



SCHOOL BOARD MEETING

Board of Directors

Rick Hendricks, President
Paul Williams, Vice President
Erin Markquart, Member
Casey Chamberlain, Member
Deb Norris, Member

Mission

*We believe it is our responsibility to
ensure the best education for every student,
every day, in every classroom.
We believe in success for
students and staff every day.*

June 13, 2018 Special Board Meeting

Board Room

1. Call to Order: 6:00 p.m.

2. Flag Salute

3. Approval of Agenda

(Action)

4. Consent Items

(Action)

[Consent Items \(p. 4\)](#)

5. Superintendent Comments

This is the time on the agenda for the Superintendent to provide information and comment on District activities.

6. Board Member Comments

This is the time on the agenda for Board members to report on professional development activities they have attended (i.e., conferences, workshops), legislative issues and other items of interest.

7. Audience Comments

The Sumner School Board welcomes the public to its meetings. Individuals who wish to address the Board should use the sign-up sheet provided at the door. Comments should be restricted to no more than three minutes. Remarks regarding District personnel are not appropriate for the Audience Comments portion of the meeting.

8. Unfinished Business

a. Policy

(Action)

Policy 1310: Adoption and Amendment of Policies and By-Laws

The Administration recommends the Board adopt the following policies:

- 2151 Interscholastic Activities
- 3115 Homeless Students - Enrollment Rights and Services
- 5050 Contracts
- 6640 School - Owned Vehicles

[2151 Interscholastic Activities \(p. 7\)](#)

[3115 Homeless Students - Enrollment Rights and Services \(p. 12\)](#)

[5050 Contracts \(p. 15\)](#)

[6640 School-Owned Vehicles \(p. 19\)](#)

9. Presentations

a. Highly Capable Program

Executive Director of Special Services, Karen Finnigan, will present information regarding the District's Highly Capable Program to the Board.

[Highly Capable Program \(p. 20\)](#)

b. Preschool Curriculum

Special Services Director, Audra Walters, and Elementary Program Administrator, Laurie Sjolund will present information regarding the proposed Preschool Curriculum to the Board.

[Preschool Curriculum Adoption \(p. 34\)](#)

10. New Business

a. Instructional Materials - First Reading

Policy 2020: Course Design, Selection and Adoption of Instructional Materials

Dr. Lindsay Lombardo, Director of Secondary Curriculum, will present a recommendation for the following instructional materials:

Title: Veterinary Assisting: Fundamentals & Applications

Author: Beth Vanhorn, CVT, AS & Robert W. Clark, PhD

Publisher: Cengage Learning

Copyright: 2011

Name of class in which the resource will be used: Veterinary Science

Title: Connect4Learning

Author: Julie Sarama, Kimberly Brenneman, Douglas Clements, Nell Duke, Mary Louise Hemmeter

Publisher: Gryphon House

Copyright: 2016

Name of class in which the resource will be used: Preschool

These resources have been reviewed and approved by the District Curriculum and Instructional Materials Committee. This information is provided for first reading.

b. Learning Assistance Program (LAP)

(Action)

As part of the Learning Assistance Program (LAP) funding, the district is allowed to set aside up to 5% for Readiness to Learn (RTL). The purpose of RTL is to deliver academic and nonacademic supports to participating students who are significantly at risk of not being successful in school. The RTL program reduces barriers to learning, increases student engagement, and enhances students' readiness to learn.

The Administration recommends the Board approve the use of up to 5% of LAP funding for RTL activities allowed under RCW 28A.165.035(2)(g).

11. Board Discussion

12. Information Only

a. Upcoming Board Meeting(s)

The next Regular Board meeting is scheduled for June 20. The meeting will be held at 6:00 pm at Maple Lawn Elementary School.

June 13, 2018 Consent Items

<u>Date</u> <u>Approved by</u> <u>HR</u>	<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Type</u>	<u>Effective</u>
Personnel Contracts					
5/24/2018	Collins, Sharon	School Psychologist	.20 FTE Mountain View/.10 FTE Sumner Middle/.30 FTE Administration	Contract revision to from .60 FTE continuing from .60 FTE continuing & .10 FTE leave replacement approved at 5/23/18 Board meeting	2018/19
6/5/2018	Brown, Tara	Learning Specialist	Lakeridge	New hire on a 1.0 FTE provisional contract	2018/19
6/5/2018	Dykman, Elissa	Occupational Therapist	.10 FTE Donald Eismann/.50 FTE Tehaleh Heights/.20 FTE Sumner Middle/.10 FTE Sumner High/.10 FTE Early Learning Center	New hire on a 1.0 FTE provisional contract	2018/19
6/5/2018	Pedersen, Maegan	Counselor	Crestwood	New hire on a 1.0 FTE provisional contract	2018/19
6/5/2018	Schlegel, Aubrie	Counselor	Maple Lawn	New hire on a 1.0 FTE provisional contract	2018/19
Offers of Employment					
5/25/2018	Britton-Johnson, Carrie	Paraeducator	Bonney Lake High	Rehire status corrected from 7/19/17 Board meeting to time-limited vs. ongoing	2017/18
5/25/2018	Crnich, Stacey	Library Media Assistant	Tehaleh Heights	Rehire, ongoing	2018/19

June 13, 2018 Consent Items

<u>Date</u> <u>Approved by</u> <u>HR</u>	<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Type</u>	<u>Effective</u>
5/25/2018	Jenks, Dawn	Paraeducator	Bonney Lake High	Rehire status corrected from 7/19/17 Board meeting to time-limited vs. ongoing	2017/18
5/25/2018	Loney, Jennifer	Licensed Practical Nurse	Bonney Lake High	New hire, ongoing	2018/19
6/5/2018	Cortez, Ida	Family Center Coordinator	Administration	New hire, ongoing	6/14/2018
6/7/2018	Haglund, Tamra	Paraeducator	Bonney Lake Elementary	Rehire, time-limited	2018/19
6/7/2018	Loveless, Shannon	Paraeducator	Bonney Lake Elementary	Rehire, time-limited	2018/19
6/7/2018	Maher, Valerie	Campus Safety Officer	Administration	New hire, time-limited	2018/19
6/7/2018	Yamanaka, Maricis	Registered Nurse	Tehaleh Heights	New hire, ongoing	2018/19

Supplemental Contracts

5/24/2018	Wood, Allison	Head Volleyball	Sumner High	Coaching Contract	2018/19
6/5/2018	Silke Petersen (Const)	Assistant Volleyball	Bonney Lake High	Coaching Contract	2018/19

Separations

5/24/2018	Gianni, Joanna	Teacher - 3rd	Emerald Hills	Resignation	End of 2017/18
5/24/2018	McCartin, Michael	Teacher - Alternative Education Math/Science	Elhi Hill	Revised to Retirement from Resignation approved at 5/16/18 Board meeting	End of 2017/18
5/25/2018	Hatzenbeler, Kimberley	Teacher - Spanish	Sumner High	Resignation	End of 2017/18
5/29/2018	Bakke, Brandon	Assistant Principal	Sumner High	Resignation	6/29/2018
6/5/2018	Budinich, Valerie	Teacher - 5th	Emerald Hills	Resignation	End of 2017/18

June 13, 2018 Consent Items

<u>Date</u> <u>Approved by</u> <u>HR</u>	<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Type</u>	<u>Effective</u>
6/5/2018	Davis, Karen	Teacher - 1st	Emerald Hills	Resignation	End of 2017/18
6/5/2018	DeGrenier, Pamela	Special Education Teacher	Community Based Program	Resignation	End of 2017/18
6/5/2018	Goodin, Cortnie	Paraeducator	Liberty Ridge	Resignation	End of 2017/18
6/5/2018	Helling-Christy, Sacha	Teacher - Language Arts	Lakeridge	Resignation	End of 2017/18
6/5/2018	Leonard, Kendra	Lead Preschool Teacher in Training	Donald Eismann	Resignation	5/30/2018
6/7/2018	Garcia, Effie	Paraeducator	Daffodil Valley	Resignation	End of 2017/18
6/7/2018	Spruiell, Laverne	Lead Preschool Teacher	Donald Eismann	Resignation	End of 2017/18
Reduction in Force					
Leave of Absence					
6/5/2018	Kern, Felicia	Teacher - Business & Marketing	Bonney Lake High	New request for a .20 FTE leave of absence without pay	2018/19
Administrative Appointments					



INTERSCHOLASTIC ACTIVITIES

The board recognizes the value of a program of interscholastic activities as an integral part of the total school experience to all students of the district and to the community. The program of interscholastic activities will include all activities relating to competitive sport contests, games or events, or exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district.

The Board expects:

- A. All interscholastic activities and events will be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The school of the district will not participate in any out-of-season athletics that are not approved by the district. The district will not be responsible or liable for non-school-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district will not be responsible for or control and incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district. The superintendent will establish rules defining the circumstances under which school facilities may be used and under which announcements of summer sports leagues and/or clinic may be channeled to students.
- B. An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.
- C. Coaches will be required to meet all training requirements as prescribed by the district, and WIAA regarding general and sport specific liability and safety measures associated with a each coaching assignment.
- D. In-service training opportunities will be afforded to each coach so that he/she is trained to attend to the health care needs of participants. Prior to a sports season, the coach will prepare a plan for handling medical emergencies at practice sessions and games (home and away).
- E. Participants will be issued equipment that has been properly maintained and fitted.
- F. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the district, will be inspected on a regular basis.
- G. Non-prescribed medications, including such items as analgesic balms, vitamins and salt tablets, must be approved by the superintendent or designee before they may be available for use by coaches and/or athletic trainers. After athletic training medications have been approved, the coach and/or trainer must secure authorization from the parent and the student's doctor before the medications may be used during the athletic season. If such release is not on file, the non-prescribed medications may not be used. This provision does not preclude the coach and/or trainer from using approved first aid items.



H. With the intent to continuously improve district programs, at the conclusion of each regular season, an anonymous survey will be conducted to provide input to the coaches and administration. The survey will be developed by the superintendent or designee. Participating students and their parents or guardians shall be given the opportunity to complete the anonymous evaluation. Efforts will be made to ensure anonymity.

I. Should parents have concerns, they should be directed to the district's developed guidelines when communicating with coaches. The administration will seek to ensure that the district guidelines are followed.

All notifications as required by RCW, WAC, WIAA, or Sumner School District policy shall be posted in the designated location.

1. The board recognizes that certain risks are associated with participation in interscholastic sports. While the district will strive to prevent injuries and accidents to students, each participant and his/her parent(s) or guardians(s) will be required to sign a statement which indicates that the parent(s) and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.
2. Each participant will be required to furnish evidence of physical fitness prior to become a member of an interscholastic team. A written report will be completed when a student is injured while participating in a school-supervised activity, and the injury requires the student to be seen by a health care provider. An injured student participant will be evaluated and cleared to return to participation by an appropriate health care provider before participating in any activity.
3. Each student participating in interscholastic athletic activities is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the extracurricular activity. Students will provide evidence of coverage in medical expenses or will obtain such coverage through the insurance plan offered to all students participating in activities in the district. No student will be denied the ability to participate solely because the student's family, by reason of low income, is unable to pay the entire amount of the premium for such insurance. The superintendent or his or her designee may approve partial or full waiver of premiums to permit all students to obtain the required medical insurance.

The superintendent will annually prepare, approve and present to the board for its consideration a program of interscholastic activities for the school year. The superintendent will prepare rules for the conduct of student activities including, but not limited to, use of alcoholic beverages; use of tobacco; use or possession of illegal chemical substances (including marijuana/cannabis) or opiates not prescribed by a physician; physical appearance; curfew; unsportsmanlike conduct; absence from practice; gambling; or any infraction of civil law. Notice of rules and disciplinary actions related to rule violations will be distributed to each participant and his/her parents prior to the beginning of an interscholastic activity season.



Extra-Curricular Academic Standards

To ensure that extra-curricular participation supports student academic progress, an individual student must achieve and maintain a minimum standard of academic achievement. To be eligible to participate at the high school level, in addition to the WIAA requirements, students must maintain a minimum of a 2.0 GPA, and pass all classes as a full time student. To be eligible to participate at the middle school level, in addition to WIAA requirements, students must maintain a 2.0 average for all standards based components. The last grading period of a student's 8th grade year will determine initial eligibility for 9th grade Fall season participation at the high school.

Nondiscrimination

The district will not exclude any person from participation in the interscholastic program, deny any person the benefits of such a program or otherwise discriminate against any person in any interscholastic program on the basis of the categories identified in the district's Nondiscrimination policy.

The district will provide necessary funds for recreational and athletic activities for both sexes, although the aggregate expenditures are not required to be equal for members of each sex and expenditures for separate male and female teams are not required to be equal.

When individual students with disabilities are unable to participate in existing activities even when offered reasonable modifications and necessary accommodations, aids or services, the district may offer opportunities for students with disabilities to participate in separate or different recreational or athletic activities.

The district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, when the district operates or sponsors a team in a particular sport for members of one sex but not the other, and athletic opportunities for members of the other sex have previously been limited, members of the excused sex will be allowed to try out for the team offered. For the purposes of this policy, contact sports include boxing, wrestling, rugby, ice hockey, football, lacrosse, water polo, basketball and other sports in which the major activity involves bodily contact.

The district will provide equal athletic opportunities for both sexes within each school for interscholastic, club or intramural athletics. In determining whether equal athletic opportunities for both sexes are being provided, the district will consider the following factors:

1. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
2. Provision of equipment or supplies;
3. Scheduling of games and practice time, including the use of playfields, courts, gyms and pools;
4. Travel and per diem allowances, if any;
5. Opportunity to receive coaching and academic tutoring;
6. Assignment and compensation of coaches, tutors, and game officials;
7. Provision of locker rooms and practice and competitive facilities;
8. Provision of medical and training facilities and services, including the availability

Adopted 11/2015

Revised 06/2018



of insurance;

9. Provision of housing and dining facilities and services, if any; and
10. Publicity and awards.

Annual athletic evaluation

The district will evaluate its intramural and interscholastic program in each school at least once each year to ensure that equal opportunities are available to members of both sexes with respect to participation in interscholastic and/or intramural programs. The evaluation will include consideration for the factors listed in the above paragraph, Nondiscrimination.

Student athletic interest survey

Every three years, the district will administer to each school that operates interscholastic, intramural, and other athletics the survey developed by the office of the superintendent of public instruction to determine male and female student interest in participation in specific sports. The district will consider the survey results when planning and developing recreational and athletic activities offered by the district and when determining whether equal opportunities are available to members of both sexes.

Facilities

The district will provide separate facilities (e.g., shower, toilets, training rooms) for male and female students or schedule the facilities equitably for separate use.

Cross References:

2121 – Substance Abuse Program
3210 – Nondiscrimination
3413 – Student Immunization And Life Threatening Health Conditions
3414 – Infectious Diseases
3416P – Procedure Medication at School
3418 – Response to Student Injury or Illness
4260 – Use of School Facilities
6512 – Infection Control Program

Legal References:

RCW 28A.400.350 Liability, life, health, health care, accident, disability, and salary insurance authorized – Health savings accounts – Premiums – Noncompliance
RCW 28A.600.200 Interscholastic athletic and other extracurricular activities for students – Authority to regulate and impose penalties – Delegation of authority – Conditions
RCW 69.41.330 Public Warnings – School districts
RCW 69.41.340 Student athletics – Violations – Penalty
WAC 392-190-025 Recreational and athletic activities

Management Resources:

2014 – December Issue
2013 – April Issue

Adopted 11/2015

Revised 06/2018



SUMNER SCHOOL DISTRICT
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Policy No. 2151
Instruction

2007 – October Issue
WIAA Handbook



HOMELESS STUDENTS – ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; or
- G. Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's liaison for homeless students and their families. If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

According to the child's or youth's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or



guardians of homeless students may request enrollment in the school in the attendance area the student is actually living.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. However, emergency contact information cannot be demanded in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;

Adopted 4/4/2012

Revised 09/2015, 12/2016,
6/2018



- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Cross References:

3120 – Enrollment
3231 – Student Records
3413 – Student Immunization and Life Threatening
Health Conditions

Legal References:

RCW 28A.225.215 Enrollment of children without
legal residences
RCW 28A.320.145 Support for homeless students
20 U.S.C. 6301 et seq. No Child Left Behind Act
42 U.S.C. 11431 et seq. McKinney-Vento Homeless
Assistance Act
Chapter 28A.320 RCW Provisions applicable to all
districts (new section created by 3SHB 1682, 2016
legislative session)



Contracts

The district will contract annually with each applicable staff member. Such contract will be in conformity with state law and the policies and negotiated agreements of the district. The contract will be binding on the district and on the staff member and may not be abridged or abrogated during its term by either party except by mutual consent or as may be provided elsewhere in board policy or in negotiated agreements.

The contracts for certificated staff will be written for a period not to exceed one year. Upon the recommendation of the superintendent contracts for selected classified staff may be in writing and/or for a specific period of time not to exceed one year. Otherwise the employment of classified staff will be on a month-to-month basis commencing from the first day of work.

Supplemental contracts, which are not subject to the continuing contract statute, will be issued for services to be rendered in addition to a staff member's normal "full-time" assignment.

A. Certificated Staff Contracts

The district, upon recommendation of the superintendent and approval by a majority of the board of directors, will offer a certificated staff contract to the applicant so recommended and approved, such contract to state the number of days of service, effective date and term of the contract and to include the following statement: "failure to return this contract within ten(10) days of the above date of issuance will constitute a resignation or nonacceptance of employment or re-employment." The contract will also include the following statement:

"This contract replaces the prior individual contract for the _____ school year." And when applicable: "This contract is subject to the terms and conditions of any collective bargaining agreement between the district and the organization certified or recognized as the negotiating representative for the certificated staff employed by the board. In the event that any of the provisions of this individual staff member contract shall be inconsistent with the provisions of any such collective bargaining agreement, then the terms of the collective bargaining agreement prevail."

B. Provisional Employment

The district will issue to certificated first, second and third year teaching or other non-supervisory certificated staff a "provisional contract" for "provisional employees" who are subject to non-renewal of employment as provided by law for such staff members. Staff who have completed a two-year provisional term with another Washington State school district will be provisional employees only during their first year with the district. Such "provisional contract" will include the following rider: "It is understood and agreed that the staff member has not completed three years of employment in a Washington state



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Policy No. 5050
Personnel

public school district and that the provisions of [RCW 28A.405.220](#) are applicable during the first three years of certificated employment of the staff member by the district or the first year of employment with the district if the staff member has completed at least two years of employment in another Washington state public school district.”

The superintendent may remove an employee from provisional status if the employee receives one of the top two evaluation ratings during the second year of employment in the district.

C. Retire-Rehires and Persons Replacing Certificated Staff on Leave

The district will issue one-year, non-continuing contracts to persons who have retired from a certificated position in the state of Washington and are returning to employment under the “retire-rehire” provisions of state law. The district will issue “replacement employee” contracts upon the recommendation of the superintendent and action of the board, to certificated staff who replace certificated staff who have been granted leaves. Such contracts will be for the duration of the leave only and are not subject to the terms of the Continuing Contract Law. Such contracts will clearly state the terms and conditions of the contract. These contracts will include the following rider:

“It is understood and agreed that the staff member is employed pursuant to the provisions of [RCW 28A.405](#). In accordance with the provisions of [RCW 28A.405.900](#), this contract will expire automatically at the end of the contract terms set forth herein and is not subject to the provisions of [RCW 28A.405.210](#).”

D. Adjustments

The district will provide for the review and adjustment of certificated staff contracts on the basis of information filed with the Human Resources office by October 1. The staff member will provide the Human Resources office, according to schedule, with the required information, including official college or university transcripts, official records of degrees completed, official records of approval and completion of authorized work for equivalent credits and all other pertinent data for contract adjustment purposes.

E. Supplemental Employment Agreements

The district will issue separate supplemental employment agreements to certificated staff for service to be rendered in excess of a normal “full-time” assignment or for service to be rendered beyond the scheduled staff day or for service to be performed beyond the scheduled staff year. Supplemental contracts will also be issued for co-curricular activities and special responsibility assignments. Separate agreements will not exceed one year and if not renewed will not constitute an adverse change in contract status. Salary for services performed under supplemental employment agreements will be paid according to the current salary schedule for supervision of co-curricular activities or, in the case of extended time assignments, according to the applicable provisions for payment for the



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Personnel

services rendered.

F. Consultants

Staff consultant services may be obtained when unique knowledge or technical skills are needed. A description of desired services and an estimate of time and costs will be submitted to the superintendent or designee for action. Compensation will be determined by the superintendent or designee, but normally may not exceed that paid to a regular staff member with comparable duties. The honorarium paid to a consultant will be determined by the superintendent or designee, taking into account cost incurred and benefits derived therefrom. Compensation classification of a consultant on a personal services contract or payroll will be determined in compliance with the guidelines of the Internal Revenue Service.

G. Title I Employees

All teachers working in a program supported with Title I funds who were hired on or after the first day of the 2002-2003 school year will be highly qualified, as defined by federal law and regulations.

All paraprofessionals providing instructional support in a program supported by Title 1 funds hired after January 8, 2002 will have a secondary school diploma or a recognized equivalent and one (1) of the following:

1. Completed at least two (2) years of study at an institution of higher learning;
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality through a formal state or local assessment.

Paraprofessionals who are hired primarily as translators or solely to conduct family involvement activities do not need to meet these requirements. However, they must have earned a secondary school diploma or its recognized equivalent.

Cross References: 5280 - Separation from Employment

Legal References: RCW 28A.330.100 Additional powers of the board

Adopted 9/2017
Revised 6/2018



SUMNER SCHOOL DISTRICT

A GREAT PLACE TO LEARN.

Policy No. 5050
Personnel

RCW 28A.400.300 Hiring and discharging of employees —
Written leave policies — Seniority and leave benefits of
employees transferring between school districts and other
educational employers

RCW 28A.400.315 Employment contracts

RCW 28A.405.210 Conditions and contracts of employment —
Determination of probable cause for nonrenewal of contracts —
Nonrenewal due to enrollment decline or revenue loss — Notice
— Opportunity for hearing

RCW 28A.405.220 Conditions and contracts of employment —
Nonrenewal of provisional employees — Notice - Procedure

RCW 28A.405.240 Conditions and contracts of employment -
Supplemental contracts, when — Continuing contract provisions
not applicable to

RCW 28A.405.900 Certain certificated employees exempt from
chapter provisions

20 U.S.C. 6319 Qualifications for teachers and paraprofessionals



School-Owned Vehicles

The district may provide for the necessary transportation and expenses that are incurred in the course of performing services for the district, whether within or outside the district. All such vehicles will be properly marked with letters of contrasting color at least 1-1/4" in height in a conspicuous place on both sides of the vehicle. On the rear of each vehicle shall be a contact phone number, district vehicle identification number, and a phrase similar to "Safety is Our Goal" readable from at least thirty feet. The district may use a distinctive insignia which will be at least six (6) inches in diameter across its narrowest dimension.

Staff members operating district owned vehicles must comply with all state and federal laws including laws relating to the use of telecommunications devices. Unless otherwise specified, all travel must be approved in advance by the staff member's immediate supervisor.

The superintendent is directed to establish procedures for the use of school-owned vehicles. At the beginning of each school year, the superintendent will provide the board with a list of staff members who are assigned a school-owned vehicle on a 24-hour basis. The district will comply with IRS regulations pertaining to the use of district-provided vehicles for personal commuting.

Cross References: 6213 - Reimbursement for Travel Expenses

Legal References: RCW 46.08.065 Publicly-owned vehicles to be marked —
Exceptions



Highly Capable Presentation

Karen Finigan
Executive Director of
Special Services

Chris Anderson
HC TOSA

Vision 2020

Academics Goals

- Provide equitable access to Highly Capable programs
- Provide ongoing professional learning opportunities for staff
- Expand learning opportunities for Highly-Capable students

Partnerships Goal

- Host information sessions for parents on Highly Capable topics including social emotional concerns, equitable identification practices, and program information



Background Information



School Year	Number of K-8th grade students in Self-Contained Classrooms	Number of K-8th grade students in a Cluster or regular classroom	Number of student in grades 9-12	Total number of Highly Capable students	Percent of district enrollment
2014-2015	154	63	139	356	4%
2015-2016	158	83	135	376	4%
2016-2017	174	101	135	410	4.2%
2017-2018	161	169	128	458	4.6%
2018-2019	165	224	141	530	5.5%(predicted)

Background Information

Year	Continuum of Services	Location of Services	Identification Criteria
Prior to 2014	6 self-contained classes, grades 3 - 8	Daffodil Valley and Lakeridge Middle School Services not provided for students not in the self contained classes	Students identified in 2nd grade and above. Criteria: MAP and CoGAT cut scores
2014-2016	6 self-contained classes, grades 3 - 8 Cluster classrooms for all identified students not in self contained, grades K-8	Donald Eismann Elementary and Lakeridge Middle School All HiCap students in grades K-8 receive a learning plan	Students in all grades can test and be identified. Criteria: MAP and CoGAT cut scores



Background Information

Year	Continuum of Services	Location of Services	Identification Criteria
2016-2017	<p>7 self-contained classes, grades 3 - 8</p> <p>Cluster classrooms for all identified students not in self contained, grades K-8</p>	<p>Emerald Hills Elementary and Lakeridge Middle School</p> <p>All HiCap students in grades K-8 receive a learning plan</p>	<p>Students in all grades can test and be identified using multiple objective criteria: MAP, CogAT, and state tests</p>
2017-2018	<p>6 self-contained classes, grades 3 - 8</p> <p>Cluster classrooms for all identified students not in self contained, grades K-8</p>	<p>Emerald Hills Elementary and Lakeridge Middle School</p> <p>All HiCap students in grades K-8 receive a learning plan</p>	<p>Students in all grades can test and be identified using multiple objective criteria: MAP, CogAT, SBA, AIMS, Growth over time, Referral Forms, 504/IEP, ELL</p>



Relationship to SSD Policy

Policy and Procedure 2190P: Highly Capable Procedures



Budget Allocation

State Apportionment

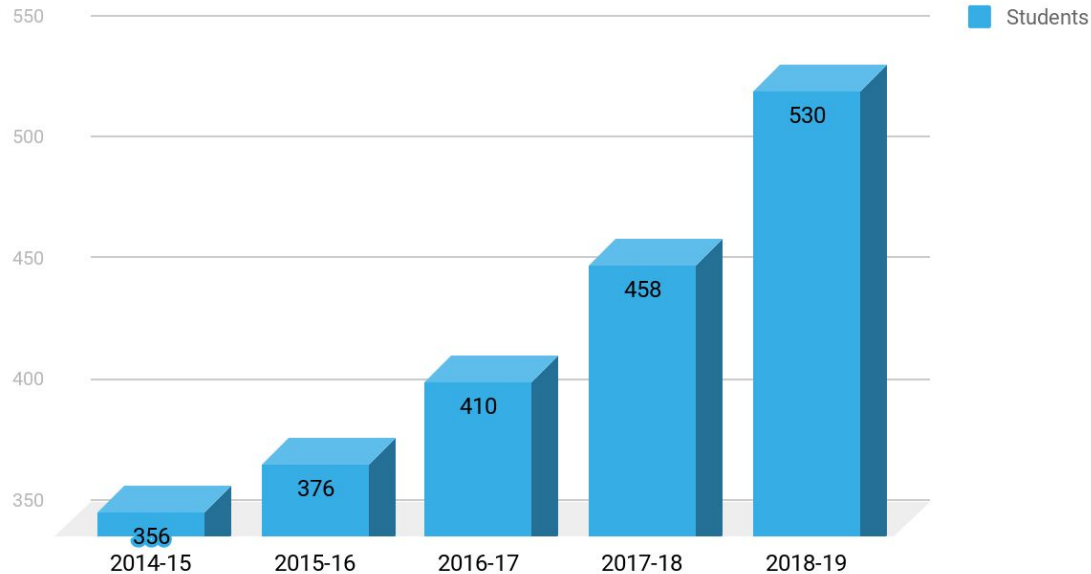
- 2016-2017: **\$95,680.24**
- 2017-2018: **\$223,167.89**

The Highly Capable funding formula increases from 2.314 percent to 5.0 percent of each school district's population. Increase in funding for equitable identification of low-income students a priority.



Impacts to Student Performance

Highly Capable Students in Sumner School District

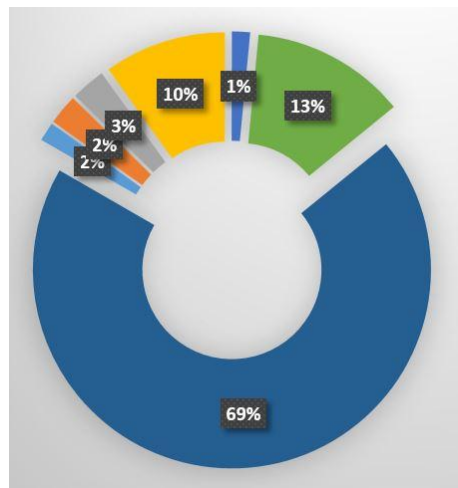


Equity

- Referrals for HiCap program open to all students
- Proactive communication: parent information night, Peachjar, announcements at all schools in newsletters
- Improving identification criteria to ensure that hicap reflects school district demographics

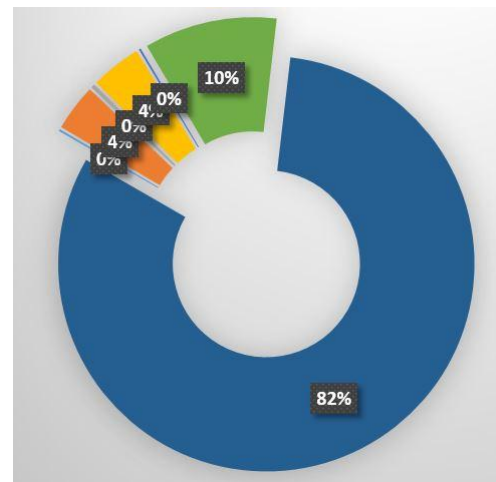


Equity: A Place to Start



**Sumner School District
2015-16**

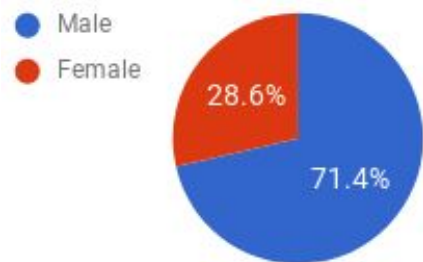
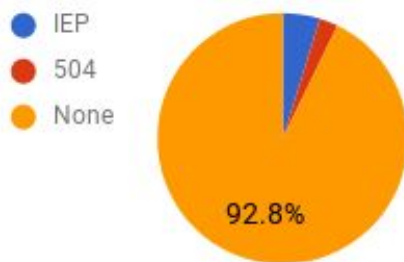
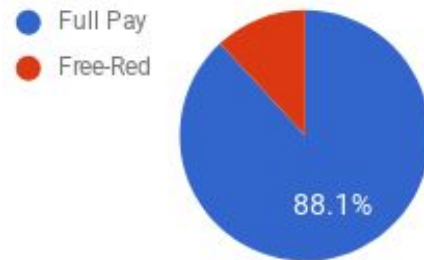
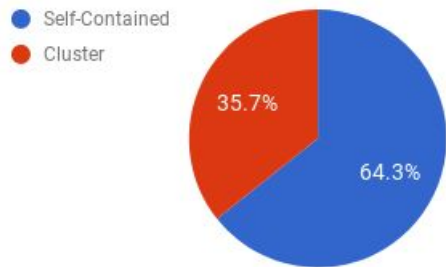
SSD	Sub-group	HiCap
1%	American Indian/Alaskan Native	1%
2%	Asian	4%
1%	Black/African - American	1%
13%	Hispanic / Latino	6%
<1%	Pacific Islander	<1%
8%	Two or More Races	7%
75%	Caucasian	81%



**HiCap
2015-16**



Equity: A Place to Start



Current SSD 5th grade HiCap



Benefiting Parties

More **students** are being identified and served with differentiation in classrooms across the district.

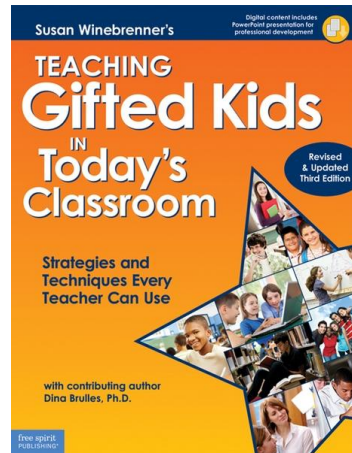
Professional development on identification practices, understanding highly capable students and differentiation in the classroom are being provided for **teachers**.

Families are staying connected through additional communication, family workshops and parent forums.



What is Working Well?

Differentiation in classrooms across Sumner School District



Ongoing professional development for Highly Capable teachers



Communication with families

October 25, 2017

Highly Capable Services

Sumner School District
www.sumnersd.org 253-891-4000

Welcome to the first Highly Capable Newsletter of the 2017-2018 school year!
We hope that your school year is off to a great start!
Program Contact: Traci Lewis traci.lewis@sumnersd.org

November 17, 2017:
Kindergarten students were referred to the capable program on testing.

January 8 - 26, 2018
Referrals open for all in grades K - 11

January 9, 2018:
Highly Capable Parent Information Night at Lakeridge Middle School

Summer School District Highly Capable Services

As district enrollment increases, so does the number of students our highly capable program serves. The Summer School District continues to meet all of our students' needs by offering a continuum of services to our highly capable students.

Total Hicap Students and SSD Enrollment

Year	Total Hicap Students	SSD Enrollment
2014-2015	393	315
2015-2016	375	315
2016-2017	410	315



What are Opportunities for Improvement?

- Identify more students of poverty and diversity to match district demographics
- Continued professional development to ensure consistency amongst cluster and self contained teachers
- Differentiation within classrooms during core instruction
- Increase parent partnership through parent forums





Preschool Curriculum Adoption

Presenters:

Laurie Sjolund, Elementary Program Administrator

Audra Walters, Special Services Director

Background Information

- The early years are a critical and unique period of brain development
- Access to high-quality early learning opportunities can close the achievement gap and set all children on a trajectory for success.
- High quality early learning programs have a high return on investment
- Alignment of systems and services for children and families birth to 3rd grade is essential
- Wide variety of program models available within district and community



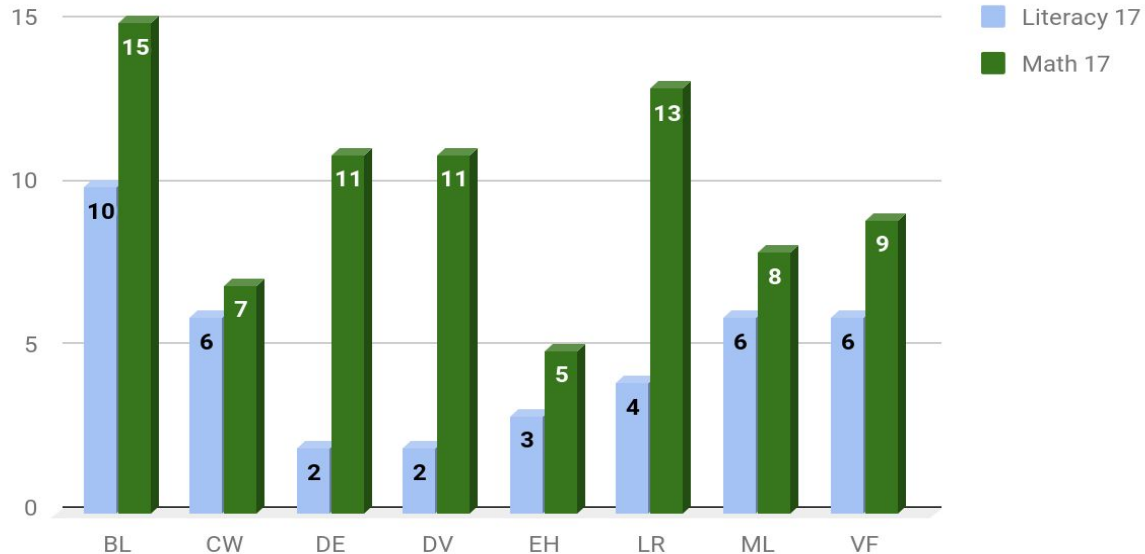
Our Purpose

- In order to support our vision that all children have the necessary foundation to graduate and have success in school and in life, we will provide a guaranteed, viable, and developmentally appropriate curriculum in all district preschool classrooms



Why Preschool Curriculum?

of students 2 or more years below expectations - Fall 2017



Our Criteria

- Research-based
- Integrated
- Aligned to standards
- Responsive and engaging interactions
- Family engagement
- Developmentally appropriate
- Sustainable and adaptable



Our Recommendation



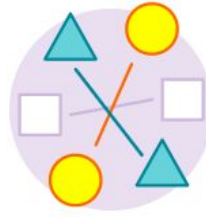
Core Thinking Processes



Communicating &
Representing



Cooperating



Comparing &
Classifying



Creating, Imagining, &
Innovating



Curiosity



Observing



Persisting, Attending, &
Self-Regulation



Reasoning & Problem
Solving



Making Sense



Using Tools
Strategically



Connect4Learning Strengths

- Research led interdisciplinary approach
- Project based units through interdisciplinary learning opportunities
- Promotes deep learning cognitive processes
- Measurable learning objectives to support development
- Adaptable to different program models
- Responsive to student needs



How Do You Know?

Throughout the C4L curriculum, teachers are encouraged to consistently ask children, "How do you know?" This process promotes deep mathematics, science, and literacy thinking and supports social-emotional development.



Costs

\$3300 per kit
11 classrooms



approximately \$100 per preschool student



Next Steps

- Planning for Implementation
- Professional Learning Plan
- Opportunities for Collaboration



Questions?

