LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

October 21, 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

AP: Advanced Placement
AVID: Advancement Via Individual Determination
B/SR: Board/Superintendent Relationship
CADR: College Academic Distribution Requirements
CDSA: Common District Summative Assessments
CEDARS: Comprehensive Education Data and Research System (CEDARS)
CIA: Certificate of Individual Achievement
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
ESEA: Elementary and Secondary Education Act
ESSA: Every Student Succeeds Act
GC: Governance Culture (See Policy Governance)
GC/CM: General Contractor/Construction Management
HiCap: Highly Capable Program
HSBP: High School and Beyond Plan
KISN: Kindergarten Intensive Safety Net
KPI: Key Performance Indicators
LDA: Locally Determined Assessment
LEAP: Learning Enhancement & Academic Planning
MTSS: Multi-Tiered Systems of Support
NSBA - National School Board Association
OE: Operational Expectations (See Policy Governance)
OSPI: Office of Superintendent of Public Instruction
PBIS: Positive Behavioral Interventions and Supports
PCC: Professional Community & Collaboration
PDSA: Plan, Do, Study, Act
PLC: Professional Learning Community
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
Results (R): Results *(See Policy Governance - 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
SBA: Smarter Balanced Assessment
SBE: State Board of Education
SCAP: School Construction Assistance Program
SEL: Social Emotional Learning
SGP: Student Growth Percentile
SIOP: Sheltered Instruction Observation Protocol
SIP: School Improvement Plan
sMAS: Secondary Mobile Access for Students
STEM: Science, Technology, Engineering, and Mathematics
UDL: Universal Design for Learning
WA-AIM: Washington – Access to Instruction and Measurement
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
WIDA AMS: Alternative ELL Assessment
WSIF: Washington School Improvement Framework
WSSDA: Washington State School Directors Association

October 17, 2019

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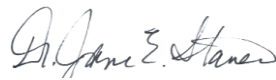Redmond, WA 98052

Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of October 21, 2019 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

<u>Order of Business</u>

1. Convene, Roll Call

2. Approve Agenda

3. Public Comment

4. Consent Agenda

5. Non-Consent Agenda

6. Legislative Update

7. Superintendent Report

8. Board Member Comments

9. Adjourn

Sincerely,

Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT
Board of Directors' Meeting
L.E. Scarr Resource Center Board Room
October 21, 2019

5:00 p.m.	**Study Session -** *Location: Sammamish, Resource Center*
5:05 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*

- Enrollment Software Demonstration
- Review of Reasonable Interpretation and Indicators (RI)
  Operational Expectations (OE) Policies 10-11
  - OE-10, Learning Environment
  - OE-11, Instructional Program
- Legislative Connection

Location: Sammamish, Resource Center

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	**Convene, Roll Call**		
	Approve Agenda		
	Public Comment		
	Consent Agenda		
	▪ Vouchers		
	▪ Minutes – *{October 7 study session and board meeting}*	1	1
	▪ Human Resources Report	2	5
	▪ Federal and State Remediation Programs, Annual Renewal Applications, 2019-20	3	7
	▪ Constructability Review Report, Lake Washington High School Addition Project (Site 84)	4	9
	▪ GC/CM Construction Change Order No. 1 Margaret Mead Elementary School Rebuild and Enlarge Project (Site 58)	5	10
	▪ GC/CM Construction Change Order No. 1 Peter Kirk Elementary School Rebuild and Enlarge Project (Site 09)	6	11
	▪ Donations	7	13

Time	Action	Tab	Page
	Non-Consent Agenda		
	▪ Enrollment Update		
	▪ Strategic Plan Connection: Transportation	8	14
	Legislative Update		
	Superintendent Report		
	Board Member Comments		
	Adjourn		

Next Board Meeting:

November 4, 2019   **5:00 p.m.**   **Study Session,** *Location: Sammamish, Resource Center*
- Review of Reasonable Interpretation and Indicators (RI) Operational Expectations (OE) Policies 13
  - OE-13, Technology
- Legislative Connection

         7:00 p.m.   **Board Meeting,** *Location: Board Room, Resource Center*

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

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
October 7, 2019

The October 7, 2019 study session was called to order by   CALL TO ORDER
President Siri Bliesner at 5:00 p.m.

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

Present: Superintendent Jane Stavem.

The board convened into executive session at 5:05 p.m. to   EXECUTIVE SESSION
discuss the selection 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 meeting was reconvened at
6:20 p.m.

The following topics were discussed: TOPICS
- Review of Reasonable Interpretation and Indicators (RI)
  Operational Expectations (OE) Policies 8 and 9
    - OE-8, Communication with and Counsel to the
      Board
    - OE-9, Engaging with the Public
- Legislative Connection

The meeting was adjourned at 6:45 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
October 7, 2019

The board meeting was called to order by President Siri Bliesner at 7:00 p.m.	CALL TO ORDER
Members present: Siri Bliesner, Mark Stuart, Chris Carlson, Eric Laliberte, and Cassandra Sage.	ROLL CALL
Present: Superintendent Jane Stavem.	
Eric Laliberte moved to approve the agenda. Seconded by Chris Carlson.	APPROVAL OF AGENDA
Motion carried.	
Lilia Tristan and Diana Padilla distributed a petition from Redmond Ridge Apartments families to request transportation to Timberline Middle School due to hazardous walking condition, wildlife, weather conditions, etc.	PUBLIC COMMENT
A video was shown of students at Einstein Elementary School.	HOST SCHOOL
Robin Imai, Principal, Einstein Elementary School, reviewed Einstein's mission and vision. They offer a dual language program and have 36 languages spoken at the school. She reviewed assessment data and described how staff reviews data and develops strategies to ensure that all students succeed. Abbey Baumgartner, Associate Principal, described efforts to reduce office referrals and teach problem-solving to students to ensure that students exhibit appropriate behavior and feel safe at school. Students shared their experiences and what they love about their school.	EINSTEIN ELEMENTARY
Chris Carlson moved to approve the consent agenda. Seconded by Eric Laliberte.	CONSENT AGENDA
Siri Bliesner, yes, Mark Stuart, yes; Chris Carlson, yes; Eric Laliberte, yes; and Cassandra Sage, yes.	
Motion carried.	

The following September 2019 vouchers were approved:

APPROVAL OF
VOUCHERS

General Fund
364779-365158 $5,451,388.14

Payroll
2963-2971 $18,882.88

Accounts Payable Direct Deposit	10,756,934.92
Acquisition Card	1,554,166.92
Deferred Compensation	133,038.00
Department of Revenue	35,953.15
Dept. of Retirement Systems	3,735,963.36
Dept. of Retirement Systems	1,023,500.56
Flex Spending	42,380.75
American Fidelity HSA	9,164.92
DSHS – Division of Child Support	4,231.69
Payroll Direct Deposit	14,914,848.81
Payroll Tax Withdrawal	5,382,515.36
Sodexo	15,402.83
TSA Envoy	366,659.96
VEBA	22,091.14
Vision/(NBN)	101,336.46
Key Bank Processing Fees	86.03
	$38,098,274.86

Capital Projects
700382-700486 $3,842,729.07

ASB
64161-64309 $82,047.44

Transportation Vehicle Fund

Private Purpose Trust Fund
3155-3159 $932.450

Approval of September 23 board meeting and study session
minutes.

APPROVAL OF
MINUTES

Approval of October 7, 2019 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Approves these out-of-endorsement assignments per
WAC 181-82-110 for the additional teacher as listed.

OUT-OF-
ENDORSEMENT
ASSIGNMENT WAIVER

Adopts Resolution No. 2282 declaring the equipment as listed as surplus to the needs of the district and authorizes the superintendent to proceed with the distribution, transfer, sale, or disposal of the items.

Authorizes the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed Amendment No. 4 for the Lake Washington High School Addition project in the amount of $635,468 plus sales tax. Approval of this amendment results in a final GMP or total construction cost of $23,388,138.

SURPLUS OF EQUIPMENT AND BOOKS
<u>RESOLUTION NO. 2282</u>
GC/CM CONTRACT AMENDMENT NO. 4 GUARANTEED MAXIMUM PRICE (GMP) LAKE WASHINGTON HIGH SCHOOL ADDITION <u>PROJECT (SITE 84)</u>

Accepts the donations/grants as identified –

<u>DONATIONS</u>

Acceptance from Community School Parent/Teacher Group to Community School in the amount of $2,500.00 to provide bus transportation for outdoor education.

Acceptance from Barbara and Christopher Kaler to Emerson K-12 in the amount of $2,000.00 to purchase classroom supplies.

Acceptance from Juanita Schools Foundation to Juanita Elementary School in the amount of $10,968.25 to provide stipends for choir, technology support, and science club ($7,315.00); and purchase subscription for Accelerated Reader ($3,653.25).

Acceptance from Horace Mann Elementary PTA to Mann Elementary School in the amount of $4,000.00 to support classroom enrichment.

Acceptance from John Muir Elementary PTSA to Muir Elementary School in the amount of $3,000.00 to provide classroom enrichment.

Acceptance from Redmond Elementary PTSA to Redmond Elementary School in the amount of $16,646.60 to support field trips and assemblies.

Acceptance from Rose Hill Elementary PTSA to Rose Hill Elementary School in the amount of $17,200.00 to provide stipends for Natural Leaders, Watch DOGS, choir, and Parent Educator ($4,800.00); purchase subscription to Scholastic News ($2,700.00), classroom supplies ($3,100.00), and first day folders ($600.00); and support assemblies ($3,500.00) and field trips ($2,500.00).

Acceptance from Stella Schola PTO to Stella Schola in the amount of $25,684.06 to provide stipends for Latin III and IV ($22,195.36) and extra-curricular programming ($3,488.70).
TOTAL $81,998.91

Eric Laliberte reviewed the legislative priorities from the 2019 Washington State School Directors' Association (WSSDA) Legislative Assembly. One of the top priorities is the School Employees Benefit Board (SEBB) and the financial impact to school districts across the state. He noted that the school construction was not a top WSSDA legislative priority and that the district will need to be an advocate for changes in this area.

He then presented and reviewed the Lake Washington School District 2020 legislative platform and supporting background.

Chris Carlson moved that the board approve the 2020 Legislative Platform. Seconded by Mark Stuart.

Motion carried.

LEGISLATIVE UPDATE

Helen Sernett, Executive Director, Lake Washington Schools Foundation provided an update on the activities of the Foundation. New this year was a summer program to provide Pantry Packs for students. She described training and programs to support social and emotional learning.   She thanked the board for their continued support.

SUPERINTENDENT REPORT

LAKE WASHINGTON SCHOOLS FOUNDATION

Dr. Stavem referred to the two student deaths in the Issaquah School District due to contamination of drugs with fentanyl which is affecting many communities across the nation. She extended condolences to the families and offered assistance to the Issaquah School District.

Chris Carlson moved to adjourn. Seconded by Eric Laliberte.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 8:00 p.m.

_____
Siri Bliesner, President

_____
Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report
October 21, 2019

Lake Washington School District

NEW PERSONNEL

Name	Position	Location	Salary/Rate	Start Date	Reason
Ahmad, Maysoon	Special Ed Para Ed	Einstein Elem	$19.40	03/15/19	Budgeted
Barrow, Susan	Instructional Assist	Redmond HS	$19.42	02/19/19	Repl. N. Jones
Drake, Graham	Campus Security Monitor	Juanita HS	$27.22	04/29/19	Repl. B. Hossienzadeh
Larson, Jessica	Special Ed Para Ed	Redmond Elem	$19.40	01/28/19	Budgeted
Nelson, Alea	Special Ed Para Ed	Bell Elem	$19.40	01/07/19	Budgeted
Quan, ManYing	Special Ed Para Ed	Barton Elem	$19.40	03/20/19	Repl. K. Hooper
Skipworth, Sarah P3	Teacher	Muir Elem/Mead Elem	C-0	10/14/19	Budgeted
Smit, Kiehl	Tech Project Manager II	Resource Center	$104,495.00	07/08/19	Repl. M. Ilias
Stadulis, Cathrine P3	.2 Teacher	Community School	A-0	10/07/19	Repl. T. Long
Thomas, Prabha P3	Teacher	Parks Elem/Lakeview Elem	C-0	10/07/19	Budgeted

RETIREMENTS/RESIGNATIONS/TERMINATIONS

Name	Position	Location	Start	Effective Date	Reason
Arce-Briones, Donald	Bdg Eqp Mech/HVAC	Facilities	11/13/18	10/17/19	Resignation
Braden, Chelsea	Instructional Assist	Redmond HS	08/29/18	10/17/19	Resignation
Chesler, Wally	Custodian	Int'l Community	12/30/13	10/31/19 (rev)	Retirement
Garvey, Nancy	.8 Teacher	Juanita HS	09/18/19	10/10/19	Resignation
Hoek, Rosemary	Bus Driver	Transportation	02/12/18	09/20/19	Resignation
Johnson, Rachael	Custodian	Inglewood MS	06/03/19	10/04/19	Resignation
Kapoor, Kathryn	Admin Sec III	Resource Center	09/19/14	10/18/19	Resignation Rescinded
Malhi, Simarjeet	Occupational Therapist	Special Services	08/26/19	10/03/19	Resignation
Notarianni, Julia	Bus Driver	Transportation	12/08/17	09/27/19	Resignation

CHANGE OF CONTRACTUAL STATUS

Name	Location	Change	Effective Date
Davydova, Alexandra	Evergreen MS	.8 P3 to .8 P3/ .2 NC	09/27/19

Human Resources Board Report
October 21, 2019

Lake Washington
School District

CHANGE OF CONTRACTUAL STATUS - Con't

Name	Location	Change	Effective Date
Gee, Brenda	Alcott Elem	.5 C to .5 C/.2 NC	08/26/19
Hough, Kirsten	Rose Hill Elem	.8 P2 to .8 P2/.1 NC	10/01/19
Peterson, Liselotte	Evergreen MS	.4 P2 to .4 P2/.6 NC	10/11/19

CHANGE OF POSITION

Name	Old Position	New Position	Effective Date	Reason	New Salary
Quiroga Baena, Luis Mario	Head Custodian I	Painter	08/05/19	Repl. C. Smullin	$32.92

October 21, 2019

SITUATION

The Board of Directors of each school district eligible to receive state and federal remediation funds must approve submission of the certain applications for funds and provide certain assurances for the compliance of these programs. As such, the following program applications have been prepared for Board approval. District staff have reviewed the assurances and found the district to be in compliance with these requirements.

Highly Capable Student Program
Highly Capable Program (HCP) grants support school districts in the development of identification procedures and appropriate educational program options for students who demonstrate high academic strengths and advanced content knowledge areas. Our program serves students in the K-5 Highly Capable program, the self-contained Quest classrooms serve students in grades 2-8 and in Pull-out Quest, students in grade 2-5. We also provide early entrance to kindergarten for students who meet our age and testing criteria and honors, Advanced Placement, College in the High School and Running Start courses to students in our high schools. 9.3% of K-8 students qualified for highly capable services for the 2018-19 school year.

The funding allocation formula uses 5.0% of district enrollment multiplied by an amount determined using the district staff mix factor and state funded salary amounts to generate the allocation. There is no carryover provision for HCP grants. State funds for this program are estimated at $990,340.

State Transitional Bilingual Instructional Program
The State Transitional Bilingual Instructional Program funding provides an estimated $6,220,325 for the implementation of transitional bilingual education programs in schools and supplemental financial assistance to school districts to meet the extra costs of these programs. Students who qualify for English Learner (EL) support are identified based on individual student performance on the English Language Proficiency Assessment (ELPA21). Students who are identified as Emergent and Progressing are served in a co-taught, push-in/pull-out or sheltered programs. These are approaches for teaching content to English language learners in strategic ways to make academic subject matter concepts comprehensible while promoting English language development. Funds include an allocation to the district in the 2019-20 school year to provide support to students who have transitioned out of the EL Program and are not at standard.

The allocation for push-in/pull-out or sheltered programs are based on a formula that takes the number of K-6 bilingual students enrolled, which is estimated at 2,720, to fund 4.778 hours a week of instruction for 36 weeks for classes of sizes of 15; and the number of 7-12 bilingual students enrolled, which is estimated at 480, to fund 6.778 hours a week of instruction for 36 weeks for class sizes of 15. The estimated certificated staffing generated for the district by this formula is 43.33 FTE. The formula used to generate the additional allocation for students who have transitioned out of the ELL program takes the number of Proficient students, which is estimated at 1,770 to fund 3.0 hours a week of instruction for 36 weeks. This is $1,532,043 of the $6,220,325 allocation. The final amount will be based on actual bilingual student enrollment each month.

5-Year Perkins Application Plan – District Package
The 5-Year Perkins Plan Application Plan - District Package, provides an estimated $110,852 initial allocation with a $3,019 indirect totaling $107,833 remaining fund balance available. Perkins Funds are used to support career and technical education courses and enhance the overall educational experience of students who elect to enroll in career and technical education programs. All funds allocated through the Perkins grant comply with all federal mandates for proper use.

5-Year Perkins Application Plan – Skill Center Package
The 5-Year Perkins Application Plan - Skill Center Package provides an estimated $26,495 initial allocation with a $721 indirect totaling $25,774 remaining fund balance available. As host district for WANIC Skill Center, the application plan is processed through Lake Washington. Perkins Funds are used to support career and technical education courses and enhance the overall educational experience of students who elect to enroll in career and technical education programs. All funds allocated through the Perkins grant comply with all federal mandates for proper use.

RECOMMENDATION

The Board of Directors approves submitting the 2019-20 renewal applications for the State Highly Capable Student Program, State Transitional Bilingual Plan, and the Federal Perkins 5-Year Application Plan – District Package and Skill Center Package, as presented.

217 Highly Capable Program Plan
Fiscal Year: 19-20
Milestone: Draft (Printed 10/10/2019)

District: Lake Washington School District
Organization Code: 17414
ESD: Puget Sound Educational Service District 121

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2019-20 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.

- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

  REMINDER: The Highly Capable funding formula is 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

  LEAs must also submit for OSPI approval the FY 2019-20 end-of-year report (SY 2018-19), iGrant Form Package 250, before receiving funding for the 2019-20 school year.

  Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2019-20), click **Print All**, to the right of Save. **(WAC 392.170.025)**

  Program Monitoring and Review

  OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under **RCW 28A.150.220(3)(g)3)**.

Updated Pages

Updates have been made to the following pages:

- ☑ Page 2
- ☐ Page 3
- ☑ Page 4
- ☑ Page 5
- ☑ Page 6
- ☐ Page 7

Assurances: Comply with State Law and Regulation

NOTE: As part of **RCW 28A.150.220(3)(g)**, the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See **RCW 28A.185.020** (1) and (2).

Please check only one box below:

☑ **LEA accepts Highly Capable allocation for 2019-20 school year. LEA agrees to the comply with:**

    a. **RCW 28A.150.220(3)(g)(3)**
       The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.

    b. **RCW 28A.185.020**
       Highly Capable program requirements provided in state law.

    c. **WAC 392-170-012**
       Highly Capable program requirements provided under OSPI rules. **WAC 392-170**

    d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

    e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

    f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

    g. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable student must prioritize equitable identification of low-income students.*

    h. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☐ **LEA DOES NOT accept Highly Capable allocation for the 2019-20 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

    a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

    b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

    c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

    d. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable student must prioritize equitable identification of low-income students.*

    e. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☑ **District officials have read, and the district complies with, the laws and regulations above.**

Name of Authorized Representative:	Dr. Jane Stavem
Position/Title of Authorized Representative:	Superintentdent
Date: (MM/DD/YY)	10/1/2018

Highly Capable Program Coordinator	
Contact Name:	Becky Kadrmas
Organization:	Accelerated Programs
Email:	rkadrmas@lwsd.org
Phone:	425.936.1376
Contact Name:	Diane Durant
Organization:	Accelerated programs

Highly Capable Program Parent Organization	
Is there a parent organization in your area? ☑ **Yes** ☐ **No**	
Contact Name:	Anusha Rao
Organization:	Gifted Education Advisory Council (GEAC)
Email:	info@lwsdgeac.org
Phone:	425.936.1387

Page 2

District's Highly Capable **Student Definition and Learning Characteristics**
RCW 28A-185-030, **WAC 392-170** | 035 | 036

Instructions

1. Select one check box.

2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

☑ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.

☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

☑ Yes   ☐ No

Page 3

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.

2. Write your response where indicated.

A. Annual Notification   WAC 392-170-042

Assurances

☑   Public notification for parents and students before any major identification activity.

Public Notification

☑ Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.

☑ Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process   WAC 392-170-045 | 055

Assurances

☑   District uses a specific process to refer students for the Highly Capable program

☑   Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission   WAC 392-170-047

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

☑ District gets permission to assess.

☑ District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		**Permission to Start HCP Services Includes**	
Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑	Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑
Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑	Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑
Explanation of the **procedures to exit a student** from the program.	☑	Explanation of the **procedures to exit a student** from the program.	☑
Information on the **district's program and the options** that will be available to identified students.	☑	Information on the district's **program and the options** that will be available to identified students.	☑

D. Screening Procedures OPTIONAL   WAC 392-170-045 | 055 | 060 | 075

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process.   Yes ☑   No ☐

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E.**

Do Not Lose Your Data - Click Save!
Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances
Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented screening process.

☑ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data
Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable
[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) DIBELS	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Creativity	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s) DIBELS	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Screening Procedures

Assurances
Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented screening process.

☑ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data

Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) DIBELS	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Creativity	Screener by Grade Level

	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s) DIBELS	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) Report Cards	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Screening Procedures

Assurances
Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented screening process.

☑ All tests and other evaluation materials used in the screening meet requirements of WAS 392-

170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data
Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable
[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under <u>WAC 392-170-055</u>, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

DIBELS

Creativity	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s) DIBELS	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process   WAC 392-170-055 | 060

Assurances

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented assessment process.

☑ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

Use **up-to-date assessment tools.** Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT 7-Screening Form	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
CogAT 8-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 7-Full Battery	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
CogAT 8-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) Cognitive measures given by other districts for transfer applicants.	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Iowa Test of Basic Skills (ITBS)	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kaufman Test of Educational Achievement (KTEA)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) Academic Achievement measures given by other districts for transfer applicants.	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s) Scales given by other districts for transfer applicants..	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Other: Name(s) Informal measures administered by other districts for transfer applicants.	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

F. Selection   WAC 392-170- 075

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data
If you screen, make sure your multidisciplinary selection committee reviews all the data you collect —
through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable
Shall be based on a selection system that determines which students are the most Highly
Capable as defined under WAC 392-170-055, and other data collected in the assessment
process."

Assurances

☑ District has documented procedure and board-approved policy that govern selection of the most
Highly Capable students by the MSC. This policy and its procedures meet the requirements listed
in WAC 392-170-075.

☐ Board Policy and Procedure Number **2190**

☑ If not, 2190: Board Policy and Procedure Name or Number IGBB and IGBBR

G. Multidisciplinary Selection Committee (MSC)   WAC 392-170- 070 | 075 | 038

Assurances
MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

☑ The district's MSC composition and the role of the committee members comply with WAC 392-
170-070 and 075.

☑ Each committee member commits to the strictest level of confidentiality related to the process,
documentation, student information and selection.

Page 4

HCP Services: Continuum and Variety
RCW 28A-185-030, WAC 392-170-030

A. Program Services Management   WAC 392-170-078 | 080

Assurances

☑ District provides educational opportunities that take into account each student's needs and capabilities.

☑ District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

B. Variety and Continuum of Program Services   WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services**/Programs, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables
For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

Instructional Strategies and Curricula Modification	
☑ Differentiation	☐ Curriculum Compacting
☐ Flexible grouping	☐ Enrichment
☐ Independent study	☐ Independent projects

☐ Pacing	☐ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐
Supplemental pull-out program	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Specialty online course or courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☑ Curriculum Compacting
☐ Flexible grouping	☑ Enrichment
☐ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Cambridge AICE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Concurrent or dual enrollment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Credit by examination	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Early entrance middle school, high school or college	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Grade level advancement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Honors/Advanced	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
International Baccalaureate (IB)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Online course(s) for subject acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Running Start	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Subject-based acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☐ Curriculum Compacting

☐ Flexible grouping	☑ Enrichment
☐ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Collaborative partnership with industry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with ESD	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with other district(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental academic competitions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental summer enrichment or acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental before or after school services and extra-curricular academic activities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☐ Differentiation	☐ Curriculum Compacting
☐ Flexible grouping	☐ Enrichment
☐ Independent study	☐ Independent projects
☐ Pacing	☐ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

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Program Goals, Monitoring and Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

A. District Program Goals   WAC 392-170-030

Assurance

☑ District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the sate Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance   WAC 392-170-095 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

☑ District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation   WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

Program Administration / Operations	Reviewed	Timeframe by Month(s) example September, December, April
		Review and Analysis
Program Administration/Operation		
District Policy	☑	June, July, August
Program Expenditures	☑	Budget reviewed monthly and evaluated for next year's budget needs in April
Compliance to WAC 392-170	☑	June, July, August
District Procedures	☑	June, July, August
Goals for District Program	☑	June, July, August
Academic Goals for HCP Students	☑	June, July, August
Communications	☑	June, July, August
Variety of Services at Grade Levels	☑	June, July, August
Continuum of Services	☑	June, July, August
Other: Name(s)	☐	

C2. Evaluation   WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

Evaluation Methods and Activities	Grades	Timeframe by Month(s) example September, December, April	
		Collect or Administer	**Review**
Grades and Tests			
AP Tests	☐ Elementary		

	☑ Secondary	May	July, August, September
Cambridge AICE Tests	☐ Elementary		
	☑ Secondary	May	September
Classroom-based Assessments	☐ Elementary		
	☐ Secondary		
District Assessments	☑ Elementary	Sept-June	March, April, May, June
	☑ Secondary	Sept-June	March, April, May, June
IB Tests	☐ Elementary		
	☐ Secondary		
Performance Assessment	☐ Elementary		
	☐ Secondary		
Progress Reports	☑ Elementary	As needed for student intervention plans	As needed for student intervention plans
	☑ Secondary	As needed for student intervention plans	As needed for student intervention plans
Report Cards	☑ Elementary	June, July	June, July
	☑ Secondary	June, July	June, July
State Assessments	☑ Elementary	April May June	August, September
	☑ Secondary	April May June	August, September
Student Growth Percentiles (SGP) comparing academic peers	☐ Elementary		
	☐ Secondary		
Other: Name(s)	☐ Elementary		
	☐ Secondary		

Qualitative Data

Staff Anecdotal Observation		☐ Elementary		
		☐ Secondary		
Student Reflection		☐ Elementary		
		☐ Secondary		
Student Interviews		☐ Elementary		
		☐ Secondary		
Other: Name(s)		☐ Elementary		
		☐ Secondary		

Surveys

Administrator	☑ Elementary ☐ Secondary	Spring	June, July, August
Parent	☑ Elementary ☐ Secondary	Spring	June, July, August
Student	☑ Elementary ☐ Secondary	Spring	June, July, August
Teacher	☑ Elementary ☐ Secondary	June, July, August	June, July, August
Other: Name(s)	☐ Elementary ☐ Secondary		

Other Data Sources

Attendance	☐ Elementary ☐ Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	☐ Elementary ☐ Secondary		
Program Participation	☑ Elementary ☑ Secondary	April, May April, May	June, July, August June, July, August
Other: Name(s)	☐ Elementary ☐ Secondary		

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School Board Annual Approval of District Comprehensive Plan: iGrants 217
WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve   WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
105	105	315	381	321	316	200	135	115	160	146	161	165	2,625

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.

2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.

3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 10/1/2018

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
	Files have not been uploaded	

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Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

   Becky Kadrmas, Director, Accelerated Programs, Choice & Innovation
   with input from LWSD Accelerated Programs Staff, cabinet and staff and community input.

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

   OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

   Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2019-20 identification cycle.

   LWSD universally screens every 1st grade student in their classroom every November.

   LWSD sends a direct outreach letter to the family of every 4th grade student in the district who scored L4 on SBA reading/math in 3rd grade and above grade level on report cards.

   IEP/504 documents are reviewed as part of the review process for any applicant with an IEP/504. Documented IEP/504 accomodations are provided throughout the HCP assessment process.

   General education teacher professional development provided for all 4th/5th grade classroom teachers that includes indicators of giftedness.

   For any student receiving EL services, CogAT is flagged as "NV" for scoring purposes with Verbal battery removed from composite scores.

   Program information provided for all elementary and middle schools for inclusion in school communications.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2019-20 identification**

cycle.

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.

b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment**. These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.

d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

a. LWSD currently uses multiple objectives for both screening and eligibility decisions. All data are reviewed collectively by the Multi-Disciplinary Selection Committee (MSC).

b. Local norms are far more restrictive than national norms for LWSD students. After careful analysis, we find no student in our universal screen with a higher local than national norm. The use of local norms would significantly reduce access for LWSD students. Given that local norms may not be used as a more restrictive criterion than national norms, national norms will continued to be used for LWSD students.

c. Teacher recommendations are not part of the highly capable nomination/application process in LWSD. Report cards have been used in the past as part of the screening process. Beginning September 2018, report cards will no longer be used as part of the screening process at any grade level. Instead, any student who is nominated/applies will participate in the CogAT screener and this information, alongside WA Kids, DIBELS and SBA (grade level dependent) will be used for screening. Any student currently receiving EL services will have their CogAT screener flagged as "NV" and the verbal portion will not be incorporated into the score,yielding a non-verbal composite based on the Quantitative/Non-Verbal scores. Report card scores will be utilized as part of eligibility process to support identification, but will no longer be used as part of the screening process and will not be used to screen out a student from assessment.

d. The CogAT screening form is a non-verbal assessment in grades K/1. Students at all other grade levels participating in the CogAT screener or the full CogAT and who are receiving EL services will have their assessment flagged as "NV". The test publisher will then provide a composite scored comprised of the Quantitative and Non-Verbal subtests only with the Verbal subtest removed. Only Quantitative and Non-Verbal subtest scores will be used for eligibility for these students.

219 State Transitional Bilingual Instructional Program
Fiscal Year: 19-20
Milestone: Requested OSPI Approval (Printed 10/7/2019)

District: Lake Washington School District
Organization Code: 17414
ESD: Puget Sound Educational Service District 121

Recommendations and TBIP Eligible Exited Students

Professional Development Report (Form 716)

☑ Professional development has been reported. Professional development must be reported in Form 716 before the TBIP or Title III grant will be approved.

Program Evaluation

Describe the district's plan for continuous improvement and evaluation of its instructional program for ELs.

Do not complete this section if your district is applying for Title III funding independently with FP 232.

In addition to data compiled by the district to evaluate its English language development program, review the following data for your district. Compare the district's results to the state results:

- **Program Evaluation Data Tools**
- **Graduation Rates for English Learners / OSPI Report Card**
- **TBIP 2018 Data**
- **Washington School Improvement Framework**

Districts with small English learner enrollment should review individual student results or other data compiled by the district.

1. What observations did the district make and what trends did the district identify when reviewing the data?

   1124 students attained a designation of "Proficient" on the ELPA21 in 2018-19. (35.9% of the EL population)
   The most recent English Learner graduation rate for class of 2018 reported by OSPI's School Report Card is 75% for 4 years.
   When comparing the performance on SBA for ELA and Math, there is a gap in performance between EL and non-EL students that persists across several grades.
   33.3% of ELs met standard on the ELA SBA while 85.8% met standard across the district.41% of ELs met standard on the Math SBA while 79.5% met standard across the district.
   30.6% of ELs met standard on the Science assessment while 67.3% of non-ELs met standard.

2. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English learners? Describe the modifications that the district will make to its program.

During our feedback process we found that families of EL students wanted more communication between the EL programs in their schools and themselves.

Teachers indicated through our feedback process that there is a need for more professional development and resources provided in the areas of family engagement, collaboration with general education teachers in support of student learning, and effective use of newly adopted curriculum materials to provide meaningful language instruction. They also requested additional training for working with EL students who qualify for special education and in the process for bringing EL students to guidance team.

Review of our district data supports these professional development needs.

As a program, we are making modifications to address these needs. We are collaborating with the Special Education department to support EL teachers with meeting the needs of EL students with special education needs. We also recently rolled out a Critical Data Process to address the need for informed decision making when bringing EL students to guidance team. We have received feedback that additional and ongoing professional learning in necessary in this area. We will also continue to offer professional development opportunities for teachers to discuss family engagement strategies, such as home visits, as well as how to collaborate with general education teachers.

Exited TBIP Students

Section 514 of the Engrossed Substitute Senate Bill 6052 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the two previous years.

1. Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2018-2019 ELPA21 Annual Assessment and require additional academic support. Remember to review the Title III required reporting data. What information did the district learn from a review of its data on exited English learners?
   81%% of ELs who exited in the last two years met standard on the ELA SBA and 79%% met standard on the math SBA.
   91%% of ELs who exited four years ago met standard on the ELA SBA
   87%% of ELs who exited four years ago met standard on the Math SBA

2. What academic supports will the district provide based upon its data review?
   Exited EL students are monitored for 4 years based on SBA, DIBELS, class grades, and teacher reporting several times per year. Exited EL students who are not performing at standard based on large scale assessment data or classroom performance are supported by an exited EL facilitator. This support may occur through providing scaffolded assignments or lessons, identifying culturally appropriate instructional materials, providing instructional strategies to the teacher or direct student support with language-related tasks.

FOR OSPI USE ONLY

Section approved:
Comments:

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District Instructional Program: Bilingual Programs

☑ Two-Way Dual Language Program:

Two-way Dual Language Programs provide literacy and academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Programs begin in Kindergarten and continue through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program;
- offset additional costs associated with providing more effective programming for English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).
   Number of ELs 19   Number of Non-ELs 22
2. Which schools are implementing this model?
   Einstein Elementary
   Describe the implementation of the dual language program. Include information on:
   o Languages of instruction;
   o Percentage of time spent teaching in each language by grade level;
   o How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
   o Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

   The languages of instruction are Spanish and English.

   The program started in Kindergarten and 1st grade. This year both grade levels had 50% of their instruction in Spanish and 50% of their instruction in English. Next school year (2019-20), Kindergarten will be 80% of their instruction in Spanish and 20% in English. 1st grade will continue with the 50/50 model and 2nd grade will be added at a 50/50 model as well.

   For 1st and 2nd grade next year, Math, Spanish Language Arts, and Social Studies content areas will be taught in Spanish. Science, English Language Arts, and Art will be taught in English. For Kindergarten, all content areas will be taught in Spanish with the exception of English Language Arts and specialists.

   For biliteracy development, students will receive literacy instruction in both Spanish and English for equal parts of their day. Students will be progress monitored in both Spanish and English with a reading progress monitoring tool. For students who need literacy interventions, they will be provided with differentiated and focused instruction in the language of intervention. For students who need intervention in English, they will work directly with a reading specialist. For students who need intervention in Spanish, the Spanish teacher will collaborate with the

reading specialist to ensure student needs are being met.

3. How are TBIP funds used within this program model?

   Students in the program who are EL may receive additional support from a partially TBIP funded educator.

4. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

   For students in the Dual Language program who qualify for English language development services, their services and support will vary based on student need. For Emerging students, they may work directly with the EL Teacher in the building for 30-45 minutes in a small group setting. For students who are Progressing, the EL Teacher will collaborate with the classroom teacher to ensure student language goals are being met. This could be a push-in model, co-teaching, or the EL Teacher may provide the classroom teacher with specific instructional techniques that will best meet the needs of the EL students in the class.

☐ One-Way Dual Language Education:

One-way Dual Language Education provides literacy and academic instruction in two languages in classrooms with only English learners. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Education begins in Kindergarten and continues through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program
- offset additional costs associated with providing more effective programming for English learners
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

   Number of ELs   Number of Exited ELs

2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

   o Languages of instruction;
   o Percentage of time spent teaching in each language by grade level;
   o How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);

- o Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.
4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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☐ Developmental Bilingual Education (Late-Exit): (WAC 392-160-028 Sec. 2)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into classrooms in which the instruction is in English.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners..

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

   Number of ELs   Number of Non-ELs
2. Which schools are implementing this model?

3. Describe the implementation of the late-exit program. Include information on:

   - o Languages of instruction;
   - o Percentage of time spent teaching in each language by grade level;
   - o How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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☐ **Transitional Bilingual Education (Early-Exit):** **(WAC 392-160-028) Sec. 2**

The purpose of an Early-Exit model is to use the student's native language as a foundation to support English language development.

Early-Exist models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or late exit model. Students in this model do not receive native language instruction for long enough to achieve biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners(ELs).

   Number of ELs   Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the Early-Exit program. Include information on:

   o Languages of instruction;
   o Percentage of time spent teaching in each language by grade level;
   o How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

4. Research has shown that the dual language and late exit program models are more effective than the early exit program model. What factors have prevented the district from implementing a dual language or late exit model?

5. How are TBIP funds used within this program model?

6. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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District Instructional Program, continued

☑ **Alternative Instructional Program (AIP)**
(This section MUST be completed if the district is using the Content-Based/Sheltered Instruction program model or a Pull-out/Push-in program model, or Newcomer program model.)

TBIP's Legislation on Alternative Instructional Programs
WAC 392-160-006 – An "alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

WAC 392-160-040 – **School districts under one or more of the following conditions may elect to provide an alternative instructional program.** Which of the following conditions support the district's decision to provide an alternative instructional program?

☑ Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:

The Lake Washington School District's EL program supports students with 102 different language backgrounds. There are limited to no instructional materials available in most of the primary languages of our students. Should materials become available in a wider array of languages, and the availability of teachers to provide instruction in those languages becomes feasible, additional program options will be considered in order to better support the language needs of our students.

☐ The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:

☑ Bilingual instruction cannot be provided to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:

Due to the large number of primary languages spoken by students in the EL program (102 languages), the Lake Washington School District is unable to provide bilingual instruction in most of the languages in our district since teachers with those languages are not available to hire, as well as the limited to no availability of instructional materials that align to district adopted curriculum.

☑ Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

Due to the large number of primary languages spoken by students in the EL program (102 languages) and their varied distribution throughout the district, the Lake Washington School District is unable to provide bilingual instruction in all student languages since teachers with those languages are not available to hire, as well as the limited to no availability of instructional materials.

Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

We have advertised on our website as well as held multiple job fairs on site at our district and attended one large educator job fair. Through this process we have identified 3 bilingual (Spanish/English) teachers for the Dual Language program at Einstein Elementary.

☑ **Content-Based Instruction (CBI) or Sheltered Instruction (SI):**
The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.

Content-Based Instruction (CBI) integrates English language development with academic content learning using English as the language of instruction. The CBI model is used in classes comprised predominantly of English Language Learners with instruction delivered by teachers specifically trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. District must follow **State Certification Requirements** for both English language development and content teachers when assigning teachers to provide content-based instruction.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.

Elementary Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served:

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. How are TBIP funds used within this program model?

Middle School Content-Based/Sheltered Instruction Program

1. Estimated number of students to be served: 346

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

   All LWSD Middle Schools have an EL program. General education teacher support includes regular professional development on the SIOP instructional model to support with meeting the needs of ELs and all students during core instruction.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

   Students who score as Emerging or Progressing receive 50 - 110 minutes of support daily in a designated ELD class. The type of instruction will vary depending on the student needs. In some schools, EL teachers are also using co-teaching strategies to meet the needs of higher level Progressing students to bolster their success in core content areas. Where appropriate, based on individual student data, some Progressing students are supported through the EL teacher providing the general education teacher with strategies to make the content accessible during core instruction as well as providing as-needed direct support to students.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

   Professional Development on the SIOP instructional model is is provided to every teacher in the district 4 times per year as well as additional trainings that are optional.
   EL teachers work directly with classroom teachers to support them with strategies and modifications to assignments and making content accessible to EL students.

5. How are TBIP funds used within this program model?

   TBIP funds are used to hire teachers to support EL student learning.

High School Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served: 289

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

   All high schools have an EL program. Each High School EL program has a minimum of 3 EL classes per day for students to receive support in English language development skills. Schools with higher EL populations could have more than 3 EL class periods per day, however, 3 class periods is the minimum. Each class period is generally 50 minutes.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

   Students who score as Emerging or Progressing receive 50 - 110 minutes of support daily. The type of instruction will vary depending on the student needs. Some higher Progressing EL students receive EL instruction through a co-taught model and direct support to classroom teachers from the EL teacher.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

   Professional Development on the SIOP instructional model is provided 3-4 times per year as well as other optional trainings that teachers can elect to attend.
   EL teachers work directly with classroom teachers to support them with strategies for making content area accessible to EL students.

5. How are TBIP funds used within this program model?

   TBIP funds are used to hire teachers to support EL student learning.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**.

   High School students are supported by the EL teacher in their school with regular grade checks and scaffolding and support provided to content area teachers.

Alternative School or Digital Learning Program Content-Based/Sheltered Instruction

1. Estimated number of students to be served: 0

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

   List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

5. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**.

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors program?

   No.

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**.

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

1. Does your district have an institutional education facility? If so, please respond to the prompts below:

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**.

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District Instructional Program, continued

☑ **Supportive Mainstream:**
This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.

Consistent, focused, and effective language development instruction is provided through ELL pull-out/push in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language

acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Supportive Mainstream: Elementary

1. Estimated number of students to be served: 2,562

2. Describe the instructional support for the 2019-20 school year.

   Kindergarten EL students receive 15 minutes of support each day from a para-educator, who works with a small group of 2-3 students at a time. This support is provided in each of our 27 elementary schools. Para-educators work on speaking, listening, vocabulary development, as well as reading and writing skills. Additionally, the para-educator also participates in 2 workshops each year to develop their skills in working with young EL students and understand best practices. The para-educator is supervised by the EL teacher.

   All elementary schools in district house an EL program. We use a push-in/pull-out or co-teaching model to provide instruction. Several of the schools provide support through an extended school day, to allow the EL students to remain in their classrooms for content instruction. The programs provide 30-60+ minutes per day of support to EL students, depending on the language proficiency level of the students. The instructional focus is on the areas of speaking, listening, reading and writing, along with academic vocabulary development.

   The instructional resource for the EL Kindergarten program is aligned to core reading instruction. The lessons focus on the language development areas of speaking, listening, and vocabulary. Reading and writing are mostly covered within the kindergarten classroom, but are reinforced in the context of each unit being taught.

   The elementary EL program use materials directly align to the core reading program and provides support in speaking, listening, vocabulary development, reading and writing. There is also a teacher assessment resource that allows teachers to monitor how students are doing with lessons that are presented. Emerging level students in grades K - 5 also have access to Rosetta Stone.

3. Indicate the amount and frequency of elementary supportive mainstream instruction by language proficiency level.

   Students who score at the Emerging level receive 30 - 60 minutes of support daily. The type of instruction will vary depending on the student needs. Students who score at the Progressing level may receive support through a pull out, push-in, or co-teaching model. Generally, Progressing students receive 30 - 60 minutes of support on a daily basis. The support may be delivered through the EL teacher providing the general education teacher with strategies to make the content accessible during core instruction and support English Language

Development.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

A portion of each EL class is dedicated to pre-teaching content vocabulary and strategies aligned to core instruction in relation to reading, writing, listening and speaking. Students who receive EL support in the pull-out model are not pulled out during core instruction in reading or mathematics. At some of our schools, students receive EL support either before or after the school day to avoid missing core instruction.
Professional Development on SIOP strategies are offered multiple times a year for classroom teachers.
EL teachers work directly with classroom teachers to support them with strategies for making content area accessible to EL students.

5. How are TBIP funds used within this program model?

TBIP funds are used to hire teachers to support EL students.

Supportive Mainstream: Middle School

1. Estimated number of students to be served:

2. Describe the instructional support for the 2019-20 school year.

3. Indicate the amount and frequency of middle school supportive mainstream instruction by language proficiency level.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
How are TBIP funds used within this program model?

Supportive Mainstream: High School

1. Estimated number of students to be served:

2. Describe the instructional support for the 2019-20 school year.

3. Indicate the amount and frequency of high school supportive mainstream instruction by language proficiency level.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. How are TBIP funds used within this program model?

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**.

Supportive Mainstream: Alternative School or Digital Learning Program

1. Estimated number of students to be served: 4

2. Describe the instructional support for the 2019-20 school year.

   All schools have an EL program including our alternative schools. Each school has a designated EL teacher to provide support in English language development skills to qualifying students on a regular basis. Instructional sessions vary by school but are typically between 30-50 minutes.

3. Indicate the amount and frequency of supportive mainstream instruction by language proficiency level.

   Students who score Emerging or Progressing receive regularly scheduled support from an EL teacher. The type of instruction will vary depending on the student needs. We will continue studying/implementing effective co-teaching strategies.

   Although, LWSD has choice schools the school follow district standard on instruction time requirements. EL students who attend these schools receive EL support and their teacher receive mentoring on making content accessible, just like all the other schools in LWSD.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

   Each EL student's academic progress is monitored closely by their EL teacher. Based on student

need, services are provided both directly to the student in the form of instruction as well as to the teacher through planning, coaching, and collaboration.

5. How are TBIP funds used within this program model?

    TBIP funds are used to hire teachers to support EL student learning.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**.

    High School students are supported by the EL teacher in their school with regular grade checks and scaffolding and support provided to content area teachers.

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors Program? If so, please respond to the prompts below:

2. Describe the implementation of the instructional program for the 2019-20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

    List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

5. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

1. Estimated number of students to be served:

2. Describe the implementation of the instructional program for the 2019-20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials,

etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: **EL Graduation Study**.

Teacher/Trainer/Coach Qualifications

☑ Staff Qualifications

Estimate of staff funded through TBIP		
Salaries	**Headcount**	**FTE**
Certificated Teachers	46	44.6
Administration	1	0.25
Administrative Support	1	0.2
Paraeducators	0	0
Professional Development Trainor	2	2.0
EL Coach(es)	0	0
Other	0	0
For "Other" indicate job titles and description of duties funded through TBIP:		

Certificated Teaching Staff

1. How is the district recruiting educators with Bilingual Education or English Language Learner endorsements to serve English learners?

   EL teachers are required to have an EL endorsement from an accredited college/university/advanced program; and the ability to communicate clearly in English, in both verbal and written format. There is not a requirement that EL teachers speak another language, but it is beneficial when they do. With over 100 languages in the Lake Washington School

District, it is difficult to hire staff that represent all of those languages.

2. How is the district meeting the endorsement requirement for TBIP funding as outlined in **RCW 28A.180.040** and effective September 1, 2019?

   It is our current practice to require teachers hired for the purpose of EL instruction to hold a current EL endorsement.

Staff hired as Professional Development Trainers and/or EL Coaches must have the experience and qualifications in the following areas:

- Instructional Strategies for EL;
- Second Language Acquisition;
- Understanding and implementing ELP standards;
- Alignment of curriculum to ELP standards

(*Do not include outside consultants in this section.*)

1. Describe Professional Development Trainer's qualifications, experience, and areas of training that will be provided. Fill this out **ONLY** if the position is funded through TBIP.

   The Professional Development Trainers (EL Program Specialists)have been EL teachers, supported our exited students and have served in the role of Program Specialist for several years. The Specialists/trainers understand the ELPA21 data and continue to help EL teachers deepen their understanding of the data in order to make data driven decisions for EL students in their schools. The Specialist/trainers are experienced teachers and understand the needs of a diverse population. The Specialists/trainers have taken Beginning and Advanced SIOP trainings, attend EL Consortium Meetings in the Puget Sound region, and attend and present at conferences such as WABE.
   The Program Specialists provides workshops for general education teachers on EL strategies (SIOP), and also provide professional development for staff working with the EL program (teachers and para-educators). The Program Specialists/Professional Development trainers received training in the ELPs and have done work with EL teachers to provide professional development to EL and general education teachers to implement the ELPs.

2. Describe EL Coach's qualifications, experience, and support that will be provided to teachers **ONLY** if funded through this grant.
   NA

District's Professional Development Plan to address the needs of ELs: Professional development specific to addressing the language acquisition needs of ELs is a requirement for TBIP funding. (WAC 392-160-028, Sec. 3)

3. Describe the professional development plan for staff responsible for providing the English language development services indicated in this application.

Professional Development is provided each year for instructional assistants working with the kindergarten EL students and those para-educators working with the EL teachers. These workshops review best practices of SIOP strategies, the ELPs, and connect to the curriculum resources being used in the K-12 EL program.

The EL teachers participate in professional development throughout the year that reflect best practices in strategies (SIOP) for EL students. They too receive training in the ELPs, connecting to the curriculum resource for their level. EL teachers also have the opportunity to learn about co-teaching strategies and how to best meet the needs of students during core instruction.

4. Describe the district's plan to build the capacity of general education staff to provide meaningful access to content instruction to English learners.

   Four time per year professional development is provided every general education teacher in the district on the SIOP instructional model.

   The EL teacher serves as a resource for general education teachers to support the use of effective strategies to support EL students during core instruction.

Professional Development Activities:

☑ **All of the district's professional development activities listed in this application funded through TBIP/Title III funding comply with the following requirements:**

The district's professional development plan will prepare teachers, administrators, counselors, and others involved in language instruction educational programs to:

- Improve the English language development instruction, meaningful access to content instruction, and assessment of English learners; and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to English learners.

Professional development will be:

- Evidence-based and specific to the instructional needs of English learners.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- One-day or short-term workshops and conferences must be a component of an established comprehensive professional development program for teachers.

Professional Development Trainings

Complete this table for each training listed.

Press "NEW" button to create each new Training listing. **Press SAVE** after completing each record. **Allow SAVE to complete before clicking the "NEW" button again.**

Training Title	Presenter
SIOP Institute	Pearson Trainer

Training Description	Schedule
3-day SIOP Institute to provide classroom teachers with specific strategies for supporting ELs in their classroom	October 2019 (2 sessions) August 2019

Participants	Focus	Funding Source & Amount
☑ Mainstream/content teachers ☑ EL certificated staff ☑ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☑ Counselors ☐ Community-based Organization Personnel ☑ Other School Personnel/Non-administrative ☐ Support Staff ☐ Other	☑ Instructional Strategies for EL ☐ Understanding and implementing EL assessments ☑ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☐ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR** Amt: $60,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	Presenter
EL Teacher Meetings	Amanda Workman & Nichole Rodriguez

Training Description	Schedule
Provides on-going professional development in ELPS, SIOP strategies, collaboration techniques, understanding EL assessments. Provide instruction on new ELPs and how to share with classroom/content area teachers. ELL teachers will also continue to refine their instructional strategies and alignment with their understanding of ELL assessments, standards and curriculum. They will also engage in collaboration and co-teaching skills/techniques through an in-depth book study.	Specific dates TBD throughout 2019-2020 school year

Participants	Focus	Funding Source & Amount
☐ Mainstream/content teachers ☑ EL certificated staff ☐ Principals	☑ Instructional Strategies for EL ☑ Understanding and implementing EL assessments ☑ Understanding and implementing ELP	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR**

☐ EL program director	standards - Required
☐ Other Administrators	☑ Alignment of curriculum to ELP standards
☐ Paraeducators	☑ Content area understanding for bilingual/ESL teachers
☐ Counselors	☑ Other (must be specific to ELD)
☐ Community-based Organization Personnel	
☐ Other School Personnel/Non-administrative	
☐ Support Staff	
☐ Other	

Amt: $14,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	Presenter
Book Study	Amanda Workman & Nichole Rodriguez

Training Description	Schedule
EL teachers will have a menu of EL professional books to select from, to create two study groups during the year. Each study group will select a book to read and then will meet to discuss the topic and its' relation to current EL practices within their classrooms or the school district. EL teachers will have the opportunity to invite a mainstream/content area teacher to participate in the Study Groups.	Fall 2018 (10 hours) Spring 2019 (10 hours)

Participants	Focus	Funding Source & Amount
☑ Mainstream/content teachers ☑ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel ☐ Other School Personnel/Non-administrative ☐ Support Staff ☐ Other	☑ Instructional Strategies for EL ☐ Understanding and implementing EL assessments ☐ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☑ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR** Amt: $1,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	Presenter

EL Summer School Training	Amanda Workman & Nichole Rodriguez

Training Description Provide instruction on the ELPs, curriculum, and strategies to be used during the elementary and secondary EL Summer Programs.	**Schedule** June 2019

Participants	**Focus**	**Funding Source & Amount**
☐ Mainstream/content teachers ☑ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel ☐ Other School Personnel/Non-administrative ☐ Support Staff ☐ Other	☑ Instructional Strategies for EL ☐ Understanding and implementing EL assessments ☑ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☐ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☐ Title III: % **OR** Amt: $1,500

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	**Presenter**
SIOP Coaching & Implementation	Pearson Trainer

Training Description 2-day SIOP Coaching training to provide SIOP Leads with specific and additional strategies for supporting the implementation of SIOP in their classrooms and buildings	**Schedule** February 2019

Participants	**Focus**	**Funding Source & Amount**
☑ Mainstream/content teachers ☑ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel ☐ Other School Personnel/Non-administrative ☐ Support Staff ☐ Other	☑ Instructional Strategies for EL ☐ Understanding and implementing EL assessments ☐ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☑ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR** Amt: $39,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	Presenter
Co-Teaching Series	Amanda Workman/Nichole Rodriguez

Training Description	Schedule
Teachers will attend 5-part series to learn about how to effectively implement a co-teaching model to support EL students.	4-5 sessions through the 19-20 SY

Participants	Focus	Funding Source & Amount
☑ Mainstream/content teachers ☑ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel ☐ Other School Personnel/Non-administrative ☐ Support Staff ☐ Other	☑ Instructional Strategies for EL ☑ Understanding and implementing EL assessments ☐ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☐ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR** Amt: $7,500

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	Presenter
New EL Teacher Support	Amanda Workman/Nichole Rodriguez

Training Description	Schedule
New EL teachers have a one day session where they meet with EL specialists to discuss curriculum and questions and then have the opportunity to shadow experienced EL teachers in the district.	Fall 2019

Participants	Focus	Funding Source & Amount
☐ Mainstream/content teachers ☑ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel ☐ Other School Personnel/Non-	☑ Instructional Strategies for EL ☐ Understanding and implementing EL assessments ☐ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☐ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR** Amt: $2,000

administrative
☐ Support Staff
☐ Other

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	Presenter
Elementary EL Support Class Series	Nichole Rodriguez

Training Description	Schedule
EL teachers provide instruction in a 3-part series to general education teachers on how to best meet the needs of ELs in core instruction.	Fall/Winter 2019

Participants	Focus	Funding Source & Amount
☑ Mainstream/content teachers ☐ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel ☐ Other School Personnel/Non-administrative ☐ Support Staff ☐ Other	☑ Instructional Strategies for EL ☐ Understanding and implementing EL assessments ☑ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☐ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR** Amt: $5,000

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title	Presenter
Newcomer EL Support Class	Nichole Rodriguez

Training Description	Schedule
EL teachers provide instruction in a 2-part series to general education teachers on how to best meet the needs of newcomer ELs in core instruction.	Fall/Winter 2019

Participants	Focus	Funding Source & Amount
☑ Mainstream/content teachers ☐ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel	☑ Instructional Strategies for EL ☐ Understanding and implementing EL assessments ☑ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☐ Content area understanding for bilingual/ESL teachers ☐ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☐ Title III: % **OR** Amt: $4,000

☐ Other School Personnel/Non-administrative ☐ Support Staff ☐ Other		

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Conferences

Complete this table for each conference listed.

Press "NEW" button to create each new conference listing. **Press SAVE** after completing each record. **Allow SAVE to complete before clicking the "NEW" button again.**

Conference Title	Number to Attend
WABE	25

Describe connection to district EL PD Plan
EL teachers will have the opportunity to attend workshops available at the WABE conference. WABE provides current information, research, strategies, and ideas in supporting bilingual students.

Participants	Focus	Funding Source & Amount
☐ Mainstream/content teachers ☑ EL certificated staff ☐ Principals ☐ EL program director ☐ Other Administrators ☐ Paraeducators ☐ Counselors ☐ Community-based Organization Personnel ☑ Other School Personnel/Non-administrative ☐ Other	☑ Instructional Strategies for EL ☑ Understanding and implementing EL assessments ☑ Understanding and implementing ELP standards - Required ☑ Alignment of curriculum to ELP standards ☑ Content area understanding for bilingual/ESL teachers ☑ Other (must be specific to ELD)	☐ TBIP: % **OR** Amt: ☑ Title III: % **OR** Amt: $16,250

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Conference Title	Number to Attend
Courageous Conversations National Summit	3

Describe connection to district EL PD Plan
Learning around culturally responsive teaching, opportunity gap, and effective strategies for working with unique populations.

Participants	Focus	Funding Source & Amount
☐ Mainstream/content teachers ☑ EL certificated staff	☑ Instructional Strategies for EL ☐ Understanding and implementing EL	☐ TBIP: % **OR** Amt:

	assessments	☑ Title III: % **OR**
☐ Principals	☐ Understanding and implementing ELP standards - Required	Amt: $4,000
☑ EL program director		
☐ Other Administrators	☐ Alignment of curriculum to ELP standards	
☐ Paraeducators		
☐ Counselors	☐ Content area understanding for bilingual/ESL teachers	
☐ Community-based Organization Personnel		
☐ Other School Personnel/Non-administrative	☐ Other (must be specific to ELD)	
☑ Other		

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

5. How does the district ensure professional development provided through TBIP and Title III is implemented? Describe the follow-up support provided to teachers.

   For the 2019-20 school year, 1-3 teachers have been identified in each school to be a SIOP Lead. These teachers will receive additional training throughout the school year to support with implementation of the SIOP model in their buildings, as well as ongoing professional development on SIOP in their buildings.

   The EL teachers meet on continuous basis throughout the year to share how the implementation of the various professional development is progressing. Teachers will have the opportunity to participate in peer observations and learning walks.

   Building administrators will be apprised of the professional development that is provided to the EL teachers and will, through classroom observation, support the implementation of new learning.

FOR OSPI USE ONLY
Section approved:
Comments:

ESD: Puget Sound Educational Service District 121

CoDistID: 17414

Organization: Lake Washington School District

Grant Number:

| **Form Package Name:** 215 Perkins V One-Year Transition Application | **Program Number:** 38 | **Revenue Account Number:** 6138 | **Sub Program Number:** | **Fiscal Period:** 19-20 | **Beginning:** 7/1/2019 | **Ending:** 8/31/2020 |

| **Fiscal Officer:** CHRISTOPHER BRENENGEN | **Budget Contact Name:** | **Budget Contact Phone:** | **Category:** 2019-20 Funding | **Budget Type:** Original |

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits &Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
15 Public Relations	$0		XXXX							
21 Superv. -Instruction	$0		XXXX							
22 Learning Resources	$0		XXXX							
23 Principal's Office	$0		XXXX							
24 Guid. & Counseling	$0		XXXX							
25 Pupil Mgt. & Safety	$0		XXXX							
26 Health/Related Serv	$0		XXXX							
27 Teaching	$107,833		XXXX				87,833	20,000		
28 Extracurricular	$0		XXXX							
29 Pay to School Dists.	$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	$0		XXXX	XXXX						
32 Instructional Tech.	$0		XXXX	XXXX						
33 Curriculum	$0		XXXX	XXXX						
44 Food Services Oper.	$0		XXXX	XXXX						
62 Grds. Care & Maint.	$0		XXXX	XXXX						
63 Oper. of Bldg.	$0		XXXX	XXXX						
64 Maintenance	$0		XXXX	XXXX						
65 Utilities	$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
91 Public Activities	$0									
Budgeted Expenditures	**$107,833**	$0	$0	$0	$0	$0	$87,833	$20,000	$0	$0

FTE Program Staff:

Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Budgeted Indirect Expenditures: $3,019

Total Budgeted Expenditures: $110,852

Comments:

Modified By By Org.	Modified On By Org.	Modified By By OSPI	Modified On By OSPI
DONNETA OREMUS	10/7/2019 2:29 PM		

215 Perkins V One-Year Transition Application
Fiscal Year: 19-20
Milestone: Draft (Printed 10/15/2019)

District: Lake Washington School District
Organization Code: 17414
ESD: Puget Sound Educational Service District 121

| Page 1 |

| Grant Timeline and Budget Overview |

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. In accordance with the transition provisions in Section 4 of the Act, the 2019-20 program year will be the transition year between Perkins IV and Perkins V, where the state and eligible school districts will spend the year planning and preparing to fully implement the new Perkins V requirements during the 2020-21 program year.

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Of the funds subawarded as an eligible subrecipient, 20% is available for obligation on July 1, 2019; the remaining amount is available October 1, 2019, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2020

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

The recipient is required to complete a **Comprehensive Local Needs Assessment (CLNA)** during the 2019-20 school year. This CLNA will be required for allocation of 2020-21 Perkins V funds. Further guidance will be provided by OSPI on the format of the CLNA.

It is important to note that this data-driven approach means that the results from each eligible recipient's CLNA will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2020-21 program year and in subsequent program years.

OSPI has created a 215 Perkins V One-Year Transition Application Resource Guide **to assist you in completing this application.**

Step 1:	Complete the Budget Overview below.
Step 2:	Press the **Mark Completed** icon on this page.

Budget Overview	
Preliminary Perkins Allocation: $0	
Object (cite activities in narrative text)	Estimated Cost
	$0

Object 0 (Debit Transfer)	
Object 2 (Salaries Certificated)	$0
Object 3 (Salaries Classified)	$0
Object 4 (Benefits)	$0
Object 5 (Supplies Instructional Resources) Project Lead the Way (PLTW) curriculum license access, CertiPort, and other curriculum associated fees. Text and other hard copy curriculum needs and updating equipment to current industry standards specifically focusing on but not limited to: Health Sciences, Agriculture and STEM pathways.	$87,833
Object 7 (Purchased Services) PNW College Credit Dual Credit consortium fees, Seattle Central College (ASL),	$20,000
Object 8 (Travel)	$0
Object 9 (Capital Outlay)	$0
Indirects	$3,019
Total	$110,852

Transition Guidance and Assurances

Transition Activities for School Districts during the 2019-20 Program Year

Although Perkins V builds on Perkins IV, there are a number of notable changes in the new Act. Several of these are particularly important for School Districts during the 2019-20 transition year, including:

- Focus on data-driven local planning and spending of Perkins funds by requiring a Comprehensive Local Needs Assessment (CLNA). The initial CLNA must be conducted by local school districts during this transition year.

- Greater emphasis on stakeholder engagement. Perkins V requires significant consultation with a required group of stakeholders, at both the state and local levels, not only while conducting the CLNA but also in development of the local application and in ongoing program planning, implementation, evaluation, and required needs assessment updates.

- Increased focus on serving special populations and on closing gaps in performance and enrollment between these and other student groups, which is why the assessment of the current situation of subpopulations is required in the CLNA. Some new groups have been identified for targeting in Perkins V. Please see **Resource Guide** for more information.

2019-20: 215 Perkins V One-Year Transition Application: Eligible recipients will:

- Conduct their CLNA. The CLNA does not have to be completed prior to submission of FP 215 Perkins V One-Year Transition plan for 2019-20.

    ◦ Follow the requirements as outlined in Section 134(c), and in OSPI guidance.

- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the 2020-21 Local Application.

- Have the CLNA completed in time to incorporate the results into the development of their 2020-21 Local Application and budget narrative.

School Districts may allocate some of their Perkins V Required Use of Funds (direct costs) for evaluations of Perkins activities in their local application to cover any costs for coordinating and conducting the CLNA such as: staffing, conducting meetings, contractual services, consultants, attending conferences and workshops, etc.

School Districts will not be expected to meet all of the requirements as identified in Perkins V legislation in the local application until the 2020-21 program year.

Assurance Instructions:

1. Review the following requirements by clicking each hyperlink.

2. Click the box certifying the district has read and understood the requirements listed under each section.

3. Complete the Authorized Representatives Signature Block.

4. Sign, date, and print a copy of this assurance section.

5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district files for monitoring/auditing purposes.

Yes Upon written request, will the district consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [Section 317(b)(2)]

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.

- Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements under each section:

FEDERAL

☑ **The Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)**

☑ **Education Department General Administrative Regulations (EDGAR)**

☑ **Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224)**

STATE

☑ **Washington State Perkins Plan Requirements**

☑ **Washington Administrative Code (WAC)**

☑ **Revised Code of Washington (RCW)**

☑ **State Administrative and Accounting Manual (SAAM)**

OSPI

☑ **Career and Technical Education Program Standards**

☑ **Agency Application Assurances**

☑ **Accounting Manual for Public School Districts in the State of Washington**

By accepting these funds and signing below, your district agrees to abide by all federal, state, and agency rules and regulations required of this money.

Authorized Representatives Signature Block	
Superintendent:	Dr. Jane Stavem
Section 504 Coordinator:	Dr. Shannon Hitch
Title IX Officer:	John Appelgate
General Advisory Chair:	Mike Van Orden
Board Chair:	Siri Bliesner
Career and Technical Education Director/Administrator:	Donneta Oremus
Date: (MM/DD/YY)	10/20/19

<

Final Allocation Amount: $110,852

Required Uses of the Funds (Section 135)

GENERAL AUTHORITY - Each school district that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the CLNA described in section 134(c).

REQUIREMENTS FOR USES OF FUNDS - Funds made available to school districts under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective.

Districts not using Perkins dollars under this section can list 0$ in the amount box but must provide a narrative addressing how the district will fulfill this requirement.

4.1 The district will provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. (**Resource Guide**, Section 135 (b)(1)(A-F))

Please describe how the district will meet the requirement:

The district will provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study via the use of Xello Career and Pathway HSBP system paid for out of district funding.

Please specify the amount of Perkins funds to be used. Amount: $0

4.2 The district will provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I) (**Resource Guide**, Section 135 (b)(2)(A-I)

Please describe how the district will meet the requirement:

The district will provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, and understanding of all aspects of an industry, and other topics as identified in section via the use of state allocated CTE funds.

Please specify the amount of Perkins funds to be used. Amount: $0

4.3 The district will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

Please describe how the district will meet the requirement:

The district will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations via the use of grant funds to support updating current curriculum and equipment focusing in the pathway areas of but not limited to: Health Sciences, Agriculture, and STEM.

Please specify the amount of Perkins funds to be used. Amount: $87,833

4.4 The district will support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. (**Resource Guide**, Section 135 (b)(4)(A-B))

Please describe how the district will meet the requirement:

The district will support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards via the use of state allocated CTE funds.

Please specify the amount of Perkins funds to be used. Amount: $0

4.5 The district will plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. (Items are identified in section 135 (b)(5)(A-T). (**Resource Guide**, Section 135 (b)(5)(A-T))

Please describe how the district will meet the requirement:

The district will plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance via the use of funds to support existing and enhanced dual credit articulations and pathway program alignment.

Please specify the amount of Perkins funds to be used. Amount: $20,000

4.6 The district will develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under **Resource Guide**, Section 134(c) and Section 113(b)(4)(B).

Please describe how the district will meet the requirement:

The district will develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment via state allocated CTE funds.

Please specify the amount of Perkins funds to be used. Amount: $0

Comprehensive Local Needs Assessment Planning

Please see the **Resource Guide** for additional guidance regarding the CLNA.

For Partnerships Conducting a CLNA

School Districts can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual school district's programs to meet the Perkins V requirements for the CLNA.

For those opting to complete the CLNA in partnership with one or more other agencies, below is guidance for responding to Questions 5.1 – 5.4.

- **Question 5.1:** The partnership can have one Leadership Team, but all local education agencies involved in the partnership must be represented and this representative identified in the response to this question. How this team will work together through the partnership will also need to be discussed.

- **Question 5.2:** Since the partnership will address regional and local needs together, the response to this question could be the same for each school district in the partnership.

- **Question 5.3:** Partnerships may work together to meet the stakeholder representation requirements. In the description of how stakeholders will be identified, discuss how selection will include stakeholders from each participating school district's local area.

- **Question 5.4:** Districts within the partnership may pool funds to meet the CLNA requirements for all participating agencies. For Question 4, please describe all resources that will be used to conduct the multi-agency CLNA.

For each question in the section below, school districts **MUST** provide a written response.

A new requirement of Perkins V is for each school district to conduct a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements. During the 2019-20 transition year, school districts will conduct their CLNA.

Please provide the following information on how your agency will prepare to conduct the CLNA.

5.1 Describe who in the district will be on the leadership team to oversee the required CLNA process, and their roles and responsibilities.

DRAFT plan currently underway with regional collaborative of districts:

Director of College and Career Readiness
Instructional Specialists for CTE
Instructional Specialists for Career Connected Learning

5.2 Describe how the district, while conducting the CLNA, will take into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Demand data, advisory council, etc.)

DRAFT plan currently underway with regional collaborative of districts:
This process will be facilitated through a collaborative effort of the regional CTE directors and

various local general advisory and area group committees.

5.3 Describe how the district will identify and involve representatives from the following required groups of stakeholders in the CLNA process. Describe who will be involved, representing each of the advisory areas.

- CTE/Education stakeholders
- Business/industry stakeholders
- Parents/students
- Special populations stakeholders
- Other stakeholders (**Resource Guide**, Section 134(d))

DRAFT plan currently underway with regional collaborative of districts:
This process will be facilitated through a collaborative effort of the regional CTE directors and various local general advisory and area group committees.

5.4 Describe what fiscal resources will be needed to effectively conduct the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.

Please specify the amount of Perkins funds to be used. $0

DRAFT plan currently underway with regional collaborative of districts:
Currently, no Perkins funds will be used to compelete the DRAFT phase of the CLNA requirment.

The Act spells out the areas for school districts to assess during the CLNA, reflecting areas emphasized in the new law. Perkins V requires assessment of each of the following while conducting the CLNA, Section 134(c)).

5.5 Describe the School Districts proposed timeline to inform the CLNA process and required information to inform the 20-21 Perkins application.

DRAFT plan currently underway with regional collaborative of districts:
A timeline will be established as part of the DRAFT CLNA plan of action noted above. Progress on the initial DRAFT began September, 2019 and will conclude November 2019, with outlined meeting dates and details to be included in the DRAFT.

5.6 Describe how the district will use the results of the CLNA to inform the specific CTE programs and activities to be funded (**Resource Guide**, Section 134(2.a)).

DRAFT plan currently underway with regional collaborative of districts:
Results will be outlined in the DRAFT document.

The results of the CLNA will be used to prepare the local application and budget beginning with the 2020-21 school year.

215 Perkins V One-Year Transition Application
Fiscal Year: 19-20
Milestone: Draft (Printed 10/15/2019)

District: Lake Washington School District
Organization Code: 17414
ESD: Puget Sound Educational Service District 121

Page 6

Five year District Wide Plan

Please identify the program areas in which you are offering courses:

- ☑ Agricultural Education

- ☑ Business & Marketing

- ☑ Family and Consumer Sciences Education

- ☑ Health Science Education

- ☑ Science, Technology, Engineering & Mathematics (STEM)

- ☑ Skilled & Technical Sciences

The strategic or District Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the General Advisory Committee (GAC).

Please upload your Five Year District Wide Plan for CTE

☑ I certify that the District Wide Plan for CTE was developed in coordination with and approved by the General Advisory Committee.

☑ I certify that the District Wide Plan for CTE has school-board approval.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

File names may **NOT** include symbols (e.g., #).

Uploaded Files	Uploaded By	Uploaded At
5 Year LWSD PAC Program of Work 2019-20.xlsx	DONNETA OREMUS	10/15/2019 2:46 PM
District 5 year plan 2019-20.docx	DONNETA OREMUS	10/2/2019 2:47 PM

215 Perkins V One-Year Transition Application
Fiscal Year: 19-20
Milestone: Draft (Printed 10/15/2019)

District: Lake Washington School District
Organization Code: 17414
ESD: Puget Sound Educational Service District 121

Page 7

Programs of Study / CTE Dual Credit

New federal definition of a Program of Study: The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

- B. Addresses both academic and technical knowledge and skills including employability skills;

- C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;

- D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction;

- E. Has multiple entry and exit points that incorporate credentialing; and

- F. Culminates in the attainment of a recognized postsecondary credential.

Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.

- The secondary Program of Study includes leadership standards, through 21st Century skills.

- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.

- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).

- Program of Study courses include appropriate state standards and/or industry skills standards.

- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

7.1 Describe how the district will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework.

During the 2019-20 school year the district will focus on collaborative work to build and strengthen our programs of study with various post-secondary partners. We will increase and

utilize a wide variety of such as:
Personal contact
Course catalog updates to include specific dual credit language
Posters with dual credit information
Parent/student information nights
Website update to include pathway and dual credit information
Professional development with counselors, administrators and teachers to understand career pathways and dual credit options
Use of a career planning tool tied to HSBP aligned with career pathways for student, parent use
Promotion of dual credit and pathway fairs

7.2 Describe how the district will expand programs of study and strengthen articulations with local post-secondary institutions.

Our district has plans to fully implement dual credit options in all available CTE courses over the next two years. We will work closely with our dual credit consortium partners to strengthen current articulations and add any available new ones. We will also strengthen course offerings to begin the alignment pathway process at the middle school level progressing to high school and on to post-secondary.

List a Minimum of One Program of Study

Press the "NEW" button to complete information for each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record *before* **pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

Please identify your current program of study:

Career Cluster: Select

Pathway: Arts, A/V Technology & Communications
Link To Pathways

In the list below, check the appropriate box(es) and identify the name of the institution(s):

☐ 4-year Institution

☑ Community College   Bellevue Community College

☐ Technical School

☐ Apprenticeship

Does this program of study lead to any state or nationally recognized certification? No

If yes, please identify certification name.

Please identify the current high school building code where this program of study is offered: Bldg. Codes (CO/DIST/BLDG)

High School Bldg. Code 4439

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

CTE Dual Credit

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process
- Current Articulation Agreement – must include:
  - Name of secondary/post-secondary institutions
  - Name of secondary/post-secondary course(s)
  - Credits offered
  - All authorizing signatures

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

File names may **NOT** include symbols (e.g., #).

Uploaded Files	Uploaded By	Uploaded At
Lake Washington - BC - Video Production.pdf	DONNETA OREMUS	10/2/2019 2:51 PM

ESD:
Puget Sound Educational Service District 121

CoDistID:	**Organization:**	**Grant Number:**
17414	Lake Washington School District	

Form Package Name:	**Program Number:**	**Revenue Account Number:**	**Sub Program Number:**	**Fiscal Period:**	**Beginning:**	**Ending:**
274 Perkins V One-Year Transition Application (Skills Centers Only)	38	6138		19-20	7/1/2019	8/31/2020

Fiscal Officer:	**Budget Contact Name:**	**Budget Contact Phone:**	**Category:**	**Budget Type:**
CHRISTOPHER BRENENGEN			2019-20 Funding	Original

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits &Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
15 Public Relations	$0		XXXX							
21 Superv. -Instruction	$0		XXXX							
22 Learning Resources	$0		XXXX							
23 Principal's Office	$0		XXXX							
24 Guid. & Counseling	$0		XXXX							
25 Pupil Mgt. & Safety	$0		XXXX							
26 Health/Related Serv	$0		XXXX							
27 Teaching	$25,774		XXXX				10,000	15,774		
28 Extracurricular	$0		XXXX							
29 Pay to School Dists.	$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	$0		XXXX							
32 Instructional Tech.	$0		XXXX	XXXX						
33 Curriculum	$0		XXXX							
44 Food Services Oper.	$0		XXXX	XXXX						
62 Grds. Care & Maint.	$0		XXXX	XXXX						
63 Oper. of Bldg.	$0		XXXX	XXXX						
64 Maintenance	$0		XXXX	XXXX						
65 Utilities	$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
91 Public Activities	$0									
Budgeted Expenditures	**$25,774**	**$0**	**$0**	**$0**	**$0**	**$0**	**$10,000**	**$15,774**	**$0**	**$0**

Budgeted Indirect Expenditures: $721

Total Budgeted Expenditures: $26,495

	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3
FTE Program Staff:							

Comments:

Modified By By Org.	Modified On By Org.	Modified By By OSPI	Modified On By OSPI
KAREN HAY	10/10/2019 5:26 PM		

274 Perkins V One-Year Transition Application (Skills Centers Only)
Fiscal Year: 19-20
Milestone: Draft (Printed 10/15/2019)

District: Lake Washington School District
Organization Code: 17414
ESD: Puget Sound Educational Service District 121

Page 1

Grant Timeline and Budget Overview

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. In accordance with the transition provisions in Section 4 of the Act, the 2019-20 program year will be the transition year between Perkins IV and Perkins V, where the state and eligible Skill Centers will spend the year planning and preparing to fully implement the new Perkins V requirements during the 2020-21 program year.

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Of the funds sub-awarded as an eligible sub-recipient, 20% is available for obligation on July 1, 2019; the remaining amount is available October 1, 2019, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2020

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the Skill Center if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

The recipient is required to complete a **Comprehensive Local Needs Assessment (CLNA)** during the 2019-20 school year. This CLNA will be required for allocation of 2020-21 Perkins V funds. Further guidance will be provided by OSPI on the format of the CLNA.

It is important to note that this data-driven approach means that the results from each eligible recipient's CLNA will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2020-21 program year and in subsequent program years.

OSPI has created a **215 Perkins V One-Year Transition Application Resource Guide** **to assist you in completing this application.**

Step 1:	Complete the Budget Overview below.
Step 2:	Press the **Mark Completed** icon on this page.

Budget Overview
Preliminary Perkins Allocation: $0

Object (cite activities in narrative text)	**Estimated Cost**

Object 0 (Debit Transfer)	
Object 2 (Salaries Certificated)	
Object 3 (Salaries Classified)	
Object 4 (Benefits)	
Object 5 (Supplies Instructional Resources) Supplies for CTE programs, Fire & EMS, Health Science Careers, Dental Careers, Medical Careers, Video Game Programming, Art & Animation, Music & Sound Design	$15,774
Object 7 (Purchased Services) Purchased services to enhance our CTE Programs at the Skill Center.	$10,000
Object 8 (Travel)	
Object 9 (Capital Outlay)	
Indirects Indirect Charges	$721
Total	**$26,495**

Page 2

Transition Activities for Skill Centers during the 2019-20 Program Year

Although Perkins V builds on Perkins IV, there are a number of notable changes in the new Act. Several of these are particularly important for School Districts during the 2019-20 transition year, including:

- Focus on data-driven local planning and spending of Perkins funds by requiring a Comprehensive Local Needs Assessment (CLNA). The initial CLNA must be conducted by local Skill Centers during this transition year.

- Greater emphasis on stakeholder engagement. Perkins V requires significant consultation with a required group of stakeholders, at both the state and local levels, not only while conducting the CLNA but also in development of the local application and in ongoing program planning, implementation, evaluation, and required needs assessment updates.

- Increased focus on serving special populations and on closing gaps in performance and enrollment between these and other student groups, which is why the assessment of the current situation of subpopulations is required in the CLNA. Some new groups have been identified for targeting in Perkins V. Please see **Resource Guide** for more information.

2019-20: 215 Perkins V One-Year Transition Application: Eligible recipients will:

- Conduct their CLNA. The CLNA does not have to be completed prior to submission of FP 215 Perkins V One-Year Transition plan for 2019-20.

    - Follow the requirements as outlined in Section 134(c), and in OSPI guidance.

- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the 2020-21 Local Application.

- Have the CLNA completed in time to incorporate the results into the development of their 2020-21 Local Application and budget narrative.

Skill Centers may allocate some of their Perkins V Required Use of Funds (direct costs) for evaluations of Perkins activities in their local application to cover any costs for coordinating and conducting the CLNA such as: staffing, conducting meetings, contractual services, consultants, attending conferences and workshops, etc.

Skill Centers will not be expected to meet all of the requirements as identified in Perkins V legislation in the local application until the 2020-21 program year.

Assurance Instructions:

1. Review the following requirements by clicking each hyperlink.

2. Click the box certifying the Skill Center has read and understood the requirements listed under each section.

3. Complete the Authorized Representatives Signature Block.

4. Sign, date, and print a copy of this assurance section.

5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district files for monitoring/auditing purposes.

Yes   Upon written request, will the Skill Center consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [Section 317(b)(2)]

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.

- Students earning dual credit for high school and college.

This Skill Center hereby assures compliance with the following requirements under each section:

FEDERAL

☑   **The Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)**
☑   **Education Department General Administrative Regulations (EDGAR)**
☑   **Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224)**

STATE

☑   **Washington State Perkins Plan Requirements**
☑   **Washington Administrative Code (WAC)**
☑   **Revised Code of Washington (RCW)**
☑   **State Administrative and Accounting Manual (SAAM)**

OSPI

☑   **Career and Technical Education Program Standards**
☑   **Agency Application Assurances**
☑   **Accounting Manual for Public School Districts in the State of Washington**

By accepting these funds and signing below, your Skill Center agrees to abide by all federal, state, and agency rules and regulations required of this money.

Authorized Representatives Signature Block	
Superintendent:	Dr. Jane Stavem
Section 504 Coordinator:	Dr. Shannon Hitch
Title IX Officer:	John Appelgate
General Advisory Chair:	Dr. Paul Rossman
Board Chair:	Ms. SiriBliesner
Career and Technical Education Director/Administrator:	Donetta Oremus
Date: (MM/DD/YY)	10/10/19

<

Page 3

WAIVER REQUEST

ATTENTION: Skill Centers with an allocation of less than $15,000 who have demonstrated inability to enter into a consortium may be granted a waiver. In order to receive a waiver, Skill Centers must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

3.1   Is your Skill Center located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

3.2   What effort did the Skill Center make to enter into a consortium during the 2018-2019 school year? If no effort was made, please explain why joining a consortium was not a viable option for your Skill Center.

3.3   Describe how the Skill Center will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Receipt of a waiver will be contingent on the following:

- The Skill Center's statutory eligibility for a waiver, per responses to the above questions

- The quality of the Skill Center's entire Perkins Local Plan

- The Skill Center's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews)

3.4a   If this application is reflective of a consortium, please identify ALL school districts involved. **If not** a consortium, <u>leave this question blank</u>.

Skill Center Name(s)	CTE Director(s)/ Administrator(s)	Phone Number	Current Allocation

3.4b   Which district will be the fical agent for the consortium?

Page 4

Final Allocation Amount: **$26,495**

Required Uses of the Funds (Section 135)

GENERAL AUTHORITY - Each Skill Center that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the CLNA described in section 134(c).

REQUIREMENTS FOR USES OF FUNDS - Funds made available to school Skill Centers under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective.

Skill Centers not using Perkins dollars under this section can list 0$ in the amount box but must provide a narrative addressing how the Skill Center will fulfill this requirement.

4.1 The Skill Center will provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. (**Resource Guide**, Section 135 (b)(1)(A-F))

Please describe how the Skill Center will meet the requirement:

The Skill Center will provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study via the use of Xello Career and Pathway HSBP system paid for out of district funding.

Please specify the amount of Perkins funds to be used. Amount: $0

4.2 The Skill Center will provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I) (**Resource Guide**, Section 135 (b)(2)(A-I)

Please describe how the Skill Center will meet the requirement:

The Skill Center in partnership with our host district will provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, and understanding of all aspects of an industry, and other topics as identified in section via the use of state allocated CTE funds.

Please specify the amount of Perkins funds to be used. Amount: $0

4.3 The Skill Center will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

Please describe how the Skill Center will meet the requirement:

The Skill Center will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations via the use of grant funds to support updating current curriculum and equipment focusing in the pathway areas of but not limited to: Health Sciences and Skill & Technical Sciences

Please specify the amount of Perkins funds to be used. Amount: $15,774

4.4 The Skill Center will support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. (**Resource Guide**, Section 135 (b)(4)(A-B))

Please describe how the Skill Center will meet the requirement:

Lake Washington School District, as the host district for WANIC, requires that all CTE classes incorporate academic rigor into all courses. All WANIC instructors hold a CTE certificate in the program areas in which they teach. The CTE courses are aligned with the state standards, 21st Century Skills, leadership standards, thinking skills, employability skills. All WANIC courses use technologies and equipment similar or equal to that currently used with the industry related to the course. The WANIC courses integrate instructional strategies and assessments to support students in reading, writing, science and math skills. The programs are evaluated by a local advisory. WANIC courses are articulated with post-secondary colleges and training programs for tech prep, advanced placement, and/or prepare students for industry certifications in their fields. WANIC participates in the Lake Washington School District's Equivalency crediting process.

Please specify the amount of Perkins funds to be used. Amount: $0

4.5 The Skill Center will plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. (Items are identified in section 135 (b)(5)(A-T). (**Resource Guide**, Section 135 (b)(5)(A-T))

Please describe how the Skill Center will meet the requirement:

WANIC administrative staff will continue to work with skill center instructors to apply for credit equivalency in their pathways, where applicable. The Administrative Council (governance body, made up of the six school district superintendents) has committed to providing equal access to credit equivalency for all students who participate in a WANIC program that has been approved for cross-crediting; the credit equivalency earned while participating in a WANIC program in another member district will be honored by the student's resident district. Our students receive Science Lab Credit in Fire & EMS, they receive Health credit in our Health Science Careers class.

WANIC also offers two AP courses: AP Computer Science (DigiPen Video Game Programming) and AP Studio Art (DigiPen Animation Academy), through its core campus.

Please specify the amount of Perkins funds to be used. Amount: $10,000

4.6 The Skill Center will develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under **Resource Guide**, Section 134(c) and Section 113(b)(4)(B).

Please describe how the Skill Center will meet the requirement:

WANIC has developed and implemented evaluations for all of our classes. We will continue to review and update our forms to accurately reflect our input from students, staff, advisory members and post-secondary partners. These evaluations will also help with our comprehensive needs assessment.

Please specify the amount of Perkins funds to be used.   Amount: $0

<div style="border:1px solid black; display:inline-block; padding:8px;">**Page 5**</div>

Comprehensive Local Needs Assessment Planning

Please see the **Resource Guide** for additional guidance regarding the CLNA.

For Partnerships Conducting a CLNA

Skill Centers can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual school district's/Skill Center's programs to meet the Perkins V requirements for the CLNA.

For those opting to complete the CLNA in partnership with one or more other agencies, below is guidance for responding to Questions 5.1 – 5.4.

- **Question 5.1:** The partnership can have one Leadership Team, but all local education agencies involved in the partnership must be represented and this representative identified in the response to this question. How this team will work together through the partnership will also need to be discussed.

- **Question 5.2:** Since the partnership will address regional and local needs together, the response to this question could be the same for each school district/Skill Center in the partnership.

- **Question 5.3:** Partnerships may work together to meet the stakeholder representation requirements. In the description of how stakeholders will be identified, discuss how selection will include stakeholders from each participating school district's/Skill Center's local area.

- **Question 5.4:** Skill Centers/districts within the partnership may pool funds to meet the CLNA requirements for all participating agencies. For Question 4, please describe all resources that will be used to conduct the multi-agency CLNA.

For each question in the section below, Skill Centers **MUST** provide a written response.

A new requirement of Perkins V is for each Skill Center to conduct a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements. During the 2019-20 transition year, Skill Centers will conduct their CLNA.

Please provide the following information on how your agency will prepare to conduct the CLNA.

5.1 Describe who in the Skill Center will be on the leadership team to oversee the required CLNA process, and their roles and responsibilities.

The Skill Center leadership team will consist of the Director, Consortium CTE Directors and Administrative Council. It will be the role and responsibility of the director along with the CTE directors to ensure that our CLNA is completed in compliance with the state.

5.2 Describe how the Skill Center, while conducting the CLNA, will take into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Demand data, advisory council, etc.)

The skill center will gather the economic and educational needs of the the area in partnership

with our industry partners, post secondary partners, consortium CTE Directors and teachers to ensure a viable pathway is available to all students in our program areas.

5.3 Describe how the Skill Center will identify and involve representatives from the following required groups of stakeholders in the CLNA process. Describe who will be involved, representing each of the advisory areas.

- CTE/Education stakeholders
- Business/industry stakeholders
- Parents/students
- Special populations stakeholders
- Other stakeholders (**Resource Guide**, Section 134(d))

Our CTE Directors and teachers in our consortium will bring their expertise from the educational framework perspective to help inform all stakeholders that we are in compliance with specific area standards. Business and industry stakeholders will bring their expertise in the private and public employment areas to help inform all stake holders of the needs in our communities. Parents and students will bring their ideas to inform stakeholders of the desires they have for themselves. We will also include SPED case managers, accelerated programs and ELL staff to bring their unique perspectives to inform all stakeholders.

5.4 Describe what fiscal resources will be needed to effectively conduct the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.

Please specify the amount of Perkins funds to be used. $1,000

The fiscal resources needed to conduct the CLNA will be used for substitutes and other items as approved to complete the work.

The Act spells out the areas for Skill Centers to assess during the CLNA, reflecting areas emphasized in the new law. Perkins V requires assessment of each of the following while conducting the CLNA, Section 134(c)).

5.5 Describe the Skill Centers proposed timeline to inform the CLNA process and required information to inform the 20-21 Perkins application.

The skill center proposes to complete this work in the next 18 months.

5.6 Describe how the Skill Center will use the results of the CLNA to inform the specific CTE programs and activities to be funded (**Resource Guide**, Section 134(2.a)).

The skill center will use this information to help with our strategic planning and expansion in the coming years.

The results of the CLNA will be used to prepare the local application and budget beginning with the 2020-21 school year.

Page 6

Five-Year District-Wide Plan

Please identify the program areas in which you are offering courses:

☐ Agricultural Education

☐ Business & Marketing

☑ Family and Consumer Sciences Education

☑ Health Science Education

☐ Science, Technology, Engineering & Mathematics (STEM)

☑ Skilled & Technical Sciences

The strategic or District-Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the General Advisory Committee (GAC).

Please upload your Five-Year District-Wide Plan for CTE

☑ I certify that the District-Wide Plan for CTE was developed in coordination with and approved by the General Advisory Committee.

☑ I certify that the District-Wide Plan for CTE has school-board approval.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

File names may **NOT** include symbols (e.g., #).

Uploaded Files	Uploaded By	Uploaded At
District 5 year plan 2019-20.docx	KAREN HAY	10/10/2019 5:25 PM

Page 7

Programs of Study / CTE Dual Credit

New federal definition of a Program of Study: The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

B. Addresses both academic and technical knowledge and skills including employability skills;

C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;

D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction;

E. Has multiple entry and exit points that incorporate credentialing; and

F. Culminates in the attainment of a recognized postsecondary credential.

Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.

- The secondary Program of Study includes leadership standards, through 21st Century skills.

- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.

- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).

- Program of Study courses include appropriate state standards and/or industry skills standards.

- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

7.1 Describe how the Skill Center will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework.

WANIC member districts offers programs of study that originate in the 8th grade. The High School and Beyond Plan is the tool with which students map out their career pathway. Each program of study includes rigorous content aligned with academic standards and relevant career and technical content. The program of study is non-duplicative, articulates with colleges through Tech Prep articulations, apprenticeships, and leads toward industry certification. High school students will be offered more indepth study in their program of study through the WANIC Skills Center (540 hours).

Secondary students have the opportunity to participate in dual-credit (through Tech Prep) or concurrent enrollment programs or other ways to acquire postsecondary education credits, offered by the WANIC consortium member district through our interlocal agreement, and through contracted instruction with partners like DigiPen Institute of Technology. The WANIC programs lead to an industry-recognized certification, certificate at the community/technical college level, an associates or baccalaureate degree at the college level; and to employment or apprenticeship programs.

Our programs of study include secondary CTE, academic, and appropriate elective courses, as well as the state and local graduation requirements. They also includes 21st Century skills, leadership standards and employability skills standards.

7.2 Describe how the Skill Center will expand programs of study and strengthen articulations with local post-secondary institutions.

The WANIC skill center is working with other skill centers and with colleges to expand our programs of study in the health sciences areas and computer science area. We also have an agreement with DigiPen University. Students in WANIC DigiPen programs can earn College credits from Digipen.
In addition, WANIC districts continue to operate as a member of the Tech Prep College Connections consortium using district funds and college funds.

List a Minimum of One Program of Study

Press the "NEW" button to complete information for each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record *before* pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

Please identify your current program of study:

Career Cluster: Health Science

Pathway: Health and Human Services
Link To Pathways

In the list below, check the appropriate box(es) and identify the name of the institution(s):

☑ 4-year Institution   University of Washington

☑ Community College   Bellevue College

☑ Technical School   Lake Washington Institute of Technology

☐ Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name.   Nurse Assistant Certified

Please identify the current high school building code where this program of study is offered: **Bldg. Codes (CO/DIST/BLDG)**

High School Bldg. Code 17/414/5958

> **REMEMBER:** Allow **SAVE** to complete *before* pressing the **NEW** button again.

CTE Dual Credit

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process

- Current Articulation Agreement – must include:

    - Name of secondary/post-secondary institutions

    - Name of secondary/post-secondary course(s)

    - Credits offered

    - All authorizing signatures

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

File names may **NOT** include symbols (e.g., #).

Uploaded Files	Uploaded By	Uploaded At
19200155MOA - Washington Center for Virtual Careers WaNIC CTE Dual Credit -2019-2022MOA.pdf	KAREN HAY	10/10/2019 4:59 PM
Articulations 2018-19.pdf	KAREN HAY	10/10/2019 4:59 PM

Page 8

INSTRUCTOR DATA

NOTE: This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual instructors. This will assist OSPI with communication, professional planning and trainings.

8.1 How many teachers in your Skill Center are teaching CTE courses? (Headcount _not_ FTE) 14

Press the "NEW" button to complete each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record. Allow SAVE to complete _before_ pressing the "NEW" button again.

First Name	Last Name
Kathleen	Hayes

Email: kathleen.hayes@digipen.edu

Certification #: 530252F	Certification Type: Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☑ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☐ Health Sciences

REMEMBER: Allow **SAVE** to complete _before_ pressing the **NEW** button again.

First Name	Last Name
Katie	Oostra

Email: koostra@lwsd.org

Certification #: 530258C	Certification Type: Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☐ Skilled & Technical Sciences

☐ Business & Marketing Education
☐ Family & Consumer Sciences
☐ STEM
☑ Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name
Michael	Owens

Email: m.owens@digipen.edu

Certification #: 533238B	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

☐ Agricultural Education
☑ Skilled & Technical Sciences
☐ Business & Marketing Education
☐ Family & Consumer Sciences
☐ STEM
☐ Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name
Jeremy	Kings

Email: j.kings@digipen.edu

Certification #: 511916A	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

☐ Agricultural Education
☑ Skilled & Technical Sciences
☐ Business & Marketing Education
☐ Family & Consumer Sciences
☐ STEM
☐ Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name

Tanya	VanBuskirk

Email: tvanbuskirk@lwsd.org

Certification #: 528582H	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☐ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☑ Health Sciences

<p align="center">REMEMBER: Allow SAVE to complete <u>before</u> pressing the NEW button again.</p>

First Name	**Last Name**
Ryan	Schleppler

Email: ryan.scheppler@digipen.edu

Certification #: 498615D	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☑ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☐ Health Sciences

<p align="center">REMEMBER: Allow SAVE to complete <u>before</u> pressing the NEW button again.</p>

First Name	**Last Name**
Joni	Brand

Email: jbrand@lwsd.org

Certification #: 438304H	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education

- ☐ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☑ Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name
Jack	Greaves

Email: jgreaves@fitefire.org

Certification #: 366941C	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☑ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☐ Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name
Dave	Watson

Email: dwatson@fitefire.org

Certification #: 509567D	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☑ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☐ Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name
Austin	Allen

Email: fitefire01@gmail.com

Certification #: 558693H	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☑ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☐ Health Sciences

REMEMBER: Allow **SAVE** to complete _before_ pressing the **NEW** button again.

First Name	Last Name
Roland	Ocampo

Email: ocampo@digipen.edu

Certification #: 553339C	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- ☐ Agricultural Education
- ☑ Skilled & Technical Sciences
- ☐ Business & Marketing Education
- ☐ Family & Consumer Sciences
- ☐ STEM
- ☐ Health Sciences

REMEMBER: Allow **SAVE** to complete _before_ pressing the **NEW** button again.

First Name	Last Name
Jayden	Petro

Email: fitefire01@gmail.com

Certification #: 556904A	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

☐　Agricultural Education
☑　Skilled & Technical Sciences
☐　Business & Marketing Education
☐　Family & Consumer Sciences
☐　STEM
☐　Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name
Christopher	Sabin

Email: christopher.sabin@digipen.edu

Certification #: 519209A	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

☐　Agricultural Education
☑　Skilled & Technical Sciences
☐　Business & Marketing Education
☐　Family & Consumer Sciences
☐　STEM
☐　Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

First Name	Last Name
Allison	Terwilliger

Email: aterwilliger@lwsd.org

Certification #: 548872A	**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

☐　Agricultural Education
☐　Skilled & Technical Sciences
☐　Business & Marketing Education
☐　Family & Consumer Sciences
☐　STEM
☑　Health Sciences

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

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Perkins Reserve Special Projects(PRSR)

NOTE: Perkins Reserve Special Projects (PRSR) funds must be obligated to the budget categories that align with the intent of the grant. Permissible use of funds varies per PRSR Grant Award.

Skill Centers may receive multiple Perkins Reserve Special Project (PRSR) awards. Please click 'New' to create a separate record for each **new** PRSR your Skill Center has received.

Name of PRSR:

Name of OSPI Program Supervisor administering PRSR:

Please provide a description of the PRSR:

Please provide a description how this PRSR aligns with ongoing Skill Center efforts to strengthen CTE programs, and the value to the Skill Center of being able to participate in the PRSR:

Proposed Budget - Perkins Reserve

	Perkins Reserve	Perkins Basic	State Enhanced CTE	Match/ In-Kind (optional)	Total
Travel					$0
Narrative:					
Supplies/ Instructional Materials					$0
Narrative:					
Technology/ Equipment					$0
Narrative:					
Purchased Services					$0
Narrative:					

Classified/ Certificated Staff Salary/ Benefits						$0

Narrative:

Perkins Reserve Total	$0				**Total**	$0

Press the "NEW" button to complete information for each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record *before* pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

CONSTRUCTABILITY REVIEW REPORT
LAKE WASHINGTON HIGH SCHOOL ADDITION PROJECT (SITE 84)

October 21, 2019

SITUATION

In accordance with WAC 392-344-066 and WAC 392-344-085, in order to receive State Construction Assistance Program (SCAP) funds for the addition, a constructability review must be completed for the Lake Washington High School Addition project. OSPI's form D-9, Application for Authorization to Sign Contracts, requires school boards to accept the constructability review report and implementation.

The intent of the constructability review process is to improve the overall quality of the design documents which helps achieve competitive bids and reduces the number of change orders during construction.

The constructability review was completed by an independent team of experienced professionals with the goal of finding discrepancies, conflicts, omissions, and errors in the design drawings. The interdisciplinary team consisted of a contractor and a team of professionals with expertise in structural, civil, mechanical, and electrical engineering disciplines. The review was performed on a full set of construction documents which included the site, landscape, architectural, structural, mechanical, and electrical design drawings and specifications. The construction documents reviewed were approximately 85% complete, allowing the team to review a near complete design. The team completed its review on April 5, 2019 after a two-week review period and submitted their findings in the report dated April 10, 2019.

The constructability review comments were reviewed by the design team, contractors and project manager. The architect and district project manager reviewed the document and prepared a response to the specific comments. All comments and concerns raised in the report have been implemented in the final documents for construction.

RECOMMENDATION

The Board of Director accepts the constructability review report for the Lake Washington High School Addition project.

LRC CONSULTANTS, INC.

CONSTRUCTABILITY REVIEW COMMENTS

LAKE WASHINGTON SCHOOL DISTRICT #414
LAKE WASHINGTON HIGH SCHOOL ADDITIONS
PHASE 1 AND 2

April 10, 2019

PERMIT SET CONSTRUCTION DOCUMENTS

LAKE WASHINGTON HIGH SCHOOL ADDITION

DESIGN TEAM

OWNER: LAKE WASHINGTON SD

SENIOR PROJECT MANAGER: Ina Holzer   LWSD
                Tel: (206) 351-2983

ARCHITECT: Contact: McGRANAHAN ARCHITECTS
                Tel: (253) 383-3084

GENERAL CONTRACTOR: Contact: Kevin McCarry   LYDIG CONSTRUCTION
                Tel: (425) 885-3314

CIVIL ENGINEERS: Contact: JACOBSON CONSULTING ENGINEERS
                Tel: (206) 399-6233

LANDSCAPE ARCHITECTS: Contact: WEISMAN DESIGN GROUP
                Tel: (206) 322-1732

STRUCTURAL ENGINEERS: Contact: PCS STRUCTURAL SOLUTIONS
                Tel: (253) 383-2797

MECHANICAL ENGINEERS: Contact: BCE ENGINEERS
                Tel: (253) 448-3376

ELECTRICAL ENGINEERS: Contact: HARGIS ENGINEERS
                Tel: (206) 448-3376

ACOUSTICAL: Contact: BRC ACOUSTICS
                Tel: (206) 270-8910

CONSTRUCTABILITY REVIEW TEAM
LRC CONSULTANTS, INC.

CIVIL/LANDSCAPE: LRC Consultants, Inc.   Larry Cargile

ARCHITECTURAL: LRC Consultants, Inc.   Ron Hadwiger

STRUCTURAL: LRC Consultants, Inc.   Larry Cargile/ Ron Hadwiger

MECHANICAL HVAC: LRC Consultants, Inc.   Terry Nemitz

MECHANICAL PIPING: DMS Consulting, LLC   Doug Schindler

ELECTRICAL: RWS Consulting   Wayne Stevers

COORDINATION: All consultants noted above

TABLE OF CONTENTS

Listing of Owner/ Design Team and Constructability Review Team
Summary of review
Constructability Review construction document comment summary

SPECIFICATION/PLAN REVIEW COMMENTS

CIVIL, LANDSCAPE

Civil, Landscape, Architectural site drawing and specification comments (designated with C/L). Additional comments concerning site are in the Coordination section.

ARCHITECTURAL

Architectural drawing and specification comments on building (designated with A). Additional comments concerning Architectural are in the coordination section.

STRUCTURAL

Structural drawing and specification comments on building (designated with S). Additional comments concerning Structural are in the coordination section.

MECHANICAL HVAC

Mechanical HVAC drawing and specification comments on building (designated with MH). Additional comments concerning Mechanical are in the coordination section.

MECHANICAL PIPING

Mechanical Piping drawing and specification comments on building (designated with MP). Additional comments concerning Mechanical are in the coordination section

ELECTRICAL

Electrical, Low Voltage and Fire Alarm drawing and specification comments on building (designated with E). Additional comments concerning Electrical are in the coordination section.

COORDINATION

Coordination comments of building involving multiple disciplines (designated with C). This section should be reviewed by all disciplines as resolutions may affect all disciplines.

Constructability Review –Lake Washington High School Additions

BACKGROUND:
LRC Consultants was retained to perform a Constructability Review of the Lake Washington High School Addition project. This consisted of an early site prep review (Phase 1) and a building review (Phase 2). The Phase 1 review was performed from January 15th, 2019 to January 17th, 2019 on the Phase 1 progress set of documents dated December 21, 2018. The Phase 2 review was performed from March 13th, 2019 to March 26th, 2019 on the bid set of drawings dated March 1, 2019. We utilized a (5) person review team consisting of construction professionals with specific trade experience for the major design disciplines.

CONTENTS OF DOCUMENT:
This document contains the original comments organized by the major design disciplines. The section labeled Coordination contains comments that involve multiple disciplines regarding single issues. The Phase 1 review comments are categorized in (3) groups: Civil/Landscape, Electrical and Coordination. The Phase 2 comments are categorized in (6) groups by the primary Design disciplines including a coordination section.
Areas of concern we found on the documents that could require more time for the Design Team to resolve are as follows:

- Provide intended Contractor entrances from City streets and any additional sediment containment designs. Phase 1 comment CL/1.
- Suggest identifying student/staff flow areas for proper separation between proposed construction and public. Phase 1 comments CL5A-C.
- Suggest providing design of site concrete storm detention vault. Depending on size and scheduled installation could impact contractor and schedule. Phase 1 comments CL10A-B.
- Verify existing side sewer IE elevations. Current elevations have sewer sloping opposite direction. Phase 1 comment CL12.
- Coordinate site grades with CB rim elevations at southeast rain garden. Phase 1 comment CL15.
- Suggest performing as-built of existing parking areas prior to demolition for existing grade elevations. Phase 1 comment CL16.
- Verify noted conditions at existing and new Stormtech gallery area. Phase 1 comment CL25A-D.
- Verify scope of work with existing light poles and new lamps. Phase 1 comments E2A-B.
- Need to clarity scope of Electrical work in early site development for clarity. Phase 1 comments E8A-C.
- Coordinate Electrical site parking plan with Civil, Landscape and Architectural. Phase 1 comment C1.
- Provide IE elevations of piping into building on Civil and Mechanical. Phase 1 comments C5A-C.
- Suggest providing a "summary of work" for the early site package identifying intended scopes of work and durations for clarity. Phase 1 comment C8.

- Clarify scope of work regarding acrylic resin panels. Phase 2 comments A14A-C.
- Clarify scope and size of roof ballast materials. Phase 2 comments A19A-F.
- Identify where different sizes of curtainwall frames are to be installed. Phase 2 comment A20.
- Coordinate scheduled fan CFM's with plan CFM's at noted locations. Phase 2 comments MH15a-p and MH17A-k.
- Size all ductwork on sheets M2.21 and M2.22 for supply, return and exhaust. Phase 2 comment MH29.
- Buried gas piping in Science rooms not per code. Phase 2 comment MP5, C9.
- Need to provide circuitry on all drawings and include panel schedules. Phase 2 comment E3.
- Duct conflicts with Structure and finish ceiling. Phase 2 comments C1A-D, C2A-D, C3, C4A-B, C5, C6, C8.
- Size Structural diagonal bracing and show interaction with metal wall studs (if conflicts occur). Phase 2 comment C11A-B.
- Clarify details at concrete form liner wall surfaces. Phase 2 comments C16A-F.
- Clarify if AESS is used on this project or not. Phase 2 comments C25A-D.
- Clarify noted comments around precast stairs. Phase 2 comments C27A-I.
- Verify demolition and new M/E components at existing entry. Phase 2 comments C29A-B.
- Clarify noted comments regarding aggregate piers and subgrade. Phase 2 comments C54A-F.

SUMMARY:

LRC Consultants, Inc. through the Constructability Review process identifies discrepancies within the Contract Documents. Careful attention is taken with all major disciplines in addition to the coordination of those disciplines integrated together to create your building. When the comments contained herein are integrated into the Contract Documents, all parties should expect tighter bids, achievable schedules, and reduced change orders. We firmly believe this process helps prevent change orders above acceptable levels and helps maintain overall project schedules.

DISCLAIMER:

Our review process doesn't guarantee that all issues will have been identified and corrected. These comments are to assist the Design Team with their own quality control of the Contract Documents. These comments are not intended to direct or imply design direction.

DISCIPLINES REVIEWED:

Civil/Landscape, Architectural, Structural, Mechanical, Electrical, All Related Specifications

McGRANAHAN architects

2111 Pacific, Suite 100 Tacoma, Washington 98402

253
383 3084   T

253
383 3097   F

October 7, 2019

Ina Holzer
Senior Project Manager
Lake Washington School District No. 414
15212 NE 95th Street
Redmond, WA 98052

Re: Lake Washington High School – Classroom Addition

Constructability Review

Dear Mrs. Holzer:

This letter is to certify that on April 5, 2019, in accordance with WAC 392-343-066, a Constructability Review of the contract documents was completed by LRC Consultants via Lydig Construction for the Lake Washington High School Classroom Addition project. We have reviewed the report and found it to be very thorough and beneficial. Along with our engineering team we have completed a review of each comment and, where appropriate, made the necessary modifications to our contract documents prior to issuing the bidding documents.

Sincerely,

Dion Serra
Project Designer

October 21, 2019

SITUATION

On September 17, 2018, the Board of Directors approved the Guaranteed Maximum Price (GMP) for preconstruction and construction services of the Margaret Mead Elementary School Rebuild and Enlarge Project.

Construction Change Order No. 1 for Margaret Mead Elementary School is attached for your review. The change order includes twenty-nine (29) changes to the construction contract for the Margaret Mead Elementary School Rebuild and Enlarge project. The twenty-nine (29) changes are additive costs.

Six (6) Change Order Proposals (COPs) are due to design coordination issues:
- COP 011 revises structure to accommodate stair design
- COP 023 modifies roofing material to meet LWSD standards
- COP 189 adds fencing for student safety at service yard retaining wall
- COP 226 adds pavement work at retained existing parking
- COP 280 adds pavement work at retained existing parking
- COP 295 adds sidewalk revisions at retained existing parking area to meet ADA Code Requirements

Fifteen (15) COPs are due to regulatory agency requirements:
- COP 007 adds fire communication system (DAS) per Eastside Fire Department
- COP 008 adds street lighting on 216th per City of Sammamish
- COP 017 adds water utility work on existing water lines per Utility District (SP Water)
- COP 027 adds utility work for revised power connection route per Utility District (PSE Power & Gas)
- COP 030 adds storm sewer manhole per Utility District (NESSWD)
- COP 050 revises water lines per Utility District (SP Water)
- COP 128 adds offset sewer manhole in 216th per City of Sammamish
- COP 194 adds storm sewer catch basin per City of Sammamish
- COP 199 adds site improvements per Eastside Fire Department
- COP 217 adds water utility work on 216th per Utility District (SP Water)
- COP 225 adds sewer work to retire existing sewer facility per Utility District (NESSWD)
- COP 233 adds water utility work to relocate hose bib per Utility District (PSE)
- COP 239 adds frontage improvements per City of Sammamish
- COP 239.1 adds frontage improvements per City of Sammamish
- COP 278 adds exit lights in the building per City of Sammamish

Four (4) COPs are due to unforeseen conditions:
- COP 005 adds earthwork at building foundation to mitigate unforeseen soil conditions
- COP 058 adds structural steel to accommodate unforeseen mechanical conflicts
- COP 235 adds unforeseen offsite communications pathway work for Utility Provider (Frontier)
- COP 240 adds storm sewer catch basin to accommodate unforeseen conditions

Four (4) COPs are for owner requested changes:
- COP 026 adds tree removal for safety and security
- COP 065 adds electrical and data outlets in the classrooms
- COP 084 adds access control infrastructure for additional card readers
- COP 215 adds infrastructure for additional security system locations

The total of the change orders for this project is 1.68% of the established construction GMP. The cost of the changes from Change Order No. 1 is within the budget estimated for this program.

Board Approved Final GMP Construction Contract Amount	$38,687,403
Current Change Order	
Change Order No. 1	$650,958
Total Change Orders	
Change Order No. 1	$650,958
Contract Amount including this Change Order	$39,338,361

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 1 with Lease Crutcher Lewis for the Margaret Mead Elementary School Rebuild and Enlarge project in the amount of $650,958 plus sales tax. Approval of this change order results in a revised GMP of $39,338,361.

CHANGE ORDER NO.   [1]

Building on Success

Project: Margaret Mead Elementary School (Site 58 - MMES)

Contractor: Lease Crutcher Lewis

Lake Washington School District

Date:	10/21/2019
Project #:	5860
Contract #:	2000400448

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
5		Adds earthwork at building foundation to mitigate unforseen soil conditions	$ 20,502
7		Adds fire communication system (DAS) per Eastside Fire Department	$ 72,777
8		Adds street lighting on 216th per City of Sammamish	$ 32,637
11	007	Structural revision to accommodate stair design	$ 10,054
17		Adds water utility work on existing water lines per Utility District (SP Water)	$ 6,481
23		Roofing material modification to meet LWSD standards	$ 32,619
26		Adds tree removal for safety and security	$ 6,945
27		Adds utility work for revised power connection route per Utility District (PSE Power & Gas)	$ 29,946
30		Adds storm sewer manhole per Utility District (NESSWD)	$ 8,350
50		Revises water lines per Utility District (SP Water)	$ 22,703
58		Adds structural steel to accommodate unforseen mechanical conflicts	$ 7,470
65		Adds electrical and data work in the classrooms	$ 38,668
84		Adds access control infrastructure for additional card readers	$ 11,750
128		Adds offset sewer manhole in 216th per City of Sammmish	$ 107,064
189		Adds fencing for stundent safety at service yard retaining wall	$ 10,503
194		Adds storm sewer catch basin per City of Sammamish	$ 15,104
199		Adds site improvements per Eastside Fire Department	$ 84,575
215		Adds infrastructure for additional security system locations	$ 11,213
217		Adds water utility work on 216th per Utility District (SP Water)	$ 8,619
225		Adds sewer work to retire existing sewer facility per Utility District (NESSWD)	$ 3,064
226		Adds pavement work at retained existing parking areas	$ 51,106
233		Adds water utility work to relocate hose bib per Utility District (PSE)	$ 2,523
235		Adds unforseen offsite communications pathway work for Utility Provider (Frontier)	$ 2,459
239		Adds frontage improvements per City of Sammamish	$ 19,218
239.1		Adds frontage improvements per City of Sammamish	$ 7,581
240		Adds storm sewer catch basin to accommodate unforseen conditions	$ 6,729
278		Adds exit lights in the building per City of Sammamish	$ 4,438
280		Adds pavement work at retained existing parking	$ 10,548
295		Adds sidewalk revisons at existing parking lot to meet ADA Code Requirements	$ 5,314

Combined Total: $ 650,958

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 $38,687,403

Net Change by previously authorized Change Orders............................. $0

CHANGE ORDER NO. [1]

Building on Success

Project: Margaret Mead Elementary School (Site 58 - MMES)

Contractor: Lease Crutcher Lewis

Date:	10/21/2019
Project #:	5860
Contract #:	2000400448

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:

The Contract Sum prior to this Change Order was... $38,687,403

The Contract Sum will be [increased] ~~decreased~~ ~~unchanged~~ by this Change Order........... $650,958

The new Contract Sum including this Change Order is $39,338,361

The Contract time will be ~~increased~~ ~~decreased~~ [unchanged] by................. 0 days

The date of Substantial Completion as of the date of this Change Order .... August 26, 2019

Amounts _exclude_ State Sales Tax.

CONTRACTOR's ACCEPTANCE

BY: _Eric Holzer_

SIGNED: Eric Holzer

TITLE: Project Manager

DATE: 10/15/2019

OWNER'S ACCEPTANCE

BY: _____

SIGNED: Brian Buck

TITLE: Director, Support Services

DATE: _____

ARCHITECT'S RECOMMENDATION

BY: _____

SIGNED: Shauna S. Essman

TITLE: Architect

DATE: 10-10-2019

PROGRAM MANAGER'S RECOMMENDATION

BY: _____

SIGNED: Stephen Murakami

TITLE: Program Manager

DATE: 10/15/19

October 21, 2019

<u>SITUATION</u>

On September 17, 2018, the Board of Directors approved the Guaranteed Maximum Price (GMP) for preconstruction and construction services of the Peter Kirk Elementary School Rebuild and Enlarge Project.

Construction Change Order No. 1 for Peter Kirk Elementary School is attached for your review. The change order includes fourteen (14) changes to the construction contract for the Peter Kirk Elementary School Rebuild and Enlarge project. The fourteen (14) changes are additive costs.

Ten (10) Change Order Proposals (COP)s are due to regulatory agency requirements:
- COP 001 extends the sewer system on 14th Place per City of Kirkland
- COP 006 adds earthwork for water utility per City of Kirkland
- COP 014 adds fire communication system (DAS) per Kirkland Fire Department
- COP 037 adds temporary fire department access per Kirkland Fire Department
- COP 041 adds storm sewer manhole per City of Kirkland
- COP 042 adds asphalt work on 14th Place per City of Kirkland
- COP 220 adds wetland mitigation per City of Kirkland
- COP 246 adds storm sewer work and new catch basin on 6th street per City of Kirkland
- COP 248 adds pavement work on 14th street per City of Kirkland
- COP 249 adds pavement work on 6th street per City of Kirkland

Three (3) COPs are due to unforeseen conditions:
- COP 015 adds earthwork at building footings to mitigate unforeseen soil conditions
- COP 032 adds vermiculite abatement at existing school due to unforeseen conditions
- COP 265 adds earthwork at south parking lot to mitigate unforeseen soil conditions

One (1) COPs is for owner requested changes:
- COP 65 adds access control infrastructure for additional card readers

The total of the change orders for this project is 1.49% of the established construction GMP. The cost of the changes from Change Order No. 1 is within the budget estimated for this program.

Board Approved Final GMP Construction Contract Amount	$36,957,734
Current Change Order	
Change Order No. 1	$549,860
Total Change Orders	
Change Orders No. 1	$549,860
Contract Amount including this Change Order	$37,507,594

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 1 with Lease Crutcher Lewis for the Peter Kirk Elementary School Rebuild and Enlarge project in the amount of $549,860 plus sales tax. Approval of this change order results in a revised GMP of $37,507,594.

CHANGE ORDER NO. [1]

Building on Success

Project: Peter Kirk Elementary School (Site 09 - PKES)

Contractor: Lease Crutcher Lewis

Lake Washington School District

Date: 10/21/2019
Project #: 960
Contract #: 2000400447

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
001	001	Extension of sewer system on 14th Place per City of Kirkland	$ 66,613
006		Adds earthwork for water utiity per City of Kirkland	$ 32,215
014		Adds fire communication system (DAS) per Kirkland Fire Department	$ 70,880
015		Adds earthwork at building footings to mitigate unforseen soil conditions	$ 16,571
032		Adds vermiculite abatement at existing school due to unforseen conditions	$ 35,572
037		Adds temporary fire department access per Kirkland Fire Department	$ 40,662
041		Adds storm sewer manhole per City of Kirkland	$ 5,730
042		Adds ashphalt work on 14th Place per City of Kirkland	$ 11,904
065		Adds access control infrastructure for additional card readers	$ 16,771
220		Adds wetland mititgation per City of Kirkland	$ 142,232
246		Adds storm sewer work and new catch basin on 6th street per City of Kirkland	$ 30,127
248		Adds pavement work on 14th street per City of Kirkland	$ 18,466
249		Adds pavement work on 6th street per City of Kirkland	$ 26,765
265		Adds earthwork at south parking lot to mitigate unforseen soil conditions	$ 35,352

Combined Total: $549,860

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	$36,957,734
Net Change by previously authorized Change Orders............................	$0
The Contract Sum prior to this Change Order was..	$36,957,734
The Contract Sum will be [increased] ~~decreased~~ ~~unchanged~~ by this Change Order..........	$549,860
The new Contract Sum including this Change Order is	$37,507,594

The Contract time will be ~~increased~~ ~~decreased~~ [unchanged] by................. 0 days

The date of Substantial Completion as of the date of this Change Order .... August 26, 2019

Amounts _exclude_ State Sales Tax.

CONTRACTOR's ACCEPTANCE

BY: _Eric Holzer_

SIGNED: Eric Holzer

TITLE: Project Manager

DATE: 10/15/2019

OWNER'S ACCEPTANCE

BY: _____

ARCHITECT'S RECOMMENDATION

BY: _F. Brophy_

SIGNED: Patrick Brophy

TITLE: Project Architect

DATE: 10/15/19

PROGRAM MANAGER'S RECOMMENDATION

BY: _____

Building on Success

Project: Peter Kirk Elementary School (Site 09 - PKES)

Contractor: Lease Crutcher Lewis

Lake Washington School District

Date:	10/21/2019
Project #:	960
Contract #:	2000400447

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:

SIGNED: Brian Buck

TITLE: Director, Support Services

DATE:

SIGNED: Stephen Murakami

TITLE: Program Manager

DATE: 10/15/19

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.

From	Amount	Purpose
Ben Franklin PTA to Franklin Elementary School	$13,200.00	To support classroom enrichment ($5,000.00), outdoor education ($2,700.00), and professional development ($5,500.00).
John Muir Elementary PTSA to Muir Elementary School	$10,000.00	To support classroom enrichment ($8,500.00), safety patrol ($750.00), and supplies/materials at principal discretion ($750.00).
Samantha Smith PTSA to Smith Elementary School	$28,662.45	To provide stipends for student council, Accelerated Math, Accelerated Reader, and Read Naturally after school clubs ($7,398.45), student scholarships ($1,550.00); purchase magazine subscriptions ($3,480.00); and support assemblies ($2,500.00) and classroom enrichment ($13,734.00).
Mark Twain PTSA to Twain Elementary School	$7,399.00	To support classroom enrichment ($3,700.00); and provide stipends for student council and family & student engagement ($3,699.00).
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary School	$31,515.34	To provide substitutes ($625.00) and stipends for student council, safety patrol, Watch DOGS, Hands-on Science, Math Olympiad, Wilder about Reading, and motor skills enrichment ($16,029.98); support field trips ($5,100.00), and professional development ($1,000.00); and purchase office ($1,750.00) and classroom supplies for specialists ($2,208.00), RAZ kids site license ($800.00), and library books ($4,002.36).
Kaplita Fam Foundation to Inglewood Middle School	$2,000.00	To support Fun Run.
Northstar Community Jr. High Ad/Northstar Parent Fund to Northstar	$18,563.83	To support classroom enrichment ($5,000); to provide stipends for yearbook, music, field trips, activities, community building, and after school clubs ($13,563.83).
TOTAL	**$111,340.62**	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the October 21, 2019 board meeting.

STRATEGIC PLAN CONNECTIONS
TRANSPORTATION

October 21, 2019

<u>SITUATION</u>

The Board will periodically receive updates on District programs and initiatives that support the overall goals of the LWSD Strategic Plan. Updates are designed to note specific areas of progress, provide more detailed information about current developments and items of interest, and allow the community to hear about work that supports the mission and vision of Lake Washington School District.

This agenda item also allows the Board to hear from District leaders and interact with them regarding the critical work of a specific department and/or area of responsibility. The topic to be presented at Monday's board meeting is: Transportation.

<u>RECOMMENDATION</u>

The Board of Directors receives periodic reports on connections to the Lake Washington School District 2019-22 Strategic Plan.