: National Boards is a transformative process that improves educator's teaching and increases student learning. Through guided self-reflection on one's practice, candidates become more knowledgeable, dynamic, and effective educators. Facilitators guide candidates through this challenging, and ultimately rewarding process and experience.

Purpose:

The purpose of the LWSD National Board Certification Program is to:

1. Support teachers who choose to pursue National Board certification candidacy in either *First Time*, *Renewal* and/or *Advanced*;
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 five years;
4. Provide reflection for teachers to improve instructional practices to improve student learning.

Each year, the district provides support for pre-K-12 candidates pursuing National Board Certification. The district's Professional Learning Department provides National Board Certified and state trained facilitators to support candidates. LWSD NB Facilitators meet monthly with candidates at the Lake Washington Resource Center to provide ongoing support for candidates. In addition, each candidate receives *one-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 candidates for up to five years. Once achieving NBPTC, educators receive support for the Maintenance of Certification (NB Renewal) every five years.

EL-9 District Staff

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Accordingly, the CEO shall:

National Board Certification Support Program Participation

	2018-2019 School Year	2017-2018 School Year	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year
First Time Candidates	25	102	103	53	28	32	23
Advanced	6	8	2	2	10	7	2
Renewal	10	33	20	14	4	9	5
Total	41	143	125	69	42	48	30

Teacher Principal Evaluation Project (TPEP) – Professional Learning/Clock Hour Support

To support our principals' and teachers' needs to earn TPEP Clock Hours for salary advancement and certificate renewal, LWSD became an OSPI accredited Educator Clock Hour Provider starting with the 2018-2019 School Year. Prior to this time, LWSD used an outside clock hour provider. Upon completion of a course proposal the Professional Learning Department and/or other departments across the district may award LWSD TPEP or LWSD TPEP STEM Clock Hours for professional learning activities. Principals and teachers can sign up for these activities, which cover a variety of content areas and teaching strategies, to earn LWSD Clock Hours at no cost. In addition, a class dedicated to writing Professional Growth Plans is offered to teachers through a partnership of LWSD and Lake Washington Education Association. Professional Growth Plan can be used to receive Educator Clock Hours directly from OSPI.

	2018-2019 School Year
LWSD TPEP Clock Hours Award	37,492
LWSD TPEP STEM Clock Hours Awarded	2,538
Total LWSD Clock Hours Awarded	40,030

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 to access cadres of quality pre-service teaching candidates;
3. Support student teachers as potential future employees to maintain teaching quality and reduce professional attrition;
4. Maintain a roster of high-quality cooperating teachers who will positively impact the growth of future educators; and,
5. Provide a consistent process familiar to principals and placement coordinators.

EL-9 District Staff

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

Accordingly, the CEO shall:

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

In
Compliance



Evidence {continued}

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

In 2018-19 a video was created and shared with all district principals and certificated staff, encouraging those teachers who met the district's criteria to consider serving as a cooperating teacher for an incoming student teacher to grow and develop professionally. Growing the cadre of available cooperating teachers should allow the district to support greater numbers of incoming student teachers.

Student Teacher Placements – 4-year trend

2018-19 School Year	2017-18 School Year	2016-17 School Year	2015-2016 School Year
89 placements	74 placements	71 placements	59 placements

Professional Learning Coach Program

The purpose of the Professional Learning Coach Program is to:

1. Encourage, empower, and equip all educators to respond to the instructional needs of all students through partnering in ongoing, job-embedded professional learning;
 2. Provide coaching by request to teachers who have taught for a minimum of two years; and,
 3. Support the professional learning of teachers in the district by collaborating with other teachers on special assignment.
- For 2018-2019, efforts focused on exploring and applying equitable practices.
 - This was the fourth year of the Quick Start component of the 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 158 educators who were eligible for Quick Start, 81 (51%) chose to receive support from a Professional Learning Coach by the end of October 2018.

Level	Total Educators Served (Quick Start & Standard Coaching)				
	2018-2019 [^]	2017-2018 [^]	2016-2017	2015-2016	2014-2015*
Elementary	100	111	101	136	63
Middle School	93	96	90	52	31
High School	83	61	64	71	15
Total	276	268	255	259	109

* No Quick Start this year, so this only includes standard coaching participants.

[^] Due to an increase in repeat participants, participants were only counted once, even if they reenrolled or were in both Quick Start and standard coaching.

EL-9 District Staff

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In
Compliance



Evidence {continued}

58% of standard coaching participants responded to the End-of-Cycle Survey as follows:

Percentage of “Strongly Agree” or “Agree” Survey Responses					
	2018-2019	2017-2018	2016 - 2017	2015-2016	2014-2015
Would access the program again	98%	96%	98%	97%	94%
The coaching cycle was productive	99%	99%	100%	99%	94%
The coaching cycle was personalized	99%	98%	100%	98%	96%
The coach request process was easy to understand and timely	99%	99%	100%	96%	96%
Reflection was incorporated throughout the process	99%	100%	99%	99%	96%
The coaching cycle positively impacted student achievement	99%	97%	98%	98%	93%

Long-term Follow-up Survey respondents completed a coaching cycle the previous year and had not re-enrolled at the time of the survey. The responses were as follows:

Percentage of Respondents indicting either “Strongly Agree” or “Agree”			
	2018-2019	2017-2018	2016-2017
I would access the coaching program again. (“Yes” responses)	91%	95%	100%
Student engagement increased based on the coaching cycle and the changes made to professional practice.	93%	97%	95%
Student achievement increased based on the coaching cycle and the changes made to professional practice.	93%	92%	95%
The quality of my practice improved in Professional Community and Collaboration.	89%	87%	92%

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}

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 integration, curriculum design, effective instructional practices, unit and lesson planning, highly capable 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 2018	Winter 2019	Spring 2019	Summer 2019	Total
Participants	202	190	84	TBD	TBD

Quarter	Fall 2017	Winter 2018	Spring 2018	Summer 2018	Total
Participants	391	333	328	196	1,248

Quarter	Fall 2016	Winter 2017	Spring 2017	Summer 2017	Total 2017
Participants	278	222	297	438	1,235

ELA CCSS Cohort Program

The purpose of the ELA Collective Inquiry Cohort Program is to:

1. Facilitate a structure in which teachers could engage in deeper learning about the CCSS and related literacy best practices;
2. Facilitate the use of instructional resources that support CCSS standards implementation in ELA; and,
3. Facilitate collaborative work in teacher-teams to plan and implement one to two inquiry cycles focused on student growth around a specific CCSS goal in ELA.

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:

This year, 2018-19, the cohorts focused on collective teacher efficacy and student growth goals in inquiry cycles. Any interested ELA teacher can participate with at least one to two colleagues from their building. These teachers form a team to collectively engage in the inquiry cycle. Teacher-teams selected text resources to support research in their chosen inquiry cycle topics.

Quarter	2016-17	2017-18	2018-19
K-5 Cohort	N/A	17	18
Middle School Foundational Cohort	N/A	20	N/A
Middle School Advanced Cohort	17	16	13
High School Cohort	N/A	12	N/A

Math CCSS Cohort Program

The purpose of the Math CCSS Cohort Program is to:

1. Facilitate a structure in which teachers engage in deeper learning about the CCSS and related math best practices;
2. Facilitate the use of instructional resources and research-supported strategies that support CCSS standards implementation in math; and to
3. Facilitate collaborative work in teacher-teams to plan and implement inquiry cycles focused on student growth around a specific CCSS goal in math.

This year, 2018-19, the focus was on the following topics: Growth mindset in mathematics, Equity, and Productive Routines. Teachers formed teams to collectively engage in the inquiry cycle. Teacher-teams selected math topics as a focus to support research in their chosen inquiry cycle topics.

Quarter	2016-17	2017-18	2018-19
K-5 Cohort: Advanced	25	19	0
Secondary Cohort: Advanced	20	22	0
Middle School Cohort	0	0	18
K-5 Foundational	8	14	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:

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

In
Compliance



Evidence {continued}

Classified Professional Learning Program

The purpose of the Classified Professional Learning Program is to:

1. Provide classified staff, focusing on office professionals and instructional assistants, 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 Optional Classified Professional Learning Classes:

Year	# of classes offered	Total # of attendees	Office Professionals	Instructional Assistants	Para Educators/ Trades	Prof Tech	Other (Sub, Cert)
2018-19	62	1,240	663	392	123	43	19
2017-18	55	1,208	594	376	167	17	54
2016-17	87	1,272	703	379	78	54	44
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

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}

Mandatory Classified Trainings and Onboarding Trainings

Year	# of Classes/ Trainings Offered	Total # of Attendees	Employee Group
2018-19	66	576	Office Professionals
	1	221	Instructional Assistants
	2	61	Extended Day Instructional Assistants
	3	132	Prof Tech
	72	990	All Groups
2017-18	52	220	Office Professionals
	1	230	Instructional Assistants
	2	41	Extended Day Instructional Assistants
	55	491	All Groups
2016-17	14	358	Office Professionals
	1	204	Instructional Assistants
	2	52	Extended Day Instructional Assistants
	17	614	All Groups
2015-16	9	232	Office Professionals

Total Classified Professional Learning Offerings: Classes, Onboarding, Mandatory Trainings

Year	# of Classes/Trainings Offered	Total # of Attendees
2018-19	134	2,186
2017-18	110	1,699
2016-17	90	1,778
2015-16	102	1,709
2014-15	103	1,358
2013-14	82	1,507
2012-13	44	560

Classified Professional Learning is offering an increasingly a larger number of mandatory or onboarding trainings reducing the emphasis on optional trainings offered outside of the school day. This shift allows all staff to gain important skills and information.

EL-9 District Staff

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In
Compliance



Evidence {continued}

Foundations of Cultural Competence

- Classified Professional Learning coordinated the training of office professionals and prof tech staff from across the district that focused on the district's framework to address issues of equity and race and create a common language for conversations. Gloria Henderson and Stephen Bryant. Three hundred and seventy-nine staff members attended one of the eight classes.
- Two hundred and twenty-one instructional assistants attended their annual four-hour mandatory training on March 8. Ilsa Govan and Jerod Grant from Cultures Connecting presented a framework for applying equity-focused practices to help all students achieve our district's mission. Twenty-nine extended day instructional assistants attended a similar training later in March.

Instructional Assistants

- A professional development committee including District and SEIU representatives continued to meet for the eighth 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 third annual mandatory training as well as topic ideas for classes outside of the workday organized by Classified Professional Learning. Classes offered, primarily on elementary conference afternoons, were related to student behavior and included Restorative Practices, Adverse Childhood Experiences, and Social-Emotional Learning.
- Instructional assistants who are new to crossing guard duties are trained annually. This year, 24 staff members attended the October training.
- One hundred and twenty-three (123) IAs took at least one class outside of their regular workday.
- Extended Day Instructional Assistants have opportunities to take classes several times throughout the year between the morning and afternoon extended day program. This year, they participated in ALICE and behavior management trainings.

Office Professionals

- Technology offerings continued to include classes to help staff utilize software provided by the District including Microsoft Forms, OneNote, Excel, Word and Adobe Acrobat. Emphasis was put on expanding topic-based Excel classes supporting the work of office professionals.
- Classified Professional Learning continued coordinating onboarding training for new office professionals. Group trainings were held in August and September and continued throughout the year. As staff members joined the district, departments were scheduled to present based on the new hires' responsibilities, making the onboarding training more efficient for all new staff members.

EL-9 District Staff

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Accordingly, the CEO shall:

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In
Compliance



Evidence {continued}

- Fifty-one health room secretaries attended a one-day mandatory training in August featuring Data and Health Services presenters.
- A professional development committee including district and LWESP representatives met quarterly for the eighth year. The committee discusses topics for training to meet the needs of office professionals.
- One hundred and fifty-six 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 2018-19, 25 mentor/protégé teams worked together.
- The LWESP Training Fund provides up to \$250 in funding for job-related workshops, conferences, or classes that are not offered by the district. In 2018-19, 46 office professionals received funding to attend conferences or participate in classes outside the district.
- The August 2018 Office Professionals Workshop (OPW) featured 21 presentations from district departments who shared updates and information on processes and policies of interest to office professionals. The afternoon presentation by Dr. Dr. Kathleen Prosch-Jensen focused on working with students who have autism or behavior disorders. Attendance at the OPW has increased steadily from 82 participants in 2013, 111 in 2016 and 132 office professionals in 2018.

Professional-Technical

- Classified Professional Learning administers the Certificate and Licensure Pool Funds that has been established for prof-tech employees that, as a condition of employment, are required to maintain a certificate or licensure. Pool funds are to provide some reimbursement for classes, courses or other continuing education units.

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.
- Seven hundred and twenty-nine classified and certificated staff, coaches, and substitutes earned their First Aid/CPR certification in 2018-19. Eleven schools hosted trainings for their staff, generally scheduled on a LEAP Wednesday. Other trainings are offered at the Resource Center and in each Learning Community.

EL-9 District Staff

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Accordingly, the CEO shall:

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In
Compliance



Evidence {continued}

Year	Total # of First Aid/CPR classes	# of schools hosting building-based onsite training	# of classes offered at the Resource Center/Learning Communities	# of staff and coaches certified
2018-19	34	11	23	729
2017-18	32	10	22	713
2016-17	29	11	18	575
2015-16	30	8	22	549
2014-15	36	10	26	646
2013-14	24	2	22	457

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 provided Facility Maintenance Trades staff job-specific safety training including monthly “Toolbox Talks” on topics including, but not limited to: Hazardous Waste Disposal; Hazard Communication; Bloodborne Pathogens; Proper Lifting; Heat Related Illness; Accident Prevention; Slips/Trips/Falls; Personal Protective Equipment; Confined Spaces; and, Spill Kits. In addition, Facility Maintenance Trades staff received training from Certified Safety Consultants on: First-Aid; Hearing Protection; Asbestos Awareness; Lock Out/Tag Out; Fall-Height Protection; Ladder Safety; Aerial Lifts; and, Forklifts.

Custodial Services provides in-person training two (2) times per year. This training includes asbestos awareness, water intrusion, fall protection and ladder safety, chemical management, and other safety-related topics that are emergent. Additionally, a monthly safety subject is provided in an annual calendar and followed up with an email reminder containing additional information on the subject. This e-mail requires a response from all custodial staff that they have read and understand the information.

- Technology Operations trained staff on Office 365/OneDrive, new teaching laptops and interactive presentation panels, new telecommunications system, and student information systems data input and business processes.
- The Communications Department offered classes on a range of topics including SchoolMessenger, MarketVolt e-newsletter tool, Peachjar eflyers, School News Reporters program, and school websites.

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}

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.

- 19 new administrators participated in NAO during the 2018-2019 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 2017-2021 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 2018-2019 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 (PD)

- Certificated staff participated in a minimum of 6–10 hours of required technology training during all-day or Wednesday LEAP activities to support the implementation of the Technology Skills Continuum, Mobile Teaching Strategies, and Technology Integration. Each school prioritized training needs and developed professional learning to support their Building Instructional Technology Plan. Required training topics included:
 - Mobile Teaching
 - Digital Citizenship
 - SMART Learning Suite
 - LWSD Technology Skills Continuum
 - Desktop Publishing
 - Keyboarding
 - Acceptable Use Procedures
 - Digital Presentations
 - Research & Citation
 - Data Gathering & Analysis
 - Collaboration
 - Microsoft Office Applications
- 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. Classes offered include:
 - Classroom Technology for the Elementary Substitute
 - Collaborating with OneNote Class Notebooks
 - Data Collection with Microsoft Forms - Basics
 - Digital Inking in the Classroom
 - Effective Technology Integration in Primary Instruction
 - Engaging Hesitant Learners
 - Engaging Students with Minecraft for Education
 - Instruction with OneNote Class Notebooks
 - Integrating Technology to Support Problem-Based Learning
 - Introduction to Clicker 7 “The Complete Literacy Toolkit”
 - Introduction to Discovery Education Resources
 - Introduction to OneNote Class Notebook
 - Introduction to SMART Notebook
 - Microsoft Innovative Educator (MIE) Teacher Academy for District Leaders
 - Minecraft for Education Basics
 - Mobile Teaching and STEM Cohort
 - OneNote Basics
 - Read, Write 12’s Best Features
 - SMART Boards for Substitutes
 - SMART Notebook Workshop – Level One
 - SMART Notebook – Power & Potential Saturday Workshop
 - SMART SLSO for TOSAs
 - Teaching with Mobile Staff Devices
 - Using Surface Book Cameras to Enhance Instruction
 - WeVideo Basics

EL-9 District Staff

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Accordingly, the CEO shall:

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

In Compliance



Evidence {continued}

Administrators

- Building Administrators receive ongoing training, as needed, through level and/or learning community meetings or in one-on-one settings.
- In addition, several optional technology trainings were offered this year for administrators, including:
 - SMART Notebook Training for Administrators
 - SMART Board Training for Administrators
 - SMART Learning Suite Online (SLSO) Training for Directors

SMART Trainings Provided to Schools:

Board Basics Introduction – 12 schools

Training #1: Engaging Students with SMART Tools – 19 schools

Training #2: Enhancing Lessons with SMART Notebook Interactive Features - 10 schools

Training #3: SMART Learning Suite Online (SLSO) – 12 schools

SMART Small Group Follow-Up Support Sessions – 14 schools

Building Administrators

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

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

Teacher/Certificated Evaluation System

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: <i>{see page 27 for complete listing}.</i>	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.
- Teachers and administrators are provided training each school year.

Other Certificated Educator Evaluation

The evaluation system for other certificated educators (e.g. counselors, librarians) is similar to 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 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

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's End Results policies and complies with the Board's organizational limitations policies, by: <i>{see page 27 for complete listing}.</i>	In Compliance	◀ ▶
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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	2018-19		2017-18		2016-17		2015-16**		2014-15	
	N	%	N	%	N	%	N	%	N	%
Total Comprehensive	1,134	56%	1,150	58%	1,100	61%			915	54%
Total Focused	907	43%	820	41%	715	39%			785	46%
Total Certificated Staff	2,044	100%	1969	100%	1,815	100%			1700	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*

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: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
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- The following tables reflect the percent of certificated staff at the specific level of proficiency by designated category:

Certificated Staff – Comprehensive and Focused: 2018-19 school year

Designation	Unsatisfactory		Basic		Proficient		Distinguished	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Comprehensive	0	<1%	9	<1%	810	68%	386	46%
Focused	0	0	0	0	370	31%	448	54%

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 with 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 2018-19 school year, fifteen (13) teachers were identified with performance concerns and placed on Structured Support Plans and provided with 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. Of these teachers:
 - Four (4) resigned or retired prior to being placed on probation;
 - Three (3) improved his/her performance deficiencies and was taken off the Structured Support Plan; and,
 - Eight (6) remain on a Structured Support Plan as the 2019-2020 school year begins.

The table below shows multi-year Structured Support Plan data.

Structured Support Plan Data:

	2018-19	2017-18	2016-17	2015-16
Total Number of Teachers Placed on a Structured Support Plan	13	5	9	8
Improved and Taken off Plan	3	1	2	3
On Leave	0	0	0	0
Resigned or Retired	4	2	3	3
Total on Plan at End of School Year	6	2	4	2
Total Number of Teachers Placed on Probation and Exited from System	0	1	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 End Results 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.

Like 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, similarly to teachers, the law requires principals to set student growth goals. Principals on the Comprehensive Evaluation Strand set student growth goals associated with criteria 3, 5, and 8. Principals on the Focused Evaluation Strand set student growth goals associated with criterion 5.

EL-9 District Staff

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

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's End Results policies and complies with the Board's organizational limitations policies, by: <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	2018-19	2017-18	2016-17
Distinguished	28	29	35
Proficient	48	49	44
Basic	2	3	1
Unsatisfactory	0	0	0
On Plan of Improvement	0	0	1

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: <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 2019, there are no central office administrators on a formal plan of improvement.

EL-9 District Staff

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

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

In
Compliance



Evidence {continued}

Classified Staff Evaluation System

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

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

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

Continuing classified staff members with performance concerns, as identified by their supervisor through the district's classified evaluation system, are placed on Plans of Improvement (POI) and provided with 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 2018-2019 school year, twelve (12) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

I certify the above to be correct as of August 12, 2019.

Jane Stavem, Superintendent

APPROVAL OF MONITORING REPORT
EL-10 BUDGETING/FINANCIAL PLANNING

August 12, 2019

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, to the Board, as presented.

Lake Washington School District

**Operational Expectations Monitoring Report
EL-10 – Budgeting/Financial Planning
August 12, 2019**

SUMMARY OF COMPLIANCE STATUS

CEO CERTIFICATION

With respect to **EL-10 – Budgeting/Financial Planning**, the Superintendent certifies the proceeding information is accurate and complete and is:

 x **In Compliance**

 In Compliance, with Exceptions (as noted)

 Not in Compliance

Executive Summary: The attached Executive Limitations Report evaluates the primary components of EL-10. The report provides information to the Board on the strategies and district practices that support the effective use of district resources in alignment with district priorities.

The report addresses: budget format, information on revenues and expenditures, fiscal planning, and regular reporting.

Signed: _____ Date: _____
 Superintendent

BOARD ACTION

With respect to **EL-10 – Budgeting/Financial Planning**, the Board:

 Accepts the report as fully compliant

 Accepts the report as compliant, with noted exceptions

 Finds the report to be non-compliant

Additional comments based on board action:

Signed: _____ Date: _____
 Board President

Report Highlights:

Section 1: This section focuses on budget information being presented to the Board and community in a manner that is understandable and shows the connection between district initiatives and allocated funding to support those initiatives, all supporting the Results of the district.

- **Compliance with No Change** from last year on this section.

Section 2: This section provides for adequate descriptions of revenues and expenditures within district funds.

- **Compliance with No Change** from last year on this section.

Section 3: This section ensures a budget that reflects budget details for expenditures and proposed amounts for the upcoming school year.

- **Compliance with No Change** from last year on this section.

Section 4: This section focuses on the information used for planning, including the components that are part of state funding formulas.

- **Compliance with No Change** from last year on this section.

Section 5: This section ensures that proposed expenditures are within anticipated resources.

- **Compliance with No Change** from last year on this section.

Section 6: This section ensures that the Board has adequate notice when there may be a circumstance or action that results in a significant budgetary impact.

- **Compliance with No Change** from last year on this section.

Section 7: This section refers to the opportunity for the Board to provide feedback on budget and strategic work alignment.

- **Compliance with No Change** from last year on this section.

Section 8: This section ensures planning for reasonable contingencies that may have a fiscal impact.

- **Compliance with No Change** from last year on this section.

Section 9: This section covers the expectation of a fund balance threshold, currently established at 5% of projected revenue.

- **Compliance with No Change** from last year on this section.

Section 10: This section provides for funds that support the work of the Board.

- **Compliance with No Change** from last year on this section.

Section 11: This section covers the need for a multi-year forecast for long-term planning.

- **Compliance with No Change** from last year on this section.

Section 12: This section allows for budget planning related to changes in employee compensation.

- **Compliance with No Change** from last year on this section.

Section 13: This section refers to processes that connect appropriate feedback on district priorities with budget decisions for resource allocation.

- **Compliance with No Change** from last year on this section.

Lake Washington School District Executive Limitation Monitoring Report

EL-10 Budgeting/Financial Planning August 12, 2019

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 2019-20 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 2019-20 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 2019-20 Budget Document details 2017-18 expenditures, 2018-19 budget, and the amount proposed for 2019-20 by account.

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

- Staff presented the budget at the June 24 and August 12 Board meetings. The presentation included the enrollment and state funding assumptions upon which the 2019-20 proposed budget was based and included a four-year budget plan.

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



Evidence

- The expenditures proposed in the 2019-20 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



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



Evidence

- The Board provided feedback on budget and strategic work during several study sessions this year including:
 - March Extended Study Session
 - May 20 Study Session
 - June 10 Study Session
- The Board provided feedback and direction on bond and levy planning in order to develop the capital projects fund budget.
- The proposed budget for 2019-20 was presented at the June 24, 2019 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



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



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



Evidence

- The 2019-20 Board budget of \$1,116,253 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. Budget amounts have been updated based on anticipated expenditures. The 2017-18 actual expenditures include one-time expenditures for the superintendent search process. The table below reflects the three-year history:

	2019-20 Budget	2018-19 Budget	2017-18 Actual
State Auditor Fees	\$105,000	\$80,000	\$85,477
Election Expense	250,000	0	528,925
Legal Fees	640,000	543,000	825,727
Staff Salaries/Benefits	62,050	60,076	55,820
Board Association Dues	32,400	32,400	33,659
Board Training, Supplies, Conferences, etc.	26,803	26,803	93,590
Total	\$1,116,253	\$742,279	\$1,623,198

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



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 strategic priorities 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 2019-20 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



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 2019-20 budget includes 2.0% state determined inflationary adjustment and any locally bargained increases.

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. SALT's budget recommendation considered this input in the budget process.
- The proposed budget was presented at the June 24, 2019 regular Board meeting and posted on the district's webpage to provide an opportunity for feedback. The proposed budget document was also made available to interested members of the public.

I certify the above to be correct as of August 12, 2019.

Jane Stavem, Superintendent

APPROVAL OF MONITORING REPORT
EL-11 FINANCIAL ADMINISTRATION

August 12, 2019

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, to the Board, as presented.

Lake Washington School District

Operational Expectations Monitoring Report
EL-11 – Financial Administration
August 12, 2019

SUMMARY OF COMPLIANCE STATUS

CEO CERTIFICATION

With respect to **EL-11 – Financial Administration**, the Superintendent certifies the proceeding information is accurate and complete and is:

 x **In Compliance**
 In Compliance, with Exceptions (as noted)
 Not in Compliance

Executive Summary: The attached Executive Limitations Report evaluates the primary components of EL-11. The report provides information to the Board on the ongoing administration of the district's resources in alignment with practices that ensure the long-term financial health of the district.

The report addresses: regular business practices related to district expenditures.

Signed: _____ Date: _____
Superintendent

BOARD ACTION

With respect to **EL-11 – Financial Administration**, the Board:

 Accepts the report as fully compliant
 Accepts the report as compliant, with noted exceptions
 Finds the report to be non-compliant

Additional comments based on board action:

Signed: _____ Date: _____
Board President

Report Highlights:

Section 1: This section focuses on expenditures falling within available funding sources.

- **Compliance with No Change** from last year on this section.

Section 2: This section covers regular monthly payroll processes.

- **Compliance with No Change** from last year on this section.

Section 3: This section covers business procedures related to district purchases.

- **Compliance with No Change** from last year on this section.

Section 4: This section ensures accurate reporting procedures in alignment with state/federal requirements.

- **Compliance with No Change** from last year on this section.

Section 5: This section covers regular business practices for accounts receivable.

- **Compliance with No Change** from last year on this section.

Section 6: This section covers district investments in accordance with applicable laws.

- **Compliance with No Change** from last year on this section.

Section 7: This section refers to Board authorization for the issuance of debt.

- **Compliance with No Change** from last year on this section.

Section 8: This section refers to Board authorization of expenditures from the fund reserve balance.

- **Compliance with No Change** from last year on this section.

Section 9: This section refers to Board authorization for the permanent transference of unencumbered monies.

- **Compliance with No Change** from last year on this section.

Section 10: This section refers to the district practicing generally accepted accounting procedures.

- **Compliance with No Change** from last year on this section.

Section 11: This section covers district record-keeping practices that align with generally recognized principles of governmental accounting.

- **Compliance with No Change** from last year on this section.

Section 12: This section covers the requirements of financial reporting for district and state purposes.

- **Compliance with No Change** from last year on this section.

Lake Washington School District Executive Limitation Monitoring Report

EL-11 Financial Administration August 12, 2019

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 2018-19, budgeted expenditures were \$418,153,898. Expenditures were funded through budgeted revenues of \$440,518,075 and no use of fund balance.
- In 2017-18, actual expenditures were \$355,527,166. Expenditures were funded through actual revenues of \$350,530,507 and \$4,996,659 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:

3. Ensure that purchases are made: <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; andd. using competitive procurement procedure as required by law.	In Compliance	◀ ▶
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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



Evidence

Major reports that affect district finances are as follows:

- P223 – monthly enrollment reporting
- P103 – ethnic enrollment reporting
- F-195/F195F – Annual Budget and four-year budget plan summary
- F-196 – Year End Financial Statements
- S275 – Certificated and Classified Staff reporting
- 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



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 2017-18 the accounts that were written off were valued at \$11,362.69. A total of \$47,462.53 related to inactive student fines was identified from 2014-15 and 2015-16 school years. A total of \$10,788.09 for student meal balances were identified between 2014-15 through 2017-18.

EL-11, Financial Administration

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

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

In
Compliance



Evidence

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

7. Receive Board authorization before issuance of any debt.

In
Compliance



Evidence

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

- In October 2018, the board approved the sale of unlimited tax general obligation bonds totaling \$68,000,000 as part of the April 2016 voter approved authorization to sell \$398 million of general obligation bonds. In addition, the board approved the sale of the remaining \$11,000,000 of the bonds approved by voters in February 2006.

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 2018-19 Budgeted ending fund balance was \$68,141,850, representing 15.5% of budgeted revenues. No spending is planned from the 5% fund reserve balance.
- For the 2017-18 fiscal year, the actual ending fund balance was \$47,404,823, representing 13.5% of actual revenues. None of the fund reserve balance was expended.

EL-11, Financial Administration

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

9. Receive Board authorization as allowed by law before permanently transferring unencumbered monies from one fund to another.

In
Compliance



Evidence

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. Dollars for this transfer are reflected in the Board approved budget each year.

- 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. In 2017-18 this required the district to transfer dollars from the capital projects fund to the debt service fund. Dollars for this transfer were reflected in the Board approved budget.

10. Ensure funds are received, processed, and disbursed under controls that are sufficient under generally accepted accounting procedures.

In
Compliance



Evidence

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

- The 2017-18 audit resulted in no audit findings.

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

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

EL-11, Financial Administration

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

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

In
Compliance



Evidence

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

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

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

- In 2017-18, the state auditor issued an unmodified opinion stating that the financial statements present fairly, in all material respects, the financial position of the school district.

12. Publish and post a financial condition statement annually.

In
Compliance



Evidence

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

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

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

I certify the above to be correct as of August 12, 2019.

Jane Stavem, Superintendent

BOARD POLICIES - OPERATIONAL EXPECTATIONS (OE) & RESULTS (R)
SECOND READING/ APPROVAL

August 12, 2019

SITUATION

The following board policies, Operational Expectations (OE) and Results (R), have been discussed and reviewed at the March 22 and June 24 study sessions and presented for first reading at the June 24 board meeting. These policies are now being submitted for second reading/approval. Since the June 24 board meeting, there have been a few revisions which are shown in strike-thru and underline. These policies will replace the board's current Executive Limitations (EL) and End Results (ER) policies.

Operational Expectations (OE 1-13) - replacing EL policies

- OE-1, Global Operational Expectation
- OE-2, Emergency Superintendent Succession
- OE-3, Treatment of Community Stakeholders
- OE-4, Personnel Administration
- OE-5, Financial Planning
- OE-6, Financial Administration
- OE-7, Asset Protection
- OE-8, Communication with and Counsel to the Board
- OE-9, Engaging with the Community
- OE-10, Learning Environment/Treatment of Students
- OE-11, Instructional Program
- OE-12, Facilities
- OE-13, Technology

Results 1-3 (R 1-3) - replacing ER policies

- R-1, Mission of Lake Washington School District
- R-2, Academic Content Knowledge and Skills
- R-3, Life Skills and Citizenship

RECOMMENDATION

The Board of Directors approves the Operational Expectations 1-13 (OE 1-13) and Results 1-3 (R 1-3) as presented.

Policy Type: Operational Expectations

Global Operational Expectation

The Superintendent shall not:

- cause,
- allow, or
- fail to take reasonable measures to prevent

any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the district's public image or credibility, including any unauthorized change to his or her own compensation or benefits.

Adopted: 07.07.03

Revised: 10.23.06

09.27.10

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations

Emergency Superintendent Succession

In order to protect the Board in the event of sudden and unexpected loss of Superintendent services, the Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

Adopted: 07.07.03

Revised: 09.27.10

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations

Treatment of Community Stakeholders

The Superintendent shall maintain an organizational culture that treats families and members of the community with respect, dignity and courtesy.

The Superintendent will:

- 3.1 Protect confidential information.
- 3.2 Effectively handle complaints.
- 3.3 Protect against any retaliation and illegal discrimination ~~or retaliation~~.
- 3.4. Maintain a systemic organizational culture that:
 - a. Values individual differences of opinion;
 - b. Reasonably includes people in decisions that affect them;
 - c. Provides open and honest communication in all written and interpersonal interactions;
 - d. Focuses on common achievement of the Board's **Results** policies;
 - e. Is open, responsive, respectful, and welcoming; and
 - f. Provides access to appropriate information about school and district programs and academic progress.
- 3.5 Actively encourage community volunteers.

{formerly EL-05, Parents and Community}

Adopted: 07.07.03

Revised: 11.19.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations**Personnel Administration**

The Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of district employees in a manner necessary to enable the district to achieve its **Results** policies.

The Superintendent will:

- 4.1 Assure that no person is employed by the district without first clearing thorough background inquiries and checks.
- 4.2 Select only highly qualified and the best-suited candidates for all positions.
- 4.3 Ensure recruitment and retention practices that are equitable to support a diverse workforce that is representative of the community and study body.
- 4.4 Effectively handle complaints and concerns.
- 4.5 Maintain adequate job descriptions for all staff positions.
- 4.6 Protect confidential information.
- 4.7 Assure that compensation, benefit plans, and working conditions attract and retain high quality employees by compensating employees, within available and projected resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.
- 4.8 Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's **Results** policies and their compliance with the Board's **Operational Expectations** policies.
- 4.9 Assure that all staff members are qualified and trained to perform the responsibilities assigned to them.
- 4.10 Maintain an organizational culture that attracts, retains, and positively affects the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support, courtesy, and respect.
- 4.11 Reasonably include personnel in decisions that affect them.

Policy Type: Operational Expectations

The Superintendent may not:

12. Retaliate against any employee for initiating a legitimate complaint based upon an alleged violation of Board governing policy.

{formerly EL-09, District Staff}

Adopted: 07.07.03

Revised: 11.06.06

01.22.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations**Financial Planning**

The Superintendent shall develop and present to the Board a multi-year financial plan that is related directly to the Board's ***Results*** priorities and ***Operational Expectations*** goals, and that avoids long-term fiscal jeopardy to the district.

The Superintendent will develop a budget that:

- 5.1 Is in a summary format understandable to the Board and community, presented in a manner that allows the Board to understand the relationship between the budget and the ***Results*** priorities and any ***Operational Expectations*** goals for the year.
- 5.2 Clearly describes revenues and expenditures with adequate supporting detail.
- 5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
- 5.4 Discloses budget-planning assumptions.
- 5.5 Assures fiscal soundness in future years that includes provisions for reasonable contingencies.
- 5.6 Provides necessary information to the Board on matters with a significant budgetary impact, allowing the Board adequate time to consider the information presented.
- 5.7 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 5.8 Includes such amounts as the Board determines to be necessary for its own governing function.
- 5.9 Is based on reasonable consultation with appropriate constituent groups.

Policy Type: Operational Expectations

The Superintendent may not develop a budget that:

5.10 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

5.11 Provides for an anticipated year-end fund balance of less than five percent of the projected revenue.

{formerly EL-10, Budgeting/Financial Planning}

Adopted: 07.07.03

Revised: 09.25.06

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations**Financial Administration**

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's **Results** priorities or meeting any **Operational Expectations** goals; or places the financial health of the district in jeopardy.

The Superintendent will:

- 6.1 Assure that payroll and legitimate debts of the district are promptly paid when due.
- 6.2 Assure that all purchases are made considering comparative prices of items of similar quality, considering a balance between cost and long-term quality and using competitive procurement procedures required by law.
- ~~6.3 Assure that the purchase of supplies, materials and equipment, and any contracted services except professional services, for all transactions in excess of \$75,000 are based on a competitive bid process.~~
- 6.4 Coordinate and cooperate with the financial auditor for an annual audit of all district funds and accounts.
- 6.5 Make all reasonable efforts to collect any funds due the district from any source.
- 6.6 Keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.
- 6.7 Publish a financial condition statement annually.
- 6.8 Ensure that all required reports are accurate and filed in a timely manner.

Policy Type: Operational Expectations

The Superintendent may not - without Board approval:

- 6.9 Expend more 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 funds from reserve funds or from tax anticipation notes.
- 6.10 Indebt the organization.
- 6.11 Expend monies from reserve funds.
- 6.12 Permanently transfer money from one fund to another.
- 6.13 Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures.
- 6.14 Invest funds in investments that are not secured or that are not authorized by law.

{formerly EL-11, Financial Administration}

Adopted: 07.07.03

Revised: 06.27.05

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations

Asset Protection

The Superintendent will assure that all district assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Superintendent will:

- 7.1 Maintain property and casualty insurance coverage on district real and personal property with real property limits equal to 100 percent of replacement value.
- 7.2 Maintain Errors and Omissions, Employment and Comprehensive General Liability insurance coverage protecting board members, staff and the district itself in an amount that is reasonable for school districts of comparable size and character.
- 7.3 Adequately protect the district against theft or misappropriation of funds by any personnel who have access to material amounts of district or school funds.
- 7.4 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.
- 7.5 Properly preserve and dispose of all records related to affairs or business of the district.

The Superintendent may not, without the Board's approval:

- 7.6 Permit equipment to be subject to improper use or insufficient maintenance.
- 7.7 Unreasonably expose the district, the Board or staff to legal liability.
- 7.8 Take any action that damages the district's public image or credibility.

{formerly EL-12, Asset Protection}

Adopted: 07.07.03

Revised: 09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations

Communication with and Counsel to the Board

The Superintendent shall assure that the Board is fully supported and adequately informed about matters relating to Board work and significant district concern.

The Superintendent will:

- 8.1 Submit required monitoring data (see policy ***B/SR-5–Monitoring Superintendent Performance***) in a thorough, accurate and understandable fashion, according to the Board’s annual work plan schedule, and including both Superintendent interpretations and relevant data to document compliance or reasonable progress.
- 8.2 Advise the Board, in a timely manner, about trends, facts and other information relevant to the district and Board’s work, especially legal findings and regulatory directives and other matters that pose significant risk.
- 8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the district’s financial condition.
- 8.4 Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.
- 8.5 Inform the Board of anticipated significant media coverage.
- 8.6 Inform the Board, the Board President or individual members if, in the Superintendent’s opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non-compliant with any ***Governance Culture*** or ***Board/Superintendent Relations*** policies.
- 8.7 Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
- 8.8 Treat all members impartially and assure that all members have equal access to information.

Policy Type: Operational Expectations

8.9 Work with the Board as a whole except when:

- a. Fulfilling individual requests for information or counsel, provided such requests are not disruptive or do not require an inordinate amount of staff time or resources;
- b. Working with officers or committees duly charged by the Board;
- c. Communicating with the president.

8.10 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board ***Operational Expectations*** policy or any anticipated failure to achieve reasonable progress toward any ***Results*** policy.

8.11 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.

8.12 Inform the Board in a timely manner of the administrative disposition of complaints referred to the Superintendent by the Board.

8.13 Inform the Board in advance of any significant deletions of, additions to or modifications to any instructional programs or administrative policies.

8.14 Recommend for Board approval school attendance boundaries that consider the impacts on students, families and the community and are appropriate to the effective and efficient operation of the district.

{formerly EL-3, Communication and Counsel to the Board}

Adopted: 07.07.03

Revised: 09.27.10

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations

Engaging with the Community
Communication and Engagement with the Community

The Superintendent shall assure that the community is ~~adequately~~ informed about the condition of the district and ~~appropriately~~ engaged in defining and supporting its direction.

The Superintendent will:

- 9.1 Assure the timely flow of information, appropriate input, and strategic two-way communication between the district and its communities to build ~~the community~~ that builds understanding and support for district efforts.
- 9.2 Maintain family engagement that recognizes the developmental needs of our diverse students and ensures active participation of students' families.
- 9.3 Develop connections and strategic partnerships throughout the larger community focused on understanding and contributing to district efforts to help all students achieve defined district Results.
- 9.4 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
 - a. Data indicating student progress toward accomplishing the Board's **Results** policies.
 - b. Information about school district strategies, programs and operations intended to accomplish the Board's **Results** policies.
 - c. Information about the district's financial condition, including revenues, expenditures and costs of major programs.

{formerly EL-5, Parents and Community}

Adopted: 07.07.03

Revised: 11.19.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Lake Washington School District Board of Directors

Policy Type: Operational Expectations

Learning Environment/Treatment of Students

The Superintendent shall establish and maintain a learning environment that is safe, respectful, free from unnecessary disruption and conducive to effective learning.

The Superintendent will:

- 10.1 Maintain a ~~shared~~ collaborative school culture that ensures high expectations and success for all children in all classrooms through equitable and aligned systems and supports.
- 10.2 Ensure an inclusive, equitable, welcoming and safe school environment.
- 10.3 Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.
- 10.4 Appropriately collect, use, and protect confidential student information.
- 10.5 Assure that no volunteer has unsupervised contact with students without first clearing reasonable background inquiries and checks.

The Superintendent may not:

- 10.6 Tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.
- 10.7 Permit unruly behaviors on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.

{formerly EL-6, Student Learning Environment}

Adopted: 07.07.03

Revised: 01.26.04

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations**Instructional Program**

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's **Results** policies.

The Superintendent will:

- 11.1 Assure that instructional programs are based on a comprehensive and objective review of effective practices research.
- 11.2 Base instruction on district academic standards that meet or exceed state and/or national standards.
- 11.3 Align curriculum with the standards.
- 11.4 Effectively measure each student's progress toward achieving or exceeding the standards.
- 11.5 Assure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.
- 11.6 Assure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.
- 11.7 Ensure students, starting in elementary school and continuing throughout high school, have opportunities and experiences to actively explore options for their futures in ways that are relevant to them.
- 11.8 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.
- 11.9 Assure that the instructional program includes a compelling and realistic vision of technology that specifies:
 - a. Technology use in the learning environment;
 - b. Integration of technology into content areas across all grade levels;
 - c. Integration of adaptive technology, as appropriate.

Policy Type: Operational Expectations

- 11.10 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.
- 11.11 Adequately monitor and control student access to and utilization of electronically distributed content information.
- 11.12 Protect the instructional time provided for students during the academic day.
- 11.13 Review school attendance boundaries as needed to assure reasonable balance in student enrollment.
- 11.14 Implement and ensure wide and timely distribution of a culturally-sensitive school district calendar that:
 - a. Aligns with state requirements and negotiated contracts
 - b. Provides reasonable flexibility for uncontrollable events and circumstances

{formerly EL-7, Academic Program}

Adopted: 07.07.03

Revised: 11.15.04

12.04.06

01.22.07

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Lake Washington School District Board of Directors

Policy Type: Operational Expectations**Facilities**

The Superintendent shall assure that physical facilities support the accomplishment of the Board's **Results** policies.

The Superintendent will:

- 12.1 Develop and execute a facility plan that establishes priorities for construction, renovation and maintenance projects that:
 - a. Assigns highest priority to the correction of unsafe conditions;
 - b. Includes maintenance costs as necessary to enable facilities to reach their intended life cycles;
 - c. Plans for and schedules preventive maintenance;
 - d. Plans for and schedules system replacement when new schools open, schools are renovated, or systems replaced;
 - e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization.
 - f. ~~Considers sustainable practices whenever possible-~~ Ensure that facility planning and design decisions appropriately consider environmental impacts, include eco-efficiency and sustainability.
- 12.2 Project life-cycle costs as capital decisions are made.
- 12.3 Assure that facilities are safe, clean and properly maintained.
- 12.4 Consistently administer facilities use delineating:
 - a. permitted uses;
 - b. the applicable fee structure that is fair and reasonable;
 - c. clear user expectations, including behavior, cleanup, security, insurance and damage repair;
 - d. consequences and enforcement procedures for public users who fail to follow the established rules.
 - e. the ability of the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.
- 12.5 Encourage and promote use of school property to community organizations and partners.

Policy Type: Operational Expectations**The Superintendent may not - without Board approval:**

- 12.6 Build or undertake major renovations of buildings.
- 12.7 Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.
- 12.8 Authorize construction schedules and change orders that deviate significantly from previously approved plans and budget parameters, including increased cost or reduced quality.
- 12.9 Acquire, encumber, or dispose of real property.

{formerly EL-13, Facilities}

Adopted: 07.07.03

Revised: 09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal Report

Monitoring Frequency: Annually

Policy Type: Operational Expectations

Technology

The Superintendent shall establish and maintain technology systems and applications consistent with accomplishment of the Board's **Results** policies.

The Superintendent shall:

- 13.1 Develop and execute a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources.
- 13.2 Provide a comprehensive and functional technology infrastructure that addresses need of all staff, students, and community.
- 13.3 Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.
- 13.4 Provide for a safe and secure computing environment for students and staff that:
 - a. Prohibits the use of technology resources for commercial, political, illegal, or indecent purposes or that disrupts the learning environment of students;
 - b. Prohibits access to personal information about students or staff that does not have an educational purpose or that is not appropriately authorized;
 - c. Prohibits collection of electronic information for which there is no legitimate need;
 - d. Uses methods of collecting, reviewing, transmitting, or storing information that protect against improper access to the information being elicited.

{formerly EL-6, Student Learning Environment}

Adopted: 07.07.03

Revised: 01.26.04

09.27.10

11.19.12

XX.XX.XX /Executive Limitations (EL) Policies changed to Operational Expectations (OE)

Monitoring Method: Internal report

Monitoring Frequency: Annually

Policy Type: Results

Mission of Lake Washington School District

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

Every student will be *Future Ready*:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Adopted: 07.07.03

Revised: 05.18.09

09.22.14

08.13.18

XX.XX.XX / End Results (ER) Policies changed to Results (R)

Monitoring Method: Internal report

Monitoring Frequency: Annually

Policy Type: Results

Academic Content Knowledge and Skills

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems.

Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in:

2.1 Literacy & Language

2.1.1 Students will develop an interest in, and facility with the literacy and language skills necessary to comprehend, create, respond to, and engage with diverse texts, and reason with evidence while fostering an understanding of self and others that supports engaging with and effecting change in the world around them.

2.2 Mathematical Reasoning and Practices Mathematics

2.2.1 Students will become increasingly proficient in mathematics, learning math concepts and develop math skills fluency and reasoning, enabling them to cope with the mathematical challenges of daily life, society, and the workplace.

2.3 Science

2.3.1 Students will gain scientific knowledge and develop scientific habits of mind, the capacity to engage in scientific inquiry, and the ability to reason in a scientific context. Students should engage in the practices that encourage curiosity, inspire interest, and motivate problem-solving related to the challenges in our society.

2.4 Social Studies

2.4.1 Students will develop civic competence – the knowledge, intellectual process, and historical perspective, to be active and engaged participants in public life, demonstrating respect for the values of a diverse and democratic society.

2.5 Computer Science and Information & Communication Technology

2.5.1 Students will be empowered to learn in a digital world with the knowledge and skills, and digital citizenship necessary to responsibly innovate, compute, create, and effectively collaborate with others.

Policy Type: Results

2.6 The Arts

2.6.1 Students will be able to express themselves and make meaningful connections with others and the world around them through experiencing and appreciating the arts.

2.7 World Language

2.7.1 Students will be equipped to communicate effectively in more than one language as part of a pluralistic society and global environment by having the ability to communicate effectively and interact with cultural understanding.

Adopted: 07.07.03

Revised: 05.18.09

04.12.19

XX.XX.XX / End Results (ER) Policies changed to Results (R)

Policy Type: Results

Life Skills and Citizenship

Each student will develop attributes necessary to lead a productive, rewarding, and responsible life as a contributing member of the community and greater society.

Accordingly, graduates from Lake Washington will be able to:

- 3.1 Question and think critically and creatively
- 3.2 Solve problems effectively
- 3.3 Make connections
- 3.4 Offer ideas and make contributions
- 3.5 Work well with others
- 3.6 Respect and value others
- 3.7 Exhibit civic responsibility
- 3.8 Maintain a local and global perspective
- 3.10 Exhibit a strong work ethic
- 3.11 Take personal responsibility
- 3.12 Demonstrate resiliency
- 3.13 Maintain balance

Adopted: 07.07.03

Revised: 05/18/09

XX.XX.XX / End Results (ER) Policies changed to Results (R)

Monitoring Method: Internal report

Monitoring Frequency: Annually

Lake Washington School District Board of Directors

ANNUAL WORK PLAN OF THE BOARD – GOVERNING CULTURE 6 (GC-6)
2019-2020 APPROVAL

August 12, 2019

SITUATION

The annual work plan is part of the Coherent Governance framework and is the basis for establishing each board meeting agenda. The work plan also defines the ongoing work of the Board, including monitoring of policies, results, community engagement, Board development, and other relevant tasks and events. The annual work plan is not intended to be unchangeable and can be modified by the Board as circumstances and events require.

RECOMMENDATION

The Board of Directors discusses and approves the proposed annual work plan as indicated by Governing Culture 6 (GC-6).

DRAFT - Annual Board Work Plan and Monitoring Calendar 2019-2020

2019 - 2020	Operational Expectation (OE) Results (R)	Other Business:		Other Business: Board	Board Development (Informational) Strategic Plan - Value Connection	Community Engagement Recognitions/Proclamations
	Policy Work and/or Monitoring Report RI=Reasonable Interpretation and Indicators M=Monitor BSA= Board Self-Assessment	Cycle	Owner			
August 12, 2019 Study Session	GC-6 Annual Work Plan Legislative Connection				GC-6 Review Annual Workplan	Opening Week Greetings Back-to-School Events Summer School Graduation Board of Directors Community Engagement
August 12, 2019 Board Meeting				Annual Budget Hearing	<ul style="list-style-type: none"> Approve Annual Work Plan Final Budget Review 	
August 26, 2019 Study Session	OE-1 Global Operational Expectation (RI) OE-2 Emergency Superintendent Succession (RI) OE-3 Treatment of Community Stakeholders (RI) OE-4 Personnel Administration (RI) Legislative Connection		Cabinet			
August 26, 2019 Board Meeting					Budget Adoption	Strategic Plan Connection
September 9, 2019 Study Session	R-1 Mission (RI) R-2 Academic Content (RI) R-3 Life Skills and Citizenship (RI) Legislative Connection		Cabinet			<ul style="list-style-type: none"> Sept. 15 – Oct. 15 Hispanic Heritage Month – Culture Conversation Sept. 8-14 National Arts in Education Week – Student Performers/School Events Sept. 17 – Citizenship Day Sept. 17- 23 Constitution Week – Student Voice – Student Government Board of Directors Community Engagement
September 9, 2019 Board Meeting					Student Voice – Engagement Strategies	
September 23, 2019 Study Session	OE-5 Financial Planning (RI) OE-6 Financial Administration (RI) OE-7 Asset Protection (RI) OE-12 Facilities (RI) Legislative Connection		Cabinet Barbara Brian		<ul style="list-style-type: none"> Sept. 30 – Legislative Assembly - WSSDA 	
September 23, 2019 Board Meeting						Strategic Plan Connection
October 7, 2019 Study Session	OE-8 Communication with and Counsel to the Board (RI) OE-9 Engaging With the Public (RI) Legislative Connection		Cabinet		Review Legislative Priorities for Platform and Legislative Planning	<ul style="list-style-type: none"> Oct. 1 – Child Health Day October 14-18 National School Lunch Week October 6-12 National Education Office Professionals Career Awareness Week
October 7, 2019 Board Meeting					Approve Legislative Priorities	Host School

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October 21, 2019 Study Session	OE-10 Learning Environment (RI) OE-11 Instructional Program (RI) Legislative Connection		Cabinet Mike Jon			Transportation	<ul style="list-style-type: none"> October 21-25 National School Bus Safety Week
October 21, 2019 Board Meeting						Strategic Plan Connection	Board of Directors Community Engagement
November 4, 2019 Study Session	OE-13 Technology (RI) Legislative Connection		Cabinet Sally Mindy			End-of-Quarter – Board Meeting Debrief/Self-Assessment	Legislative Meetings with Talking Points
November 4, 2019 Board Meeting						Host School Native American Connection – Mary Wilbur	November 2019 – National Native American Heritage Month – Culture Conversation November 5 – Election Day November 11 – Veterans Day Nov. 18-22 – American Education Week (proclamation)
November 18, 2019 Study Session	District Programming – HOLD Legislative Connection						Nov. 20 – Education Support Professionals Day (proclamation) November 22 – Substitute Educators Day (proclamation) Recognition of All Merit Scholars (Reception before and photo)
November 18, 2019 Board Meeting						Strategic Plan Connection November 21-24 WSSDA Annual Conference , Bellevue	Board of Directors Community Engagement
December 9, 2019 Study Session	District Programming – HOLD Legislative Connection					December 23 – January 3 Winter Break	Board of Directors Community Engagement
December 9, 2019 Board Meeting						Host School	
January 13, 2020 Study Session	Legislative Connection				Approve Revised Annual Work Plan – Monitoring Reports		January 2020- School Board Recognition Month MLK Day – January 20 – School/Community Events
January 13, 2020 Board Meeting					Election of Board Officers? (2 nd meeting in January?)	Host School	Feb. 3-7 National School Counseling Week
January 25, 2020 Extended Study Session 8:30 – 11:30						Topics: <ul style="list-style-type: none"> Equity Training for Board (LWSD) Review of Annual Workplan 	Board of Directors Community Engagement

DRAFT - Annual Board Work Plan and Monitoring Calendar 2019-2020

						<ul style="list-style-type: none"> • End-of-Quarter – Board Meeting Debrief/Self-Assessment – (Aspen Group) • Strategic Plan Update 	
February 10, 2020 Study Session	Legislative Connection					<ul style="list-style-type: none"> • February 1 – Equity Symposium – NSBA • February 2-4 – NSBA Advocacy Institute, Washington D.C. • February 10 – WSSDA Legislative Conference, Olympia 	February 2020 National African American History Month (student voice) Culture Conversation National Career and Technical Education Month (Student Voice)
February 10, 2020 Board meeting						Host School	Board of Directors Community Engagement
February 24, 2020 Study Session	Legislative Connection						
February 24, 2020 Board Meeting						Strategic Plan Connection	
March 9, 2020 Study Session	Legislative Connection						March 2020 National Middle Level Education Month
March 9, 2020 Board Meeting						Host School	(Proclamation) Student voice from middle level
March 20 – 22, 2020 Extended Study Session Sleeping Lady	GC 1-10 BSR 1-4 (BSA) Legislative Connection		Board President Superintendent		Review Annual Work Plan DRAFT for 2020-21	Coherent Governance Board Self-Assessment GC 1-10 BS/R-1-4	Music in Our Schools Month – Student performance/event Youth Art Month
March 30, 2020 Board Meeting						Strategic Plan Connection End-of-Quarter – Board Meeting Debrief/Self-Assessment	April 2020 School Library Month (week 19-25) (Proclamation) Read with students – schedule
April 20, 2020 Study Session	Legislative Connection					April 4-6 NSBA Conference – Chicago, IL <ul style="list-style-type: none"> • Dual Language Program and World Languages • Volunteer Program 	Board of Directors Community Engagement
April 20, 2020 Board Meeting					Approve resolutions for WIAA and Kingco		April 2-6 National Foreign Language Week April 19-25 National Volunteer Week

DRAFT - Annual Board Work Plan and Monitoring Calendar 2019-2020

							April 19-25 Administrative Professionals Week (22 nd – Day) (Proclamation)
May 4, 2020 Study Session	BS/R-5 Superintendent Evaluation Legislative Connection		Board President		Complete Superintendent Summative Evaluation BS/R-5 (Aspen Group)		
May 4, 2020 Board Meeting						Host School	May 1 – School Lunch Week - Eat lunch at a school
May 18, 2020 Study Session	Legislative Connection						May 2020- Asian American and Pacific Islander Heritage Month – Culture Conversation
May 18, 2020 Board Meeting						Strategic Plan Connection	May 4-8 – Teacher Appreciation Week (5 th Day) (proclamation)
June 1, 2020 Study Session	Legislative Connection						May 6 – National School Nurse Day – (proclamation)
June 1, 2020 Board Meeting						Host School	Board of Directors Community Engagement
June 22, 2020 Study Session	Legislative Connection			Present Proposed Budget	Determine Policy Revisions Needed	End-of-Quarter – Board Meeting Debrief/Self- Assessment	Graduations
June 22, 2020 Board Meeting				Present Proposed Budget		Strategic Plan Connection	Board of Directors Community Engagement
August 10 Study Session	Legislative Connection						
August 10 Board Meeting							Board of Directors Community Engagement
August 24 Study Session	Legislative Connection						
August 24 Board Meeting							