



TUMWATER SCHOOL DISTRICT

Administrative Offices • 621 Linwood Ave. SW Tumwater, WA 98512
Telephone: (360) 709-7000 • Fax: (360) 709-7052 • www.tumwater.k12.wa.us

School Director's Agenda Regular Meeting

Thursday, January 25, 2024

Start Time: 6:00pm

Location: District Office and YouTube
621 Linwood Ave. SW Tumwater, WA 98512

Please Note: Public Comment is only available to those who have signed up in advance by filling out the [Public Comment Form](#) by 12 PM on the day of the meeting.
Please see our website for more information.

- 6:00pm Call Regular Meeting to Order** (*President Kaikkonen*)
- Recognition/Flag Salute
- 6:01pm Agenda Discussion/Approval** (*President Kaikkonen/Superintendent Bogatin*)
- 6:02pm Meeting Minutes Review**
- December 4, 2023 Special Meeting
 - December 7, 2023 Special Meeting
 - December 13, 2023 Regular Meeting
- 6:03pm Swear In Newly Elected Board Member**
- 6:04pm Consent Agenda**
- Personnel Report
 - Payroll and Vouchers
 - Capital Projects – Construction Contract Award
- 6:05pm Recognition**
- Alisa Grimm
- 6:10pm School Board Appreciation Month**
- 6:25pm Student Rep Reports**
- Lilly Wilson/Chloe Wachtman, BHHS
 - Ameiya Brown/Ben Morgan, THS
 - Lyn Hepp, CHS
- 6:34pm Public Comment Reminder** (*President Kaikkonen*)

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor

"Continuous Student Learning in a Caring, Engaging Environment"

6:35pm **Public Comment**-*In the interest of maintaining the integrity of the published agenda, individual speakers are asked to limit their comments to not more than 3 minutes. A maximum of 30 minutes will be reserved on the agenda for all public comment.*

- Speakers-Agenda and Non-Agenda Items (*Becky Parsons*)

7:05pm **Reports to the Board**

- Curriculum Overview and Adoption Process (*Shawn Batstone*)
- ABCs – Behavior (*Misty Hinkle and Kim Doughty*)
- 1st Reading, Policy 2000 Student Learning Goals (*Shawn Batstone*)
- 1st Reading, Policy 2004 Performance Improvement Goals (*Shawn Batstone*)

7:40pm **Action Items**

- 2nd Reading, Policy 3122 Excused & Unexcused Absences (*Wendy Bromley*)
- 2nd Reading, Policy 5400 Personnel Leaves (*Wendy Bromley*)
- 2nd Reading, Policy 5404 Family, Medical and Maternity Leave (*Wendy Bromley*)

7:45pm **Superintendent's Report**

7:50pm **Board Member Reports**

- Legislative Update (*Vice President Beard*)
- Board Goals Update (*President Kaikkonen*)

8:00pm **Adjourn Regular Meeting**

Information for Board (no meeting presentation provided)

- December 2023 Financial Reporting

NEXT BOARD MEETING: Regular Board Meeting February 22, 2024.

The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

MEETING MINUTES

- December 4, 2023 Special Meeting
- December 7, 2023 Special Meeting
- December 13, 2023 Regular Meeting



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Tumwater School District School Board Special Meeting & Executive Session Minutes

Location: District Office
621 Linwood Ave. SW
Tumwater, WA 98512
December 4, 2023
4:00 pm

Board Members Present: Casey Taylor, Scott Killough, Melissa Beard, Darby Kaikkonen, Jill Adams, Kevin Bogatin (Secretary)

President Kaikkonen called the meeting to order at 4:00 pm and acknowledged that the Tumwater School District sits on the ancestral land of the Nisqually, Squaxin Island and Chehalis people, thanking the caretakers of the land who have lived on and continue to live on the land since time immemorial. He then led everyone in the flag salute.

Recess Special Meeting

The meeting was recessed at 4:01 pm to enter Executive Session to discuss Litigation that the agency reasonably believes may be commenced by or against the agency, the governing body, or a member acting in an official capacity, pursuant to RCW 42.30.110(1)(i)(ii).

Reconvene and Adjourn Special Meeting

Executive session lasted 60 minutes and no action was taken. With no further business coming before the Board, the special meeting adjourned at 5:02 pm.

Recorded by:
Becky Parsons

Signed this 25th day of January 2024.

Board Member

Board Secretary

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor

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Tumwater School District School Board Special Meeting Minutes

Location: District Office & YouTube
621 Linwood Ave. SW
Tumwater, WA 98512
December 7, 2023
4:00 pm

Board Members Present: Casey Taylor, Scott Killough, Melissa Beard, Darby Kaikkonen, Jill Adams, Kevin Bogatin (Secretary)

President Kaikkonen called the meeting to order at 4:00 pm and acknowledged that the Tumwater School District sits on the ancestral land of the Nisqually, Squaxin Island and Chehalis people, thanking the caretakers of the land who have lived on and continue to live on the land since time immemorial. He then led everyone in the flag salute.

Agenda Discussion/Approval

- Agenda Changes: Superintendent Bogatin shared that there were no updates to the previously published version of the agenda. The agenda was unanimously approved.

Public Comment Reminder

- President Kaikkonen outlined how the Public Comment portion of the meeting works.

Public Comment

- Agenda and Non-Agenda Items: Becky Parsons stated that four people signed up to address the Board: Lisa Boos, legal defense for Casey Taylor; Jamie Sheedy, Casey Taylor vote; Shannon Malone, Casey Taylor's request of coverage of legal fees; Cathy Killough, recusal of a board member from voting on today's topic.

Action Items

- Recommended Approval of Resolution 05-23-24 Authorizing Defense Costs Under RCW 28A.320.100 and RCW 4.96.041.

Vice-President Beard Seconded. Superintendent Bogatin asked for a roll-call vote in alphabetical order by Director last name:

- Director Adams – for with reservations
- Vice-President Beard – aye
- President Kaikkonen – aye
- Director Killough – against
- Director Taylor – present

Resolution 05-23-24 passed with a majority vote.

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor

"Continuous Student Learning in a Caring, Engaging Environment"

Adjourn Special Meeting

With no further business coming before the Board, the Special Meeting adjourned at 4:20 PM.

Recorded by:
Becky Parsons

Signed this 25th day of January 2024.

Board Member

Board Secretary



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Tumwater School District School Board Meeting Minutes

Location: Michael T. Simmons & Zoom
1205 2nd Avenue SW
Tumwater, WA 98512
December 13, 2023
6:00 pm

Board Members Present: Melissa Beard, Darby Kaikkonen, Jill Adams, Scott Killough, Kevin Bogatin (Secretary)

President Kaikkonen called the meeting to order at 6:00 pm and acknowledged that the Tumwater School District sits on the ancestral land of the Nisqually, Squaxin Island and Chehalis people, thanking the caretakers of the land who have lived on and continue to live on the land since time immemorial. She then led everyone in the flag salute.

Agenda Discussion/Approval

- Agenda Changes: Superintendent Bogatin shared that there were no updates to the previously published version of the agenda. The agenda was unanimously approved.

Review of Minutes

The Board has reviewed the November 9, 2023 Regular Board Meeting Minutes and there are no changes or corrections. The minutes were approved unanimously.

Swearing in of Newly Elected Board Members

Superintendent Bogatin swore in Director Adams and Director Killough.

Board Officer Elections

- **PRESIDENT** – Vice-President Beard nominated Darby Kaikkonen and Director Killough seconded. President Kaikkonen asked if there were any other nominations. Darby Kaikkonen was unanimously re-elected President of the Tumwater SD School Board until December 2024.
- **VICE-PRESIDENT** – Director Adams nominated Melissa Beard and Director Killough seconded. President Kaikkonen asked if there were any other nominations. Melissa Beard was unanimously re-elected Vice-President of the Tumwater SD School Board until December 2024.

Consent Agenda

- No motion is necessary. The Consent Agenda was unanimously approved as follows:

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor

"Continuous Student Learning in a Caring, Engaging Environment"

➤ Personnel Report:

New Hires	Position	Location	Status	Group
Angina Snow	Paraprofessional	PGS	One Year Only, effective November 7, 2023	TAP
Veronica Rich	Paraprofessional	LRE	One Year Only, effective November 7, 2023	TAP
Barbara Harpole	Psychologist	SS	1.0 FTE one year only, effective November 13, 2023-March 29, 2024	TEA
Ronald Aguirre	Paraprofessional	THS	Temporary position, effective November 2, 2023	TAP
Heather Nelson	Office Professional 6	Transportation	Continuing Position, for 2023-2024 School Year	TOPA
Maxilline Behunin	Paraprofessional	LRE	One Year Only, effective November 9, 2023	TAP
Sydney Sugrue	Paraprofessional	BMS	Continuing position, effective November 9, 2023	TAP
Raquel Robinson	Paraprofessional	TWEST	One Year Only, effective December 11, 2023	TAP
Keynen Green	Substitute Custodian	B&G	Effective November 22, 2023	PSE
Yesenia Morales-Alvarado	Evening Custodian	B&G	Effective November 28, 2023	PSE
Keith Crumpton	Bus Driver in Training	Transportation	Effective November 20, 2023	PSE
Tahlia Rios	Paraprofessional	BHHS	One Year Only, effective November 27, 2023	TAP
Jennifer Bush	Benefits Coordinator	HR	Continuing, effective November 27, 2023	NON-REP
Amy Acton	Paraprofessional	EOE	One Year Only, effective November 20, 2023	TAP
Anamaria Sutter	Substitute Custodian	B&G	Effective December 11, 2023	PSE
Evalyn Beaugez	Paraprofessional	MTS	One Year Only, effective November 30, 2023	TAP
Tiffany McMakin	Teacher	MTS	1.0 FTE (Continuing 2023-2024)	TEA
Matthew Miller	Bus Aide	Transportation	6.0 hours per day, effective December 4, 2023	PSE
Johanna Yake	Paraprofessional	LRE	One Year Only, effective December 5, 2023	TAP
Alyssa Incorvaia	Paraprofessional	EOE	Impact position, effective December 6, 2023	TAP
Melinda Walling	Custodian	B&G	Effective December 19, 2023	PSE
Sally Burgess	Bus Aide	Transportation	6.0 hours per day, effective December 8, 2023	PSE
Adjusted:				

Rachel Cox	Paraprofessional	EOE	From 5.0 hours per day to 6.5 hours per day, effective November 13, 2023	TAP
Rachel Roberts	Paraprofessional	BHHS	From 6.5 hours per day to 7.0 hours per day, effective November 13, 2023	TAP
Sasha Utter	Evening Custodian	CHS/B&G	From sub custodian to 8 hours per day evening custodian, effective November 27, 2023	PSE
Heavenly Parrish	Assistant Cook	TMS	From sub food services to Assistant Cook at TMS, effective November 7, 2023	PSE
Bridget Geary	SLP	SS	From 1.0 FTE to 1.2 FTE (0.2 FTE one year only), effective November 1, 2023	TEA
Lorena Miller	Bus Driver	Transportation	From 5.67 hours per day to 5.92 hours per day, effective November 1, 2023	PSE
Gary Emerson	Bus Driver	Transportation	From 4.67 hours per day to 5.17 hours per day, effective November 1, 2023	PSE
Clark Wilcox	Bus Driver	Transportation	From Driver in Training to 5.56 hours per day, effective October 18, 2023	PSE
Steven Sept	Bus Driver	Transportation	From Driver in Training to 6 hours per day, effective October 13, 2023	PSE
Sara St Clair Lopez	Paraprofessional	MTS	From LINC'S to MTS, effective November 9, 2023	TAP
Amy (Marie) Butcher	Paraprofessional	PGS	From 6.5 hours per day to 6.0 hours per day	TAP
Kelly Anderson	Office Professional 6	MTS	From 6.5 hours per day Paraprofessional to 6.0 hours per day Office Professional 6	TOPA
Sarah Johnson	Counselor	EOE	From 0.4 FTE to 1.0 FTE, effective 12/1/2023	TEA
Lisa Thomas	Paraprofessional	THE	From 6.0 hours per day to 6.25 hours per day, effective December 1, 2023	TAP
Corrine Reinhardt	Paraprofessional	THE	From 6.25 hours per day to 6.5 hours per day, effective December 1, 2023	TAP
Amanda Jacobs	Paraprofessional	THE	From 4.43 hours per day to 5.18 hours per day, effective December 1, 2023	TAP
Autumn Klump	Paraprofessional	EOE	From 2.75 hours per day (Impact) to 6.5 hours per day (5.0 Continuing and 1.5 One Year Only), effective December 4, 2023	TAP
Lindsey Wittenberg	Paraprofessional	SL	From 2.0 hours per day to 3.0 hours per day, effective December 4, 2023	TAP
Samantha Wilkie	Paraprofessional	EOE	From 2.75 hours per day (Impact) to 5.5 hours per day (2.75 Impact and 2.75 One Year Only), effective December 4, 2023	TAP

Laura Elway	Paraprofessional	MTS	From LINCS to MTS, effective December 5, 2023	TAP
Robert (Tom) Urvina	Paraprofessional	BMS	From Bus Driver to continuing Paraprofessional (6.0 hours per day) and Sub Bus Driver, effective December 18, 2023	TAP
Jaime Dominoski	Paraprofessional	PGS	From 6.0 hours per day to 6.5 hours per day, effective December 5, 2023	TAP
Stefanie Odenbrett	Paraprofessional	PGS	From 6.0 hours per day to 6.5 hours per day, effective December 5, 2023	TAP
Leaves:				
Kim Lund	OP3	THE	Leave of Absence, beginning December 8, 2023, returning March 4, 2024	TOPA
Resignation:				
Eileen Rodriguez	Paraprofessional	EOE	Effective November 14, 2023	TAP
Heather Cherniske	Human Resources Specialist	Human Resources	Effective November 27, 2023	NON REP
Tanya Baker	Manager	Capital Projects	Partial Resignation, effective December 22, 2023	NON REP
Denise Shiroma	SLP	SS	Effective November 26, 2023	TEA
Trevor Davis	Assistant Track Coach	THS	Effective November 29, 2023	N/A
Tracy Johnson	Head Track Coach	THS	Effective November 29, 2023	N/A
Non-Renewal:				
Michael Tong	Supervisor	B&G	Effective December 3, 2023	Admin
Co-Curricular:				
Hari-Jordan Scott	Head Boys Basketball Coach	BMS	Effective November 8, 2023	N/A
Tyler Boos	Asst Wrestling Coach	BHHS	Effective November 13, 2023	N/A
Makenna Roiko	Asst Girls Basketball Coach	BHHS	Effective November 17, 2023	N/A
Curtis Geathers	Asst Boys Basketball Coach	THS	Effective November 20, 2023	N/A
Katherine Flores	Head Track Coach	BHHS	From Assistant Track Coach to Head Track Coach, effective November 29, 2023	N/A
Keith Rhodes	Assistant Baseball Coach	BHHS	Resigning, effective December 4, 2023	N/A
Thomas Spray	Assistant Baseball Coach	BHHS	Resigning, effective December 4, 2023	N/A

➤ Payroll and Vouchers

FUND NAME	WARRANTS (INCLUSIVE)				AMOUNT
<u>GENERAL FUND:</u>					
Payroll					
Payroll Taxes				\$	1,403,565.73
Direct Deposit				\$	4,038,824.57
Payroll Benefit Wire Transfer				\$	996,590.45
Accounts Payable - Payroll	72806097	to	72806113	\$	20,961.97
Accounts Payable	72221845	to	72221865	\$	76,209.59
Accounts Payable	72221866	to	72221880	\$	74,671.87
Accounts Payable	72221881	to	72221893	\$	46,713.70
Accounts Payable	72221894	to	72221923	\$	210,574.00
Accounts Payable	72221924	to	72221942	\$	1,209,417.72
Accounts Payable ACH				\$	26,325.35
Accounts Payable ACH				\$	223,797.08
Accounts Payable ACH				\$	100,560.06
Accounts Payable ACH				\$	143,821.12
Accounts Payable ACH				\$	349,513.25
Accounts Payable ACH				\$	36,575.00
ACH Rejection					
Voided Warrants					
Accounts Payable - COMP TAX				\$	889.03
TOTAL GENERAL FUND:				\$	8,959,010.49
<u>CAPITAL PROJECTS FUND:</u>					
Accounts Payable	72012665	to	72015666	\$	12,050.57
Accounts Payable	72012667	to	72012668	\$	52,094.52
Accounts Payable ACH				\$	2,152.97
Accounts Payable ACH				\$	26,283.68
Accounts Payable ACH				\$	195,668.59
Accounts Payable ACH				\$	71,186.38
Voided Warrants					
Accounts Payable - COMP TAX				\$	77.14
TOTAL CAPITAL PROJECTS FUND:				\$	359,513.85

ASSOCIATED STUDENT BODY FUND:

Accounts Payable	72442290	to	72442291	\$	782.00
Accounts Payable	72442292	to	72442293	\$	7,725.31
Accounts Payable	72442294	to	72442294	\$	300.00
Accounts Payable	72442295	to	72442298	\$	153.00
Accounts Payable	12442299	to	72442300	\$	936.00
Accounts Payable	72442301	to	72442302	\$	800.00
Accounts Payable	72442303	to	72442303	\$	1,168.00
Accounts Payable	72442304	to	72442306	\$	531.97
Accounts Payable	72442307	to	72442307	\$	1,817.76
Accounts Payable ACH				\$	13,110.42
Accounts Payable ACH				\$	812.05
Accounts Payable ACH				\$	7,840.24
Accounts Payable ACH				\$	13,305.90
Voided Warrants					
Accounts Payable - COMP TAX				\$	63.66
				TOTAL ASSOCIATE D STUDENT BODY FUND:	\$ 49,346.31

**PRIVATE
PURPOSE FUND:**

Accounts Payable	72700592	to	72700592	\$	192.30
Accounts Payable	72700593		72700593	\$	1,350.00
Accounts Payable ACH				\$	316.00
Accounts Payable ACH					
Voided Warrants					
Accounts Payable - COMP TAX					
				TOTAL PRIVATE PURPOSE FUND:	\$ 1,858.30

**TRANSPORTATIO
N VEHICLE
FUND:**

Accounts Payable		to			
				TOTAL TRANSPORTATION VEHICLE FUND:	\$ -

➤ Board Member Committees

- Special Services – Rochester SD and Tumwater SD Interlocal Agreement.
- Capital Projects Acceptance of Contracts as Complete – TMS Classroom Carpet Replacement, NMSC HVAC Upgrades and BLE & THS HVAC Upgrades.
- Capital Projects Contract Change Order - #1 for NMSC Controls Upgrade Construction Contract.

Recognition

Superintendent Bogatin recognized For the Love Foundation and Becky Parsons.

Student Board Reports

The question this month was related to school safety. What is working well? What should be improved?

- Ameiya Brown/Ben Morgan (THS) – Ben reported the results of their survey.
- Chloe Wachtman/Lilly Wilson (BHHS) – Lilly reported the results of their survey. Chloe shared her thoughts on the inequalities between BHHS and THS.
- Lyn Hepp (CHS) – Lyn reported on this topic. She also thanked Becky Parsons for her work with Holiday Assistance. She feels very connected to this program because her family has benefited from it in the past and she is happy to now give back to it.

Public Comment Reminder

- President Kaikkonen outlined how the Public Comment portion of the meeting works.

Public Comment

- Agenda and Non-Agenda Items: Becky Parsons stated that three people signed up to address the Board: Alex Ball spoke about the district indemnification of Casey Taylor in regards to the recall attempt, Lisa Creekpauum followed up on Director Adams' request to provide academic comparisons between BHHS & THS and Laura Moxham followed up on public comment from December 7th.

Reports to the Board

- 1st Reading, Policy 3122 Excused & Unexcused Absences. Wendy Bromley presented.
- 1st Reading, Policy 5400 Personnel Leaves. Wendy Bromley presented.
- 1st Reading, Policy 5404 Family, Medical and Maternity Leave. Wendy Bromley presented.
- Student Data Report/Entry Plan Overview. Superintendent Bogatin presented.
- Safety and Security Update. Stephan Derout presented.
- Peter G. Schmidt Elementary Roundabout City Easement Update. Mel Murray presented.
- Financial Services Update. Melissa Richter presented.

Superintendent Report/Public Comment Follow-Up

Superintendent Bogatin clarified a couple of points regarding providing defense costs for board member legal representation, conflict of interest/recusal and residency. He

attended many district events such as choir concerts and MTS Lane of Lights. Friday is Bill of Rights Day and he handed out scrolls to celebrate. He provided a levy update and reminded everyone to VOTE! Election day is February 13th.

Board Member Reports

- Legislative Update: The Board decided on their top two priorities: Special Education and Transportation. Vice-President Beard also provided an update on the Governor's budget.
- Board Goals Update: President Kaikkonen reviewed Board goals: provide responsible school district governance and the board will hold the school district accountable for meeting student learning expectations.

Board Member Comments

- Vice-President Beard: She attended many district events since the last meeting. She appreciates student voice, but students need to be involved at the building level. She talked about the board's role – they decide the budget, they work on policy. It's Kevin's job to make sure the buildings are getting what they need.
- Director Adams: She read a statement about how she would like to see some policies be updated because of recent events. These events are overshadowing math achievement and transportation. She thanked Chloe and the people who made public comment.
- Director Killough: Right now, the state average is 30 minutes of science per week in elementary school. By grade 4, students decide science is not for them. You cannot teach content in a vacuum.
- Ameiya Brown: She expressed her ideas about the THS and BHHS issues.
- Ben Morgan: He appreciates the board and public for keeping things civil even with controversial topics.
- Lilly Wilson: She likes the idea of making sure that kids know at an early age that there is no such thing as a "math brain".
- Lyn Hepp: She thanked HR for all the work they do. She hopes the other high schools can work out their differences.
- Chloe Watchman: She thanked the people who made public comment tonight.

Adjourn Regular Meeting

With no further business coming before the Board, the Regular Board Meeting adjourned at 9:06 PM.

Recorded by:
Becky Parsons

Signed this 25th day of January 2024.

Board Member

Board Secretary

CONSENT AGENDA

- Personnel Report: Questions can be directed to Wendy Bromley.
- Payroll and Vouchers: Questions can be directed to Melissa Richter.
- Capital Projects Construction Contract Award – NMSC Building D Lighting Replacement: Questions can be directed to Mel Murray.



Tumwater School District

621 Linwood Avenue SW, Tumwater, WA 98512-6847
 (360) 709-7000 www.tumwater.k12.wa.us

Kevin Bogatin
 Superintendent

January, 25 2024

TO: School Board
 FROM: Human Resources
 SUBJECT: Personnel Report

Financial Services:
 (360) 709-7010
 Human Resources:
 (360) 709-7020
 Payroll/Benefits:
 (360) 709-7029
 Special Services:
 (360) 709-7040
 Capital Projects:
 (360) 709-7005

New Hires	Position	Location	Status	Group
Austin Jordan	Bus Driver in Training	Transportation	Effective November 28, 2023	PSE
Jillian Turnbull	Paraprofessional	EOE	One Year Only, effective December 11, 2023	TAP
Marcy Proctor	TOSA	SS	1.0 FTE Continuing effective December 14, 2023	TEA
Jessica Muth	Paraprofessional	PGS	Impact position, 2.75 hours per day, effective December 1, 2023	TAP
Sara Rocha	Support Services Asst. Tech/Office and Warehouse	B&G	8 hours per day, effective January 2, 2023	PSE
Ernie Trujillo	Bus Driver in Training	Transportation	Effective December 12, 2023	PSE
Todd Neklason	Assistant Wrestling Coach	TMS	One Year Only, effective December 12, 2023	N/A
Danielle Enger	Human Resources Specialist I	Human Resources	Continuing, effective January 3, 2024	NON-REP
Tracy Johnson	Assistant Track Coach	THS	Effective December 19, 2023	N/A
Shanelda DeRoche	Registered Behavior Technician	SS	One Year Only, effective January 3, 2024	NON-REP
Bryan Henry	Bus Driver in Training	Transportation	Effective January 8, 2024	PSE
Michael Pannkuk	Assistant Wrestling Coach	THS	Effective January 5, 2024	N/A
Ashleigh Williams	Office Professional 2	DO	Effective January 2, 2024	TOPA
Spencer Bennight	Paraprofessional	THE	One Year Only, effective January 17, 2024	TAP
Gabrielle Bosch	Paraprofessional	PGS	Impact position, effective January 22, 2024	TAP
BrennaJayne Hill	Registered Behavior Technician	SS	One Year Only, effective January 22, 2024	NON-REP
Benjamin Hanks	Teacher	THS	One Year Only, effective February 5, 2024	TEA
Adjusted:				
Mike Rolfs	Bus Driver	Transportation	From 4.83 hours per day to 4.75 hours per day, effective November 13, 2023	PSE
Kim Rutledge	Bus Driver	Transportation	From 7.17 hours per day to 7.97 hours per day, effective November 13, 2023	PSE
Trudy Grazul	Bus Driver	Transportation	From 7.56 hours per day to 6.68 hours per day, effective November 27, 2023	PSE
Stephen Barker	Bus Driver	Transportation	From driver in training to 5.92 hours per day bus driver, effective December 12, 2023	PSE
Faith Landry	Bus Driver	Transportation	From 5.92 hours per day to 6.33 hours per day, effective December 18, 2023	PSE
Paul O'Neal	Bus Driver	Transportation	From 5.67 hours per day to 6.08 hours per day, effective December 12, 2023	PSE

BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN JILL ADAMS

"Continuous Student Learning in a Caring, Engaging Environment"

Cynthia Quinn	Bus Driver	Transportation	From driver in training to 5.83 hours per day bus driver, effective December 13, 2023	PSE
Tammi Morgan	Coordinator	Food Services	From 6.5 hours per day to 8 hours per day, effective January 1, 2024	PSE
Christina Rees	Bus Driver	Transportation	From 5.58 hours per day to 7.98 hours per day, effective December 13, 2023	PSE
Charlene Dickey	Dispatcher	Transportation	From 6.33 hours per day bus driver to 4 hours per day dispatcher, effective January 3, 2024	PSE
Lorena Miller	Bus Driver	Transportation	From 5.92 hours per day to 6.72 hours per day, effective January 3, 2024	PSE
Amy (Marie) Butcher	Paraprofessional	PGS	From 6.0 hours per day to 6.5 hours per day, effective January 3, 2024	TAP
James Kross	Bus Driver	Transportation	From 5.75 hours per day to 7.5 hours per day, effective January 3, 2024	PSE
Leaves:				
Garrett Baldwin	Paraprofessional	BHHS	Leave of Absence, beginning February 21, 2024, returning May 15, 2024	TAP
Laurel Chappell	Paraprofessional	LRE	Leave of Absence, beginning February 6, 2024, returning February 21, 2024	TAP
Chrystal Smith	Paraprofessional	SL	Leave of Absence, beginning January 19, 2024, return date to be determined	TAP
Peggy Freist	Custodian	BMS	Leave of Absence, beginning January 3, 2024, returning March 1, 2024	PSE
Resignation:				
Laurel Smith	Head Swim Coach	THS	Effective November 20, 2023	N/A
Karen Boone	Assistant Swim Coach	THS/BHHS	Effective December 5, 2023	N/A
Mary McEvoy	Teacher	LRE	Effective August 30, 2023	TEA
Alexis Jasper	Paraprofessional	PGS	Effective December 19, 2023	TAP
Laura Allison	Nurse	SS	Effective January 16, 2024	TEA
Raquel Robinson	Paraprofessional	TWEST	Effective December 19, 2023	TAP
Courtney Borovec	Assistant Volleyball Coach	TMS	Effective January 18, 2024	N/A
Retirement				
Brian Hardcastle	CTE Director	SL	Effective June 30, 2024	Admin
Josephine Weston	Teacher	THS	Effective June 30, 2024	TEA
Co-Curricular:				
Paul Snow	Assistant Boys Basketball Coach	BMS	Effective December 8, 2023	N/A
Jordan L. Stray	Head Track Coach	THS	From Assistant Track Coach to Head Track Coach, effective December 8, 2023	N/A
Karlee Westby	Head Volleyball (BHHS), Assistant Volleyball, Assistant Track (TMS)	BHHS/TMS	Non-Renewal, effective December 18, 2023	N/A
Michael Ziesemer	Assistant Track Coach	THS	Effective December 19, 2023	N/A
Paul Snow	Assistant Track Coach	THS	Effective December 19, 2023	N/A
Joshua Sproul	Assistant Basketball Coach	TMS	Effective December 18, 2023	N/A
Kaci Anchors	Assistant Fastpitch Coach	THS	Resigning, effective January 6, 2024	N/A
Recommend Approval				

Recommend approval to issue Laura Staubitz a conditional certificate for her role as a School Nurse

Tumwater School District

Affidavit covering payment of payroll, invoices, and voids for General Fund, Capital Projects Fund,
Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund for the
month of December 2023.

DATE: **January 25, 2024**

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Financial Services Office staff and were found to be correct.

Melissa Richter, Executive Director of Financial Services

County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME	WARRANTS (INCLUSIVE)	AMOUNT
GENERAL FUND:		
Payroll		
Payroll Taxes		\$ 1,333,107.71
Direct Deposit		\$ 3,908,572.04
Payroll Benefit Wire Transfer		\$ 972,144.60
Accounts Payable - Payroll	72806114 to 72806129	\$ 20,126.43
Accounts Payable	72221943 to 72221954	\$ 84,108.45
Accounts Payable	72221955 to 72221974	\$ 187,769.60
Accounts Payable	72221975 to 72221976	\$ 642.44
Accounts Payable	72221977 to 72222000	\$ 200,123.77
Accounts Payable	72222001 to 72222006	\$ 3,028.52
Accounts Payable	72222007 to 72222027	\$ 151,817.63
Accounts Payable	72222028 to 72222048	\$ 1,205,926.39
Accounts Payable	72222049 to 72222049	\$ 946.19
Accounts Payable	72222050 to 72222051	\$ 6,672.57
Accounts Payable ACH		\$ 26,200.94
Accounts Payable ACH		\$ 60,952.83
Accounts Payable ACH		\$ 173,777.67
Accounts Payable ACH		\$ 358,545.33
Accounts Payable ACH		\$ 427,178.16
ACH Rejection		
Voided Warrants		\$ (7,176.23)
Accounts Payable - COMP TAX		\$ 2,555.72
TOTAL GENERAL FUND:		\$ 9,117,020.76

CAPITAL PROJECTS FUND:		
Accounts Payable	72012669 to 72012670	\$ 5,896.01
Accounts Payable ACH		\$ 91,245.17
Accounts Payable ACH		\$ 49,576.88
Accounts Payable ACH		\$ 46,731.91
Accounts Payable ACH		\$ 26,481.80
Voided Warrants		
Accounts Payable - COMP TAX		
TOTAL CAPITAL PROJECTS FUND:		\$ 219,931.77

ASSOCIATED STUDENT BODY FUND:		
Accounts Payable	72442308 to 72442310	\$ 520.00
Accounts Payable	72442311 to 72442314	\$ 1,276.28
Accounts Payable	72442315 to 72442316	\$ 272.50
Accounts Payable	72442317 to 72442322	\$ 4,941.92
Accounts Payable ACH		\$ 479.73
Accounts Payable ACH		\$ 21,442.18
Accounts Payable ACH		\$ 13,904.56
Accounts Payable ACH		\$ 8,465.69
Voided Warrants		
Accounts Payable - COMP TAX		\$ 456.13
TOTAL ASSOCIATED STUDENT BODY FUND:		\$ 51,758.99

PRIVATE PURPOSE FUND:		
Accounts Payable	72700594 to 72700594	\$ 393.05
Accounts Payable ACH		\$ 332.05
Accounts Payable ACH		\$ 617.23
Accounts Payable ACH		\$ 160.68
Voided Warrants		
Accounts Payable - COMP TAX		
TOTAL PRIVATE PURPOSE FUND:		\$ 1,503.01

TRANSPORTATION VEHICLE FUND:		
Accounts Payable	to	
TOTAL TRANSPORTATION VEHICLE FUND:		\$ -

Board of Directors of Tumwater School District No. 33

I, Kevin Bogatin, being duly sworn, depose and say: That I am the Secretary to the Board of Tumwater School District No. 33, Thurston County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.



*** * * * * MEMO * * * * ***

DATE: January 19, 2024
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: **Consent Agenda - Construction Contract Award:
New Market Skills Center Building 'D' Lighting Replacement**

Formal bids were solicited on January 3, 2024 and received on January 17, 2024 for the above-referenced project. The project includes replacing all the existing fluorescent light fixtures in Building 'D', the Life Sciences Building, with new LED fixtures and adding an emergency generator for the lighting and a few power outlets in the building. Each bidder submitted a cost for Alternate Bid #1 to replace existing exterior fixtures with LED fixtures on the other NMSC buildings.

<u>Bidder</u>	<u>Base Bid</u>	<u>Alternate Bid #1</u>
BES Electrical Services LLC	\$514,000.00	\$32,000.00
Luminal Lighting	\$625,113.00	\$40,204.00
J A Morris Construction	\$660,000.00	\$42,500.00

Hargis Engineers estimated the base bid would be \$478,000. The lowest base bid received is over this by \$36,000. Therefore, we do not recommend including Alternate Bid #1 in the contract.

By not accepting the alternate bid and reducing the project contingencies we are confident the project can be completed within the OSPI grant award of \$629,000. BES Electrical Services is based in East Olympia and has successfully completed other projects for Tumwater School District.

Award of the contract to BES Electrical Services LLC in the amount of the base bid of \$514,000 is requested for approval.

REPORTS TO THE BOARD

- Curriculum Overview and Adoption Process: Questions can be directed to Shawn Batstone.
- ABCs – Behavior: Questions can be directed to Shawn Batstone.
- 1st Reading Policy 2000 Student Learning Goals: Questions can be directed to Shawn Batstone.
- 1st Reading Policy 2004 Performance Improvement Goals: Questions can be directed to Shawn Batstone.



TUMWATER SCHOOL DISTRICT

Administrative Offices • 621 Linwood Ave. SW Tumwater, WA 98512
Telephone: (360) 709-7000 • Fax: (360) 709-7052 • www.tumwater.k12.wa.us

MEMORANDUM

TO: TSD School Board

FROM: Shawn Batstone, Assistant Superintendent

SUBJECT: Curriculum Overview and Adoption Process

DATE: January 19, 2024

Curriculum Overview (Instructional Materials)

Included with this memo is a handout that outlines a list of adopted K-5 instructional materials for the current academic year. The handout serves as a valuable resource for both the Board and our staff, providing a clear overview of the materials approved for use in our schools.

Instructional Materials Adoption Process

Included with this memo is a handout that provides a detailed overview of the process employed by our district for selecting board-approved core instructional materials. This document is intended to enhance transparency and understanding regarding the consideration that goes into choosing the instructional materials that best support student learning and achievement.

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor

"Continuous Student Learning in a Caring, Engaging Environment"

TSD Elementary Instructional Materials

K	ELA	Math	Social Studies	Science	Band/Music	Health/Fitness	Technology	SEL	Intervention Math	Intervention ELA	Special Education
K	Wonders	Ready Math	Social Studies Weekly	Carolina Science (F) Weather & Sky (W) Push, Pull Go (S) Living Things	Game Plan	Five for Life	-Keyboarding w/out Tears -Project Lead the Way -Code.org, -Common Sense	-Second Step -Sanford Harmony	iReady Teacher Toolbox	IMSE/Hegerty	Building Specific
Web Apps	-Wonders Online -iready	Ready Math	https://www.studiesweekly.com	Carolina Science	Quaver			https://harmony-academy.org/	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall
Tech	Screencastify, Kahoot, Fig Jam, Canva, See Saw										
1st	ELA	Math	Social Studies	Science	Band/Music	Health/Fitness	Technology	SEL	Intervention Math	Intervention ELA	Special Education
1	Wonders	Ready Math	Social Studies Weekly	Carolina Science (F) Sky Watchers (W) Light and Sound Waves (S) Exploring Organisms	Game Plan	Five for Life	-Keyboarding w/out Tears -Project Lead the Way -Code.org, -Common Sense Media	Second Step & Sanford Harmony	iReady Teacher Toolbox	IMSE/Hegerty	Building Specific
Web Apps	-Wonders Online -iready	Ready Math	https://www.studiesweekly.com	Carolina Science	Quaver			https://harmony-academy.org/	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall
Tech	Screencastify, Kahoot, Fig Jam, Canva, See Saw										
2nd	ELA	Math	Social Studies	Science	Band/Music	Health/Fitness	Technology	SEL	Intervention Math	Intervention ELA	Special Education
2	Wonders	Ready Math	Social Studies Weekly	Carolina Science (F) Earth Materials (W) Matter (S) Ecosystems Diversity	Game Plan	Five for Life	Typing.com, Project Lead the Way, Code.org, Common Sense Media	Second Step & Sanford Harmony	iReady Teacher Toolbox	IMSE	Building Specific
Web Apps	-Wonders Online -iready	Ready Math	https://www.studiesweekly.com	Carolina Science	Quaver			https://harmony-academy.org/	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall
Tech	Screencastify, Kahoot, Fig Jam, Canva, See Saw										

TSD Elementary Instructional Materials

	ELA	Math	Social Studies	Science	Band/Music	Health/Fitness	Technology	SEL	Intervention Math	Intervention ELA	Special Education
3rd	Wonders	Ready Math	Social Studies Weekly	Carolina Science (F) Earth Materials (W) Matter (S) Ecosystems Diversity	Game Plan	Five for Life	Typing.com, Project Lead the Way, Code.org, Common Sense Media	Second Step & Sanford Harmony	iReady Teacher Toolbox	IMSE	Building Specific
3											
Web Apps	-Wonders Online -iReady	Ready Math	https://www.stu.diesweekly.com/	Carolina Science	Quaver			https://harmony-academy.org/	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall
Tech	Screencastify, Kahoot, Fig Jam, Canva, Google Classroom										
4th	Wonders	Ready Math	-Discovering Washington by Ruth Peiz -Social Studies Weekly	Carolina Science (F) Changing Earth (W) Energy Works (S) Plant and Animal Structures	Game Plan	Five for Life	Typing.com, Project Lead the Way, Code.org, Common Sense Media	Second Step & Sanford Harmony	iReady Teacher Toolbox	REWARDS	Building Specific
4											
Web Apps	-Wonders Online -iReady	Ready Math	https://www.stu.diesweekly.com/	Carolina Science	Quaver			https://harmony-academy.org/	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall
Tech	Screencastify, Kahoot, Fig Jam, Canva, Google Classroom										
5th	Wonders	Ready Math	-United State Adventures in Time and Place -Social Studies Weekly	Carolina Science (F) Earth and Space Systems (W) Structure and Properties of Matter (S) Matter and Energy in	Game Plan	Five for Life	Typing.com, Project Lead the Way, Code.org, Common Sense Media	Second Step & Sanford Harmony	iReady Teacher Toolbox	REWARDS	Building Specific
5											
Web Apps	-Wonders Online -iReady	Ready Math	https://www.stu.diesweekly.com/	Carolina Science	Quaver			https://harmony-academy.org/	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall	-Khan Academy Kids Starfall
Tech	Screencastify, Kahoot, Fig Jam, Canva, Google Classroom										

Tumwater School District
Instructional Materials Adoptions Process

(Subject/Content) Instructional Materials Adoption Process (Grade Levels) 2023-24

Step 1: Elementary/Secondary Supervisor works with the principals to select teacher pilot team members by grade level and content area.

Step 2: Elementary/Secondary Supervisor works with the principals and pilot team teachers to review the adoption process and identify the top three instructional materials to review.

In order to narrow the spoke of instructional materials to review, start by:

- Checking to see if local districts have recently adopted instructional materials (Olympia, North Thurston, Yelm).
- Check with the ESD 112, 113, and 114 (Content Coaches) for recent adoptions in our area.
- Contact the content supervisor at OSPI for any updates regarding recent adoptions - e.g., <http://www.k12.wa.us/SocialStudies/default.aspx>
- Review quality of instructional materials under consideration using edreports: <https://www.edreports.org/>
- Search the What Works Clearinghouse for evidence-based practices/resources: <https://ies.ed.gov/ncee/wwc/> and Resources for Educators: <https://ies.ed.gov/ncee/wwc/Resources/ResourcesForEducators>

Step 3: Elementary/Secondary Supervisor works with Alison to schedule vendor overviews of the top two or three pilot programs selected from Step 2.

- Pilot team members evaluate instructional materials using the Curriculum Review Rubric: Washington Model Resource: Screening for Biased Content in Instructional Materials, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further the goal of eliminating content bias: <https://www.k12.wa.us/sites/default/files/public/equity/pubdocs/WAScreeningForBiasedContent.pdf>

Step 4: Content level pilot teachers select programs to match their pacing guides

- Teacher A pilots Program A for a unit. Pre-post assessment provided from the instructional materials. Pre-post-tests analyzed using the Data Analysis Protocol. Teacher evaluates the instructional program based on Curriculum Review Rubric.
- Teacher B pilots Program B for a unit. Pre-post assessment provided from the instructional materials. Pre-post-tests analyzed using the Data Analysis Protocol. Teacher evaluates the instructional program based on the Curriculum Review Rubric.
- Teachers A and B trade programs and follow the same process as outlined above with the other program.
- Gather student feedback.

Step 5: Selection and adoption of materials as outlined in district policy.

- Schedule a time for parent review of recommended instructional materials. Parents review using a selected rubric.
- Elementary/Secondary Supervisor and pilot team members make a recommendation based on data collected to the Superintendent for Board consideration and adoption.

Step 6: Recommend adoption to the School Board (Date)

- Elementary/Secondary Supervisor to work with Becky to schedule a presentation to the Board.



School Improvement Plan - School Board Brief

January 2024

School	BEHAVIOR		
	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
BLE	<p>Our Current Reality: Black Lake Elementary had a total of 225 office referrals related to behavioral issues during the 22-23 school year. As of 12/19/23 MTSS mobile shows 432 referrals (119 logged into Skyward as majors); proportionally 18.4% of population is Spec. service students and account for 34.4% of the referrals. Boys continue to be disproportionate as well at 74.4% of the referrals while representing only 48.4% of the population. (Of the referrals 12 students account for 73%, 9 boys are within the 12 students in this group.)</p> <p>Our SMARTIE Goal: Black Lake Elementary will reduce the levels of disproportionality in the subgroups mentioned above (male students reduce referrals by 24%, and Special Education reduce by 10%) working toward an equitable discipline referral process. As a result of this reduction, the number of office referrals will also be reduced and will be more reflective of a strong Tier 1 base as well as a Tier 2 and Tier 3 support system.</p>	<ul style="list-style-type: none"> All staff trained in use of MTSS mobile APP and referral process. Review and refine discipline flow chart for Black Lake including staff managed behaviors and office managed behaviors. Review with staff discipline laws around exclusion and "other discipline" categories Review and refine 504 and IEP accommodation lists as needed Student intervention team meeting processes will be reviewed with staff at start of the year and will be revisited throughout the year PLC teams will have monthly focus to discuss student progress (including behavior) Monthly review of Skyward behavior data to analyze the number of monthly referrals and plan for next steps. Staff will use Harmony with fidelity Staff will continue recognition of students through use of individual student paw and class paw awards. Counselor will work with social skills and friendship lunch .groups focused on skill development and behavior management PBIS/Self Manager program Continue whole school SEL time at the start of each school morning. Continue Zones of Regulation in all classrooms (foundational piece for identifying emotional regulation). Provide a shared document or folder to provide resources for social skills instruction. Include a folder for each of the traits. Continue use of sensory/calming kits for classrooms. Partner with Wraparound Services to provide community support for families in need. 	<p><u>So far this year:</u></p> <ul style="list-style-type: none"> As of January 2024- 12 students represent 73% of total referrals 317 of 432. Student distribution is as follows: K:3 students/73 referrals 1st: 4 students;77 referrals 2nd: 2 students 114 referrals 3rd: 3 students 53 referrals <p><u>Reflection</u></p> <ul style="list-style-type: none"> Implement new recess groups with adult volunteers for K/1, 2/3, and 4/5 beginning Feb 3rd 2024. Continuing to partner with wraparound services for four students. Looking for ways to make Care Solace something that families are more willing to utilize. Many of our students overlap into multiple subgroups; if we are able to get to the root of the issue,we will reduce referrals across subgroups.
School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
EOE	<p>Our Current Reality: During the 2022-23 school year East Olympia had a total 32 suspensions.</p>	<ul style="list-style-type: none"> Student success plans Tier II supports Team meets/admin/families/student MTSS - Catch list 	<p><u>So far this year:</u></p> <ul style="list-style-type: none"> We have decreased our suspensions by 65% with a total of 21



School Improvement Plan - School Board Brief

January 2024

	<p>Our SMARTIE Goal: Decrease the amount of student suspensions by 10% during the 2023-24 school year</p>		<p>suspensions as of January 2024.</p>
School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
LRE	<p>Our Current Reality: In the 2022-23 school year Littlerock had 86 incidents of physical aggression and inappropriate language during the school days.</p> <p>Our SMARTIE Goal: Littlerock Elementary will decrease the number of physical aggressive behaviors and inappropriate language incidents by 25% by June 2024, with a focus on students with low emotional regulation skills.</p>	<ul style="list-style-type: none"> • Tier 1 instruction in September and January about PBIS standards • Small group instruction (Tier 2) • One-to-one instruction • Positive behavior tickets (Tiger Paws) 	<p>So far this year:</p>
School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
MTS	<p>Our Current Reality: We currently have 58 CES entries of students who were removed from their educational setting for 30 minutes or more due to behavior concerns (class disruption, unsafe behavior, physical aggression, etc)</p> <p>Our SMARTIE Goal: With an intentional focus on PBIS strategies, we will decrease the number of students with CES log of 30 minutes or more by 20% by June 2024.</p>	<ul style="list-style-type: none"> • Student Success Plans for Behavior Support/Small Group Re-Teaching • Staff commitment to PBIS systems and rewards • Monthly meetings for PBIS Team • Monthly assemblies • Class Wolf Paws, Individual Wolf Paws, PAW store • Staff Training on Relmaging Recess through WASA. • Use of calming corner and break space strategies in each classroom 	<p>So far this year: So far this year, our overall number of student entries in the CES log is down from 75 entries to 58 entries from Sept through Dec, compared to last school year.</p> <p>Reflection MTS PBIS team will continue to monitor student behavior, review data to find patterns and/or repeat offenders who we can focus on through a Multi tiered system of support.</p>
School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
PGS	<p>Our Current Reality:</p> <p>Our SMARTIE Goal: With an intentional focus on the playground behavior (see action planning), We will decrease our office referrals from location of the playground</p>	<ul style="list-style-type: none"> • Student Success Plans for Behavior Support/Small Group Re-Teaching • Clear, concise and consistent communication about schedules and behavior expectations (PBIS) • Monthly meetings for PBIS Team • Focus area-BLUE eagle feathers • Class Eagle Feathers, individual Eagle Feathers, Eagle Store • (The Nest) for Class Celebrations 	<p>So far this year: This Year Playground Referrals/Overall Referrals is 77 of 342.</p> <p>Our Overall office referrals are down for the Semester from 584 to 342.</p>



School Improvement Plan - School Board Brief

January 2024

	from 109 Of 584 Feb.- June 2023 to less than 20% of all office referrals for the 2023-2024 school year.	<ul style="list-style-type: none"> Staff Training on Relmaging Recess through WASA. 	<p>Recess referrals are 22% of referrals to date.</p> <p><i>Reflection</i></p>
School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
THE	<p>Our Current Reality:</p> <p>During the 2022-2023 school year, we had 94 solution referrals for physical aggression.</p> <p>Our SMARTIE Goal:</p> <p>During the course of the 2023-2024 school year, we will reduce our physical aggression referrals by 10% (down to 84 or less)</p>	<ul style="list-style-type: none"> Ongoing student training on school-wide expectations (PBIS) Restorative Practices with an Equity Lens Peacekeepers at recess Tier II/Tier III biweekly meetings Individual Student Success Plans 	<p>So far this year:</p> <p>We have 62 referrals as of January 19th.</p> <p>Reflection:</p> <p>With 32 kindergarten referrals, we are working to identify functions of that behavior and asking the questions...Do our systems address those needs? What are we asking of our students? Are we removing barriers or setting up barriers for students? How are we partnering with families?</p>
	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
BMS	<p>Current Reality:</p> <p>BMS currently has the problem of both vandalism and unsafe usage of our bathrooms. Students are breaking soap dispensers off the walls, urinating on the floors and vaping in the bathrooms. Students have spoken out about not feeling safe going to the bathrooms.</p> <p>SMARTIE Goal:</p> <p>By the end of the school year, taking data each quarter, students will feel safe using the restrooms at Bush Middle School showing improvement in cleanliness, confidence and comfort, by reducing vaping, vandalism and cell phone misuse.</p>	<ul style="list-style-type: none"> Discuss ideas for prevention and support with PBIS team - meetings every other Wednesday Invite student feedback Vape detectors in the bathroom Frequent monitoring Student sign out sheets and encouragement (students) to let staff know when things are inappropriate (mess or behavior) in the bathroom Use of hallway cameras to identify possible student offenders 10/10 rule for bathroom Frequent reminders for students 	<p>So far this year:</p> <p>Decrease in vandalism in the bathroom setting. Students feeling safe to use the bathroom increased according to student interviews. Calls from classrooms about bathroom vandalism have decreased from the beginning of the year until now.</p> <p>Reflection:</p> <p>BMS will continue to monitor and adjust key strategies in order to support proper bathroom usage. Currently our strategies are working and bathrooms are more safe for student use.</p>



School Improvement Plan - School Board Brief

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School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
TMS	<p><u>Our Current Reality:</u></p> <p>Student personal cell phone use became a pervasive classroom disruption last year. After warnings, students were asked to turn their cell phone into the office. In the 22-23 school year, on average we had over 40 turned in per month.</p> <p><u>Our SMARTIE Goal:</u></p> <p>Implementing a school wide policy of having student cell <u>phones turned off and put away in backpacks</u> will reduce the amount of classroom disruption. Our goal is to have less than 20 cell phones turned in school wide each month.</p>	<ul style="list-style-type: none"> • PBIS monthly rewards for students with no cell phone violations • Agreed upon policy that students can use cell phones at lunch and before school but must be off and away in back packs as soon as they arrive to the POD areas. • Consistent implementation of cell phone expectation by all staff • Teach and reteach technology expectations use throughout the year. • Handbook contract that includes phone policy. • Communication of phone policy to families • Adults in Pods reminding students as they enter the pods from lunch and at the beginning of the day. 	<p><u>So far this year:</u></p> <p>Our data so far this year has indicated a positive trend with significant improvements over last year. Our 5 month average is at about 13 phones turned in per month, (vs 40 last year) however, some of those are students who have had to turn in their devices on more than one occasion, prompting additional follow up interventions with families.</p> <p><u>Reflection:</u></p> <p>Starting the year with teaching firm expectations was key, as well as follow up reminders in Homeroom and on announcements. The success truly lies in staff support and consistent follow through with this (and other) school wide expectations.</p>
School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
BHHS	<p><u>Our Current Reality:</u></p> <ul style="list-style-type: none"> • Cell phones and other devices are a challenge, creating distractions, exacerbating conflict, and other issues <p><u>Our SMARTIE Goal:</u></p> <p>By the end of the 2023-24 academic year, we will decrease electronic device misuse by 50% as measured by discipline record</p>	<ul style="list-style-type: none"> • Schoolwide signage for teachers to use in their classrooms • Progressive steps for repeated misuse (classroom referrals, contact home) • Paper bag system • Instruct proper use of cell phones in the classroom • . • . 	<p><u>So far this year:</u> <i>We are currently (January 16th, 2024) at 7.2% of referrals are cell phone/electronics related. In October we were at 9%. Last year 19% of our referrals were cell phone/electronic related.</i></p> <p><u>Reflection:</u> <i>Implementation of our strategies has made an impact. As we continue through the year we are considering implementing a no cell phone policy except at lunch - based on reading some articles on different school districts around the state and country that have done this with success. As we get to the end of the semester it is time to reemphasize the limited use of cell phones. Overall we feel like we are making a positive impact on reducing cell phone use.</i></p>



School Improvement Plan - School Board Brief

January 2024

School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
CHS	<p>Last Year's Data:</p> <p>Behavior referrals were at 25% school-wide at CHS.</p> <p>Our SMARTIE Goal:</p> <p>To reduce behavior referrals from 25% to 10%</p>	<ul style="list-style-type: none"> Advisory lessons prepared by counselor based on the CharacterStrong Program. Professional development on the neuroscience behind inclusionary and trauma-informed practices Counselor interventions with students struggling with behaviors on campus 	<p>So far this year:</p> <p>Behavior referrals across all grade-levels are at 18.5%. Behavior referrals at grades 9-10 are at 40%, while they are at 8.5% for grades 11-12</p> <p>Reflection:</p> <p>Mandatory all-day in-person instruction for all 9th and 10th graders does not reflect individual student needs, which is a predominant feature of successful alternative learning environments.</p>
School	SIP GOAL (1)	KEY STRATEGIES (3)	PROGRESS (Current Data/Reflection)
THS	<p>Our current reality:</p> <p>Staff report a desire to reinvigorate the use of THS's core values Respectful, Responsible, Present & Kind to positively influence student behavior.</p> <p>Our SMARTIE Goal:</p> <p>Based on Panorama survey data, we will measure a 5% increase in positive Staff and Family responses in the area of School Climate from the Fall 2023 baseline of 86% and 69%.</p>	<ul style="list-style-type: none"> Targeted and meaningful Homeroom lessons based on the Character Strong program. Gathering of qualitative data through the "Telling the story of THS!" questionnaire. Continued intentional focus on THS core values and student behavior expectations. (Tier 1) Promote completion of Spring 2024 panorama survey completion by staff and students to increase response rates. 	<p>So far this year:</p> <ul style="list-style-type: none"> Discussed "Telling the Story" data collection with site based teams and introduced to staff 1.10.24. 17 staff responses to "Telling the story" questionnaire. Student expectation lessons and review quizzes Panorama survey given in October 30 day student check-in surveys on belonging, engagement and having a trusted adult. <ul style="list-style-type: none"> At 60 day survey point 86.12% of students reported having a trusted adult at THS. Design of Core Value Card <p>Reflection:</p> <p><i>We have received ongoing feedback from staff, students and families regarding the current positive climate and culture at THS. The admin team has chosen to use data from a 30 day student survey, fall panorama data and shared qualitative data stories to celebrate winds but make</i></p>



School Improvement Plan - School Board Brief

January 2024

			<i>adjustments as necessary. We are looking forward to launching the T-Bird Core Values Card at the beginning of Semester 2.</i>
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TUMWATER SCHOOL DISTRICT

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MEMORANDUM

TO: TSD School Board
FROM: Shawn Batstone, Assistant Superintendent
SUBJECT: Policy 2000, Policy 2004, and Washington State Profile of a Graduate
DATE: January 19, 2024

Policy 2000 – Student Learning Goals

WSSDA revised Policy 2000 – Student Learning Goals in 2018 to more closely reflect the verbiage in RCW 28A.150.210. Previously, the policy listed four student learning goals, using nearly identical language as the Washington law, expect for omitting the bolded words in the following two goals:

Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings **and with a variety of audiences.**

Think analytically, logically, and creatively, and to integrate **technology literacy and fluency as well as** different experiences and knowledge to form reasoned judgments and solve problems.

Because the omission caused confusion and the full language was beneficial, WSSDA revised the policy by adding the omitted language and making other minor edits to improve clarity.

Policy 2004 – Performance Improvement Goals

These revisions reflect the Washington School Improvement Framework, which replaced the former Achievement Index. The Washington School Improvement Framework is part of the state's Every Student Succeeds Act (ESSA) plan and identifies how schools can improve the education of all students.

Specifically, these revisions reflect that school boards must adopt district-wide performance improvement goals each year and direct the schools that enroll students in grades three through eight and/or high school to establish consistent goals.

Washington State Profile of a Graduate – State Board of Education

The "Profile of a Graduate" represents a guiding vision for our K-12 education system, provided by the State Board of Education and developed with local input. The profile identifies the skills, knowledge, attributes, and competencies necessary for a successful transition to life after high school. The Washington State Profile of a Graduate is also used to review state education policy, including graduation requirements.

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor
"Continuous Student Learning in a Caring, Engaging Environment"

Tumwater School District Board Policy

STUDENT LEARNING GOALS

~~The goal of the school district shall be to provide opportunities for all students to develop knowledge, academic, and technical skills essential to meeting these student learning goals:~~

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. With the involvement of parent and community members, the goal of the district is to provide opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write ~~with skill~~ **effectively**, and communicate ~~effectively and responsibly~~ **successfully** in a variety of ways and settings ~~and with a variety of audiences~~;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, **including different cultures and participation in representative government**; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and ~~to integrate experience and knowledge to form reasoned judgments and solve problems~~ **technology literacy and fluency as well as different experiences and knowledge to form reasoned judgements and solve problems**; and
4. Understand the importance of work **and finances** and how performance, effort, and decisions directly affect future career and educational opportunities.
5. ~~Be responsible for one's actions, develop positive self-worth by enhancing learning competence and good work habits; show respect for others, participate as a citizen, and become a lifelong learner.~~

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. **Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals will be adopted by the district, as required by state law.**

~~The Superintendent/designee shall oversee the development of a curriculum guide aligned with the Washington State Grade-Level Expectations for all grade levels/courses in the school district. For purposes of this policy, a curriculum guide shall contain the standards and learning targets for the course, approximate time needs, materials to be used, suggested activities, and criteria/assessments to be used to determine the extent to which learning targets have been met. Provision shall be made for ongoing review, modification, and regular updates to the Board.~~

~~The Board recognizes that the delivery of instruction will vary among schools and staff and will be further differentiated by the learning needs of students. Nonetheless, instruction throughout the district will be derived from a common curriculum embedded with state learning goals.~~

~~The Board anticipates that the district curriculum will promote continuity in the acquisition of skills and knowledge from grade-level to grade-level K-12 and from school to school within the District. Board-approved instructional materials shall promote consistency and clarity of instructional focus, enabling students to meet the prescribed standards.~~

~~Instructional staff is expected to adhere to and teach the curriculum using district-adopted instructional materials. Principals will provide appropriate instructional supervision to ensure implementation.~~

Legal References: RCW 28A.150.210 Basic Education Act — Goal
RCW 28A.655.010 Washington commission on Student
Learning — Definitions

Management Resources: *Policy News*, October 2007
Basic Education Act Revisions

ADOPTION DATE: October 24, 1985

REVISION DATE: August 27, 1998; June 23, 2011; March 27, 2014

Tumwater School District Board Policy

ACCOUNTABILITY PERFORMANCE IMPROVEMENT GOALS

High School Graduation Rate Goals

The Board shall annually adopt district-wide graduation goals and direct each high school to annually establish goals, subject to board approval, to increase the percentage of on-time graduates receiving a high school diploma.

The minimum graduation rate goals through 2013 shall be as defined in WAC 180-105-060. Graduation rate goals in 2014 and each year thereafter for each group of students, identified in federal requirements, shall not be less than 85 percent.

District and School Reading and Mathematics Improvement Goals

The Board shall adopt district-wide performance improvement goals for reading and mathematics for elementary, middle and high school (grade level bands); and direct each school in the district that administers the statewide assessment to adopt performance improvement goals to increase the percentage of students meeting the standard in reading and mathematics.

The following goals and calculation methodologies shall be established to measure and improve student achievement in reading and mathematics within the grade level bands as measured by the statewide assessment. The following goals and calculation methodologies will be used unless the State has been granted a waiver from the US Department of Education and in that case the district will operate under the specific guidelines of the waiver.

1. The baseline of achievement for the district and schools within the grade level bands on the reading and mathematics assessments for each grade are the starting points established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan.
2. The goal for the district and for each school is to increase the percentage of students in the following categories in meeting or exceeding the reading and mathematics improvement goals on the state uniform bar as established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan:
 - a. All students;
 - b. Students of each major racial and ethnic group;
 - c. Economically disadvantaged students;
 - d. Students served in Special Education; and
 - e. Students served in the state's Transitional Bilingual Instructional Program.

~~The district and all schools shall demonstrate satisfactory progress toward the performance improvement goals by meeting the federal requirements or by showing improvements using the alternative "Safe Harbor" calculation.~~

Adopting Performance Improvement Goals

Annually, the board will do the following:

1. Adopt district-wide performance improvement goals for the measures in the Washington school improvement framework.
2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The district and each school in the district will establish English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements described above for all students and for each of the groups required under the federal requirements.

The district and each school will establish annual performance improvement goals in accordance with the following:

1. As a starting point for determining annual performance goals, the district and each school will use the most recently available results of the school improvement framework.
2. The performance improvement goals for the assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the district and each school must adopt the following goals:
 - a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.
 - b. The graduation rate for all students and each of the groups referenced in WAC 180-105-020(2) will not be less than ninety percent.
 - c. Performance improvement goals using the federal requirements to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework.
3. The district and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups referenced in WAC 180-105-020(2).

Reporting Progress

~~Once a year~~ **Annually**, the Board ~~shall issue a will report to parents and present it in a public meeting. The report shall include the following~~ **in a public meeting and in writing:**

1. The district's and buildings' improvement goals;
2. Student performance relative to the goals; and

3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually the district will report ~~in a news release~~ the district's progress toward meeting the district and building goals **to local media**. ~~The report shall also be included in each school's annual school report.~~

In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of the school-level plans to achieve the goals.

Legal References:	RCW 28A.655.100	Performance goals – Reporting Requirements
	RCW 28A.655.110	Annual school performance report model report form
	WAC 180-105-020	Performance improvement goals
	WAC 180-105-040	Definitions
	WAC 180-105-060	High School Graduation

Cross Reference **4001 – Public Information Program**

Management Resources:

Policy News, May 2020	
Policy News, June 2010	High School Proficiency Examination Requirements Revised
Policy News, December 2005	A+ Commission's Revised Performance Improvement Goals
Policy News, October 2003	Accountability Bill Includes Policy Implications
Policy News, June 1999	Boards must set reading goals
Policy News, June 1998	CORRECTION: Reading goals policy
Policy News, August 1998	

ADOPTION DATE: November 20, 2003

REVISION DATE: March 27, 2014

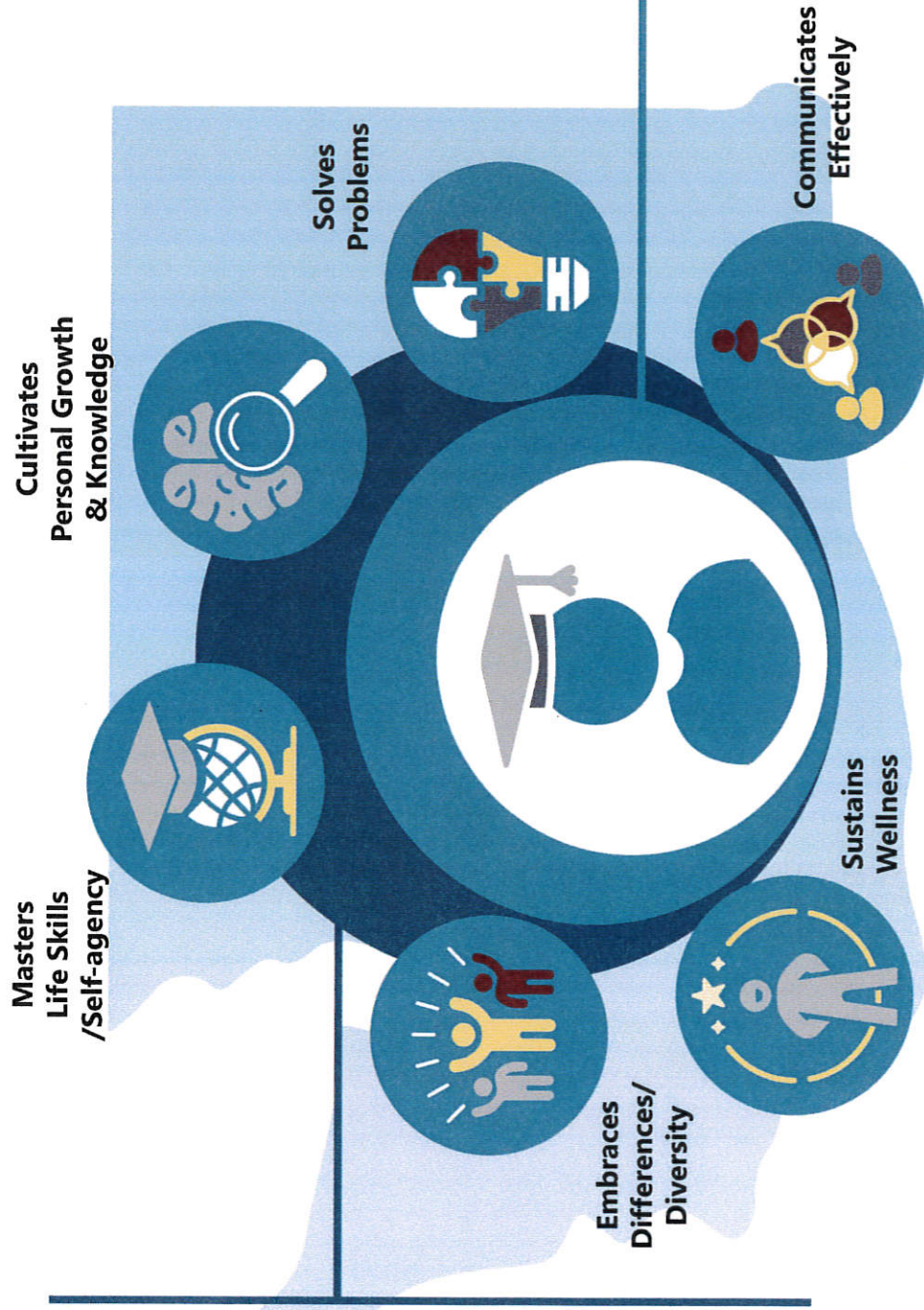
Washington State | Profile of a Graduate



Purpose of the Diploma:

Students are ready for success in postsecondary education, gainful employment, and citizenship, and are equipped with the skills to be lifelong learners.

(See RCW 28A.230.090)



Effective communication in multiple modes and to multiple audiences

Interdisciplinary application of core academic concepts and principles

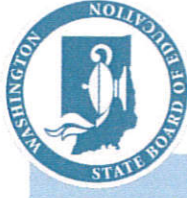
Critical & creative reasoning and problem-solving

Navigation & exercise of life and civic responsibilities

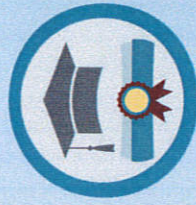
(See RCW 28A.150.210)



Washington State | Profile of a Graduate



A Washington State graduate...

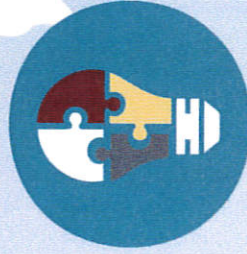


**Cultivates
Personal Growth
& Knowledge**



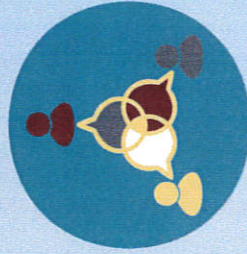
**Shows confidence
Applies learning
Sets personally
meaningful goals**

**Solves
Problems**



**Thinks critically
Demonstrates resilience
Embraces creativity**

**Communicates
Effectively**



**Works on a team
Collaborates
Navigates conflict**

**Sustains
Wellness**



**Cultivates physical and
emotional well-being
Fosters empathy
Builds relationships**

**Embraces
Differences/
Diversity**



**Participates in
community
Promotes global
responsibility
Shows cultural
competency**

**Masters
Life Skills
/Self-agency**



**Takes initiative
Understands financial
and digital literacy
Accesses resources**

ACTION ITEMS

- 2nd Reading Policy 3122 Excused and Unexcused Absences: Questions can be directed to Wendy Bromley.
- 2nd Reading Policy 5400 Personnel Leaves: Questions can be directed to Wendy Bromley.
- 2nd Reading Policy 5404 Family, Medical and Maternity Leave: Questions can be directed to Wendy Bromley.



TUMWATER SCHOOL DISTRICT MEMORANDUM

TO: TSD School Board

FROM: Shawn Batstone, Assistant Superintendent

SUBJECT: Updates to Excused and Unexcused Absence Policy 3122

DATE: December 8, 2023

I am writing to inform you of needed updates to our Excused and Unexcused Absence Policy 3122. These updates have been added to align with current WSSDA model policy and attendance laws. Updates to the policy include: (1) Definition of Absence, (2) Responsibility for Monitoring Absences, (3) Response to Emergency Facility Closures, (4) Unexcused Absence Response Timelines, (5) Tardies and Disciplinary Actions, and (6) Tiered Systems of Response.

These updates reflect our commitment to fostering a culture of regular attendance and will contribute to the system of response needed to support student academic success.

Tumwater School District Board Policy

EXCUSED AND UNEXCUSED ABSENCES

~~Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents/guardians and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents/guardians can request and be provided such information in languages in which they are fluent. Parents/guardians will be required to date and acknowledge review of this information online or in writing.~~

Definition of Absent or Absence

Absence from in-person learning

~~WAC 392-401-015A states that the definition of an absence:~~

~~(1) A student is absent when they are:~~

- ~~(a) Not physically present on school grounds; and~~
- ~~(b) Not participating in the following activities at an approved location:~~
 - ~~i. Instruction;~~
 - ~~ii. Any instruction-related activity; or~~
 - ~~iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.~~

~~(2) Students shall not be absent if:~~

- ~~(a) They have been suspended, expelled, or emergency expelled;~~
- ~~(b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and~~
- ~~(c) The student is enrolled in qualifying "course of study" activities as defined by WAC 392-121-107.~~

~~(3) A full day absence is when a student is absent for 50% of their scheduled day. (4) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.~~

Definition of absence from remote learning

~~(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls, or video chats); or (c) Evidence of participation in a task or assignment.~~

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents/guardians can request and receive such information in languages in which they are fluent. Parents/guardians will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. Absences due to the following reasons must be excused:

1. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health); for the student or person for whom the student is legally responsible;
2. Family emergency, including but not limited to a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependence status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions, or emergency expulsions imposed pursuant to Chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to safety concerns, including absences related to threats, assaults or bullying;

11. Absences due to a student's migrant status;
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. Principal (or designee) may excuse up to five (5) days per school year.
13. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity.

~~Any absence from school is unexcused unless it meets one of the above criteria provided in WAC 382-410-020.~~

B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
3. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made;
4. Absences due to the student's parent/guardian's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
5. Other COVID-19 related circumstances as determined between school and parent/guardian or emancipated youth.

The district may define additional categories or criteria for excused absences. A school principal (or designee) has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

- A.1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- B.2. An excused absence will be verified by a parent/guardian, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent/guardian or other responsible adult. If a student is to be released for health care needs, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol, or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during

the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent/guardian and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month period during the current school year.
4. A conference with the parent or guardian will be held after three unexcused absences within any month period during the current school year. ~~This effort may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school.~~ The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. ~~If the parent/guardian does not attend the conference,~~ However, the school will notify the parent/guardian will be notified of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:
 - a. Middle and high school students will be administered a questionnaire to assess the student's risks and needs.
 - b. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, district

- created questionnaire, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community engagement board, requiring the child to attend an alternative school or program, or assisting the parent/guardian or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
- c. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent/guardian is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's ~~fifth~~ **seventh** unexcused absence in a month during the current school year, the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community ~~truancy~~ **engagement** board or file a stay petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent/guardian, student, or parent/guardian and student no ~~later~~ **earlier** than the seventh unexcused absence, within any month period, during the current school year ~~or upon~~ **and not later than** the ~~tenth~~ **fifteenth** unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents/guardians and students annually.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled or emergency removed pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities defined in WAC 392-121-107.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences

WAC 392-401A-045 requires:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent, whether excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent/guardian's home language;
- (c) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; including school and district attendance teams, connecting to community resources, and community engagement boards; and
- (d) A process for outreach and re-engagement for students who have been withdrawn due to non-attendance and there is no evidence that the student is enrolled elsewhere. This outreach must include:
 - 1) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - 2) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
 - 3) Multiple methods of communication and outreach in a language or mode of communication that the parent/guardian understands including phone calls, texts, letters, and home visits;
 - 4) Referral to community-based organizations;
 - 5) Documentation of the attempts to reach student and family; and
 - 6) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents/guardians, holding conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to non-attendance.

Student dependents pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian, and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References: 3120 - Enrollment
3230 - Student Privacy and Searches
~~3240 - Student Conduct Expectations and Reasonable Sanctions~~
3241 - Classroom Management, **Student** Discipline and Corrective
Actions
4218 - Language Access Plan

Legal References: Chapter 28A.225 Compulsory school attendance and admission
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
~~WAC 392-400-325 Statewide definition of excused and unexcused daily absences.~~
Chapter 392-401A WAC Statewide definition of absence for the 2020-21 school year

Management Resources:

2023 - July Issue
2022 - June Issue
2020 - September Alert
2018 - August 2018 - August Policy Issue
2017 - July Policy Issue
2016 - July Issue
2015 - June Issue
2012 - December Issue
2011 - December Issue
Policy News, June 2001 More Tweaking of Becca Petitions

Adoption Date: November 14, 1985

Revised Dates: December 2006 June 2011 December 2012 June 2015 July 2016 October 2018 October 2019 December 9, 2021



Prepared for: Tumwater School Board
Prepared by: Wendy Bromley, Executive Director Human Resources
Meeting Date: December 13, 2023

Human Resources Policies 5400 and 5404

BACKGROUND

Policy 5400- Personnel Leaves (REVISED)

The previous Personnel Leave policy 5400 has not been updated since 2013. The current policy is missing key WSSDA language giving prior notice to employers, flexibility in granting leave, and how leave is handled for less than full time employees. WSSDA's policy 5400 includes the rules and the RCW on seniority that is important to employee's rights when they are on leave. WSSDA does not have a procedure to go along with 5400. The updated policy is written in such a way as to be interpreted as a procedure.

This is a 1st reading. At the January 25th meeting, the recommendation will be to adopt the policy and discontinue the procedure.

Policy 5402- Maternity Leave and 5404 - Family, Medical, and Maternity Leave (REVISED)

Policy 5402 no longer is recommended because it is now encompassed in 5404. Additionally, current policy 5404, titled Family Leave has not been updated since 2013 and is not in alignment with the Family Medical Leave Act (FMLA) and the Paid Family Medical Leave Act (PFMLA). 5404 is a WSSDA Essential Model policy last revised on 10/19. It included both maternity leave and family leave within the policy. It does not have a procedure with it and is written in such a way as to be interpreted as a procedure.

This is a 1st reading. At the January 25th meeting, the recommendation will be to adopt revised policy 5404 and to eliminate policy 5402.

Tumwater School District Board Policy

PERSONNEL LEAVES

~~The District shall operate a program of leaves of absence for employees, in accordance with state and federal law, and negotiated agreements with staff represented by bargaining units.~~

~~The superintendent shall develop appropriate procedures to implement this policy.~~

Upon the recommendation of the superintendent and in accordance with the law and district policy, staff may be granted leaves pursuant to the following conditions, unless the applicable collective bargaining agreement provides otherwise:

- A. **Leave at Full Pay Unless Stated Otherwise.** Leaves will be with pay unless otherwise stated. If leaves are to include expenses to be paid by the district, that also will be specifically stated.
- B. **Leaves in Units of Full or Half Days.** Leaves may be granted in units of half or full days only.
- C. **Return from Leaves.** At the end of any leave shorter than 20 days in duration, sabbatical leave, or sick leave which does not exhaust the staff member's accumulated sick leave, the affected staff member is entitled to return to the position held when the leave commenced or to an appropriate comparable position. Except as may otherwise be specifically provided by law or district policy, a staff member will be entitled to a position in the district subject to the availability of a position for which the staff member is qualified after leaves of longer duration.
- D. **Prior Notice of Application.** Reasonable advance notice is required for all leaves, with specific advance notice as stated in district policy.
- E. **Flexibility in Granting Leaves.** The superintendent, with approval of the board, may grant leaves to individuals who might not otherwise be covered, or extend leave in excess of the number of days provided by district policy, in unusual or exceptional circumstances.
- F. **Leaves Prorated for Part-Time Staff.** Part-time staff will be entitled to leave benefits, unless otherwise stated in district policy, provided that the length of leaves will be prorated according to the ratio of days and/or hours worked to the number of days and/or hours worked by a full-time staff member in the same or a similar position.
- G. **Noncumulative.** Leaves will be noncumulative from year to year unless otherwise stated.

Unpaid Leaves

Upon employee request, the superintendent or designee has discretion to consider providing unpaid leave to employees in certain circumstances. The option to provide unpaid leave does not obligate the district to do so or in any way limit or prevent the district from pursuing other responses.

If the district enters an agreement to provide unpaid leave to an employee who needs additional time to comply with the Governor’s vaccine mandate incorporated into Proclamation 21-14.2, that agreement will establish that the employee intends either to vaccinate or complete the exemption request process. Use of unpaid leave for employees who are not yet in compliance with the vaccine mandate in Proclamation 21-14.2 will be time limited and specify a separation date if compliance does not occur within the allotted time.

- Cross References:
- 5411 - Staff Vacations
 - 5410 - Holidays
 - 5407 - Military Leave
 - 5406 - Leave Sharing
 - 5404 - Family, Medical, and Maternity Leave
 - 5403 - Emergency and Discretionary Leaves
 - 5401 - Sick Leave

- Legal References:
- | | |
|---|---|
| <p>RCW 28A.400.300</p> <p>AGO 1980 No. 22</p> | <p>Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools.</p> <p>Limitation on compensated leave for school district employees</p> |
|---|---|

- Management Resources:
- 2021 - December Issue
 - 2021 - October Issue
 - 2011 - December Issue

ADOPTION DATE: August 28, 1986

REVISION DATE: May 23, 2013

(This policy replaces former policies 3401 and 3412 under the old numbering system)

current

Policy 5400
Personnel

**Tumwater School District
Board Policy**

PERSONNEL LEAVES

The District shall operate a program of leaves of absence for employees, in accordance with state and federal law, and negotiated agreements with staff represented by bargaining units.

The superintendent shall develop appropriate procedures to implement this policy.

Legal References: RCW 28A.400.300

Hiring and discharging employees —
Leaves for employees — Seniority and
leave benefits, retention upon transfers
between schools.

AGO 1980 No. 22

Limitation on compensated leave for
school district employees

ADOPTED: August 28, 1986

REVISED: May 23, 2013

Tumwater School District Board Policy

FAMILY, MEDICAL, AND MATERNITY LEAVE

I. State Paid Family and Medical Leave

Paid family and medical leave are benefits administered by the Washington State Employment Security Department. Employees interested in applying for these benefits must follow the process described in Chapter 192-610 WAC. Employees who have questions regarding the application process may contact the Employment Security Department or visit its website at paidleave.wa.gov. The district will post notices made available by the Employment Security Department that provide pertinent information regarding paid family and medical leave benefits.

A brief description of the paid family and medical leave benefits program is provided below. The description is not meant to capture every aspect of the program; rather, it is meant to give a general overview.

Eligibility

Employees who have worked 820 hours during the first four of the last five completed calendar quarters or the last four completed calendar quarters are eligible for paid family and medical leave.

Reasons for leave

Family leave means leave taken by an employee from work for the following reasons:

- A. To participate in providing care, including physical or psychological care, for a family member made necessary by a serious health condition of the family member;
- B. To bond with the employee's child during the first 12 months after the child's birth, or the first 12 months after the placement of a child under the age of eighteen within the employee; or
- C. Because of any qualifying exigency as permitted under the federal family and medical leave act for family members as defined by RCW 50A.05.010(10).

Medical leave means any leave taken by an employee from work made necessary by the employee's own serious health condition as defined by RCW 50A.05.010(20).

Amount of leave

Employees may take up to 12 weeks of paid family leave during a period of 52 consecutive calendar weeks.

Employees may take up to 12 weeks of paid medical leave during a period of 52 consecutive calendar weeks. Paid medical leave may be extended by two weeks if the

employee experiences a serious health condition with a pregnancy that results in incapacity.

Employees may take a combined 16 weeks of paid family and paid medical leave during a period of 52 consecutive calendar weeks. The combined total may be extended to 18 weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

Employee notice to district

An employee must provide the district at least 30 days' written notice before paid family or medical leave is to begin if the need for the leave is foreseeable based on an expected birth, placement of a child, or planned medical treatment for a serious health condition.

An employee must provide the district written notice as soon as practicable when 30 days' notice is not possible because of a lack of knowledge of approximately when leave will be required to begin, because of a change in circumstances, or because of a medical emergency.

An employee must provide the district written notice as soon as is practicable for foreseeable leave due to a qualifying military exigency, regardless of how far in advance such leave is foreseeable.

The notice must be in writing and contain at least the anticipated timing and duration of the leave.

District notice to employee

Whenever the district becomes aware that an employee is absent from work for more than seven consecutive days to take family or medical leave, the district will provide the employee with a written statement provided by the Employment Security Department of the employee's rights.

The notice will be sent by the fifth business day after the employee's seventh consecutive missed day of work due to family or medical leave or by the fifth business day after the employer becomes aware that the employee's absence is due to family or medical leave, whichever is later.

Employment restoration

Upon return from paid family or medical leave, an employee is entitled to be restored to the position of employment held by the employee when the leave commenced or to be restored to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

As a condition of restoration for employees who have taken medical leave, the district may require those employees to receive certification from their health care provider that they are able to resume work.

II. Federal Family and Medical Leave

General provisions

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to do the following:

- A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child;
- B. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for his or her own serious health condition if it renders the employee unable to perform his or her job; or
- C. Respond to a qualifying exigency occurring because the employee's spouse, son or daughter, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

An employee who is the spouse, son or daughter, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty six (26) weeks of unpaid leave in a 12 month period to care for the service member.

Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or designee or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20 percent of the number of working days in the period during which the leave would extend without the approval of the superintendent or designee. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.

A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth.

The superintendent or designee may require written verification from the employee's health care provider when the employee is taking medical leave based on his or her own serious health condition.

The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility

for family leave, the two health care providers will select a third provider, whose opinion, obtained at the employer's expense, will be conclusive.

Birth or adoption

Leave taken for newborn or adopted childcare will be completed within one year after the date of birth or placement for adoption.

The district will grant leave upon the same terms to male employees as is available to female employees upon the birth or adoption of the employee's child. Leave will be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child under the age of six, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.

Employee requests for leave of absence due to birth or initial placement for adoption of a child will be submitted in writing to the superintendent or designee not less than 30 days prior to the beginning date of the leave. The notice will include the approximate beginning and ending dates for the leave requested.

If both parents of a newborn or newly adopted child are employed by the school district, they will be entitled to a total of twelve workweeks of family leave during any twelve month period, and leave will be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

Employment restoration

Any employee returning from an authorized family leave will be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

An employee may be denied restoration under the following circumstances: a) the specific job is eliminated by a bona fide restructuring, or a reduction-in-force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave, d) or as otherwise allowed by law. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave.

III. Maternity Leave

A staff member may use accumulated paid sick leave for the period of actual disability attributable to pregnancy or childbirth. This period will extend from the date of birth for a period of not more than 60 days, unless an actual period of disability which begins prior

to the date of birth or continues beyond 60 days is otherwise verified in writing by the employee's physician.

If the employee's accumulated sick leave is exhausted during the period of maternity, the district will grant a leave of absence without pay or fringe benefits, upon the staff member's request, for the remainder of the period of actual disability due to pregnancy or childbirth.

During any unpaid portion of such leave of absence, the staff member may pay the premiums for any district insurance plans to keep coverage in effect for the employee and her family.

Notice

A pregnant staff member is requested to notify her immediate supervisor and the superintendent or designee by the beginning of the fifth month of pregnancy.

At the time of such notice the staff member will submit a written request to her immediate supervisor and the superintendent or designee for one or more of the following:

1.
 - A. Maternity leave for the period of her actual disability due to pregnancy or childbirth;
 - B. Family leave for a period of up to 12 weeks, in addition to any period of maternity disability leave, the district will extend the employee's health benefit during this period of unpaid leave;
 - C. Leave of absence for a period of up to the beginning of the next school term or school year. Such extended leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the desires of the staff member, together with the recommendation of her personal physician or licensed practitioner; or
 - D. Termination of employment by resignation.

The notice to the district will include the approximate beginning and ending dates for the leave.

Employment conditions

A pregnant staff member may continue working as long as she is capable of performing her normal duties, with the written approval of her physician or licensed practitioner.

The staff member may return to work when physically able to perform her duties. If the employee intends to return to work within 60 days of childbirth, her personal physician or licensed practitioner must certify that the staff member is in good health and ready to resume her duties.

No later than 30 days after the date of birth, the staff member is requested to notify the superintendent or designee of the specific date when she will return to work. Unless the

superintendent or designee approves an earlier date of return, the employee will give at least 14 days advance notice of the actual date of return.

The staff member will return to her duties following an extended leave of absence on the date approved by the superintendent or designee. If the employee is still experiencing a disability due to pregnancy, miscarriage, abortion, childbirth or recovery which prevents the employee from performing her duties on the scheduled date of return, an additional period of unpaid leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the recommendation of the employee's personal physician or licensed practitioner.

Assignment upon return

An employee who has taken a leave of absence only for the actual period of disability relating to pregnancy or childbirth or up to twelve weeks of family leave will return to the same assignment, or a similar position for which she is qualified with at least the same pay and benefits, as she held prior to the maternity leave or family leave.

Upon return from an extended maternity leave, a staff member will be entitled to a position in the district subject to the availability of a position for which she is qualified. An effort will be made to place the staff member in her original position or in a comparable position.

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to:

1. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child; or
2. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for a personal health condition if it renders the employee unable to perform his or her job.
3. Respond to a qualifying exigency occurring because the employee's spouse, son or daughter, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

Leave taken for newborn or adopted child care shall be completed within one year after the date of birth or placement for adoption. Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20% of the number of working days in the period during which the leave would extend without the approval of the superintendent. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.

A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth, pursuant to the Policy 5402, Maternity Leave.

If both parents of a newborn or newly adopted child are employed by the school district, they shall be entitled to a total of twelve workweeks of family leave during any twelve month period, and leave shall be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

The superintendent may require written verification from the employee's health care provider.

The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers shall select a third provider, whose opinion, obtained at the employer's expense, shall be conclusive.

Military Caregiver Leave

An employee who is the spouse, son or daughter, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty-six (26) weeks of unpaid leave in a twelve (12) month period to care for the service member.

Return to Work

Any employee returning from an authorized family leave shall be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

Reinstatement of an employee returning from family leave need not occur if:

1. The specific job is eliminated by a bona fide restructuring, or a reduction-in-force resulting from lack of funds or lack of work,
2. An employee on family leave takes a position with another employer outside the home, or
3. The employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave.

If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave. Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

1. The employee began leave five (5) or more weeks before the end of the semester, the leave is for more than three (3) weeks, and the employee would otherwise return to work within three (3) weeks of the end of the semester.
2. The employee began family leave (except for a personal health condition) less than five (5) weeks before the end of the semester, the leave is for more than two (2) weeks, and the employee would otherwise return to work within two (2) weeks of the end of the semester.
3. The employee began family leave (except for a personal health condition) three (3) or fewer weeks before the end of the semester and the period of leave is more than five (5) working days.

Legal References

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
Title 50A RCW Family and Medical Leave
WAC 162-3 0-020 Pregnancy, childbirth, and pregnancy
related conditions
29 USC Sec 2601 Family and Medical Leave Act of 1993

ADOPTED: August 14, 1997

REVISED: May 23, 2013

**Tumwater School District
Board Policy**

FAMILY LEAVE

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to:

1. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child; or
2. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for a personal health condition if it renders the employee unable to perform his or her job.
3. Respond to a qualifying exigency occurring because the employee's spouse, son or daughter, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

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The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers shall select a third provider, whose opinion, obtained at the employer's expense, shall be conclusive.

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If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave. Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

1. The employee began leave five (5) or more weeks before the end of the semester, the leave is for more than three (3) weeks, and the employee would otherwise return to work within three (3) weeks of the end of the semester.
2. The employee began family leave (except for a personal health condition) less than five (5) weeks before the end of the semester, the leave is for more than two (2) weeks, and the employee would otherwise return to work within two (2) weeks of the end of the semester.
3. The employee began family leave (except for a personal health condition) three (3) or fewer weeks before the end of the semester and the period of leave is more than five (5) working days.

Legal References: Ch. 49.78 RCW
Ch. 296-134 WAC
P.L. 103-3

Family Leave
Family Leave
Family and Medical Leave Act of
1993

ADOPTED: August 14, 1997

REVISED: May 23, 2013

SUPERINTENDENT'S REPORT/PUBLIC COMMENT FOLLOW-UP

- Superintendent's Report/Public Comment Follow-Up: Questions can be directed to Superintendent Bogatin.



TUMWATER SCHOOL DISTRICT

Administrative Offices • 621 Linwood Ave. SW Tumwater, WA 98512
Telephone: (360) 709-7000 • Fax: (360) 709-7052 • www.tumwater.k12.wa.us

MEMORANDUM

TO: TSD School Board
FROM: Kevin Bogatin, Superintendent
SUBJECT: Superintendent's Report
DATE: January 19, 2024

Based on the conversation at the retreat on January 5th and 6th, the Superintendent's Report will be a scaled back version going forward. I will have something prepared for you on Monday, January 22, 2024.

Thank you.

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor
"Continuous Student Learning in a Caring, Engaging Environment"

BOARD MEMBER REPORTS

- Legislative Update: Questions can be directed to Vice President Beard.
- Board Goals Update: Questions can be directed to President Kaikkonen.

INFORMATION FOR BOARD (no meeting presentation provided)

- December 2023 Financial Reporting: Questions can be directed to Melissa Richter.



TUMWATER SCHOOL DISTRICT

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Prepared for: Tumwater School District Board

Prepared by: Melissa Richter, Executive Director of Financial Services

Meeting Date: January 25, 2024

December 2023 Financial Reporting

Background

The Financial Reporting for the District for the period ending December 31, 2023 follows this report. The General Fund year-to-date revenues through December 31, 2023 total \$34.6 million or 32% of the total budgeted revenues of \$107.2 million as compared to \$26.3 million or 25% through November 30, 2023. To date, we have received 31% of our state funding.

Total revenues of \$107.2 million are projected to be \$2.5 million more than budgeted, primarily due to an increase in state grants and additional enrollment.

The General Fund year-to-date expenditures through December 31, 2023 total \$39 million or 36% of the total budgeted expenditures of \$107 million compared to \$29.9 million or 28% through November 30, 2023.

The District's enrollment numbers are steadily increasing. We are starting to register students from the new housing developments on Littlerock Road.

Please contact me with questions or if you would like any additional information.

Supplementary Materials

1. Budget Status Report for all Funds
2. Enrollment Data - 1251FTE
3. Memo Budget Report for December 2023

BOARD OF DIRECTORS

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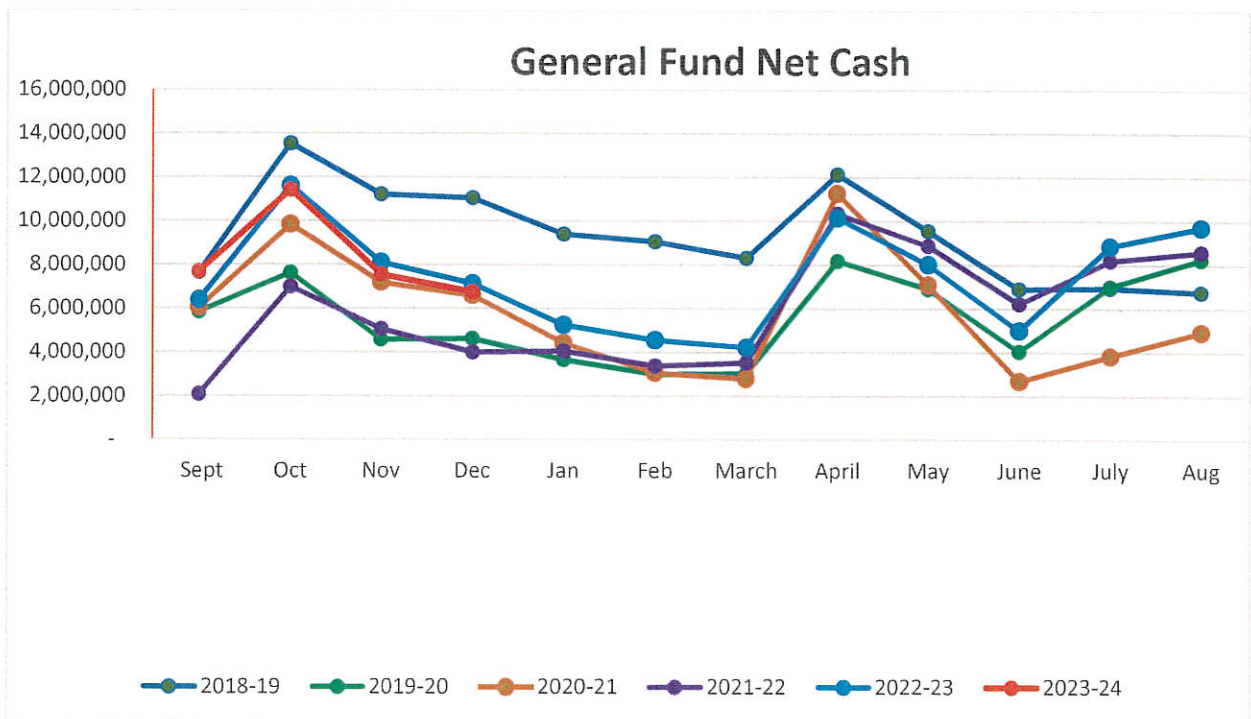
**TO: School Board
Superintendent**

FROM: Melissa Richter, Executive Director of Financial Services

**RE: Budget Status Reports for December 2023
Updated Cash and Fund Balance Status for December 2023
Enrollment Update December 2023**

Budget Status Reports - Attached are the Budget Status reports for December 2023 for all five operating funds (General Fund, Capital Projects Fund, Debt Service Fund, ASB Fund and Transportation Vehicle Fund).

General Fund Net Cash Balance (cash less warrants outstanding): The following graph shows the district’s net cash balance for the periods 2018-19 through December 2023.



BOARD OF DIRECTORS

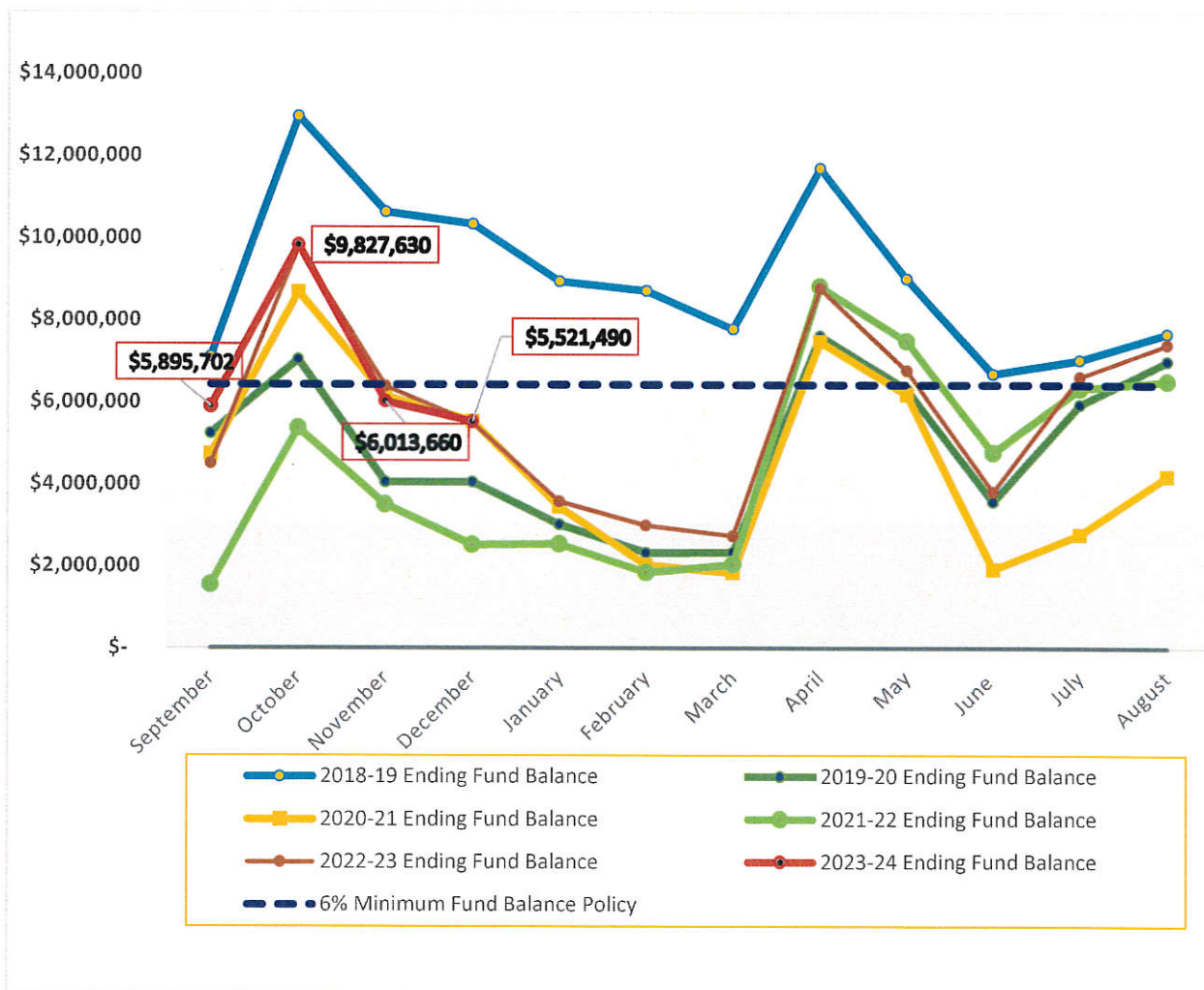
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General Fund – Fund Balance (Excluding Skills Center):

The following chart shows TSD fund balance history as of 12/31/23. The dashed line is showing the minimum fund balance policy of 6% of total budgeted expenditures for the 23-24 school year which is \$6,423,602.82.

The fund balance for the district is: \$6,745,032.09 which includes \$1,223,541.64 for Skills Center, leaving our ending fund balance as of 12/31/23 at \$5,521,490.45.



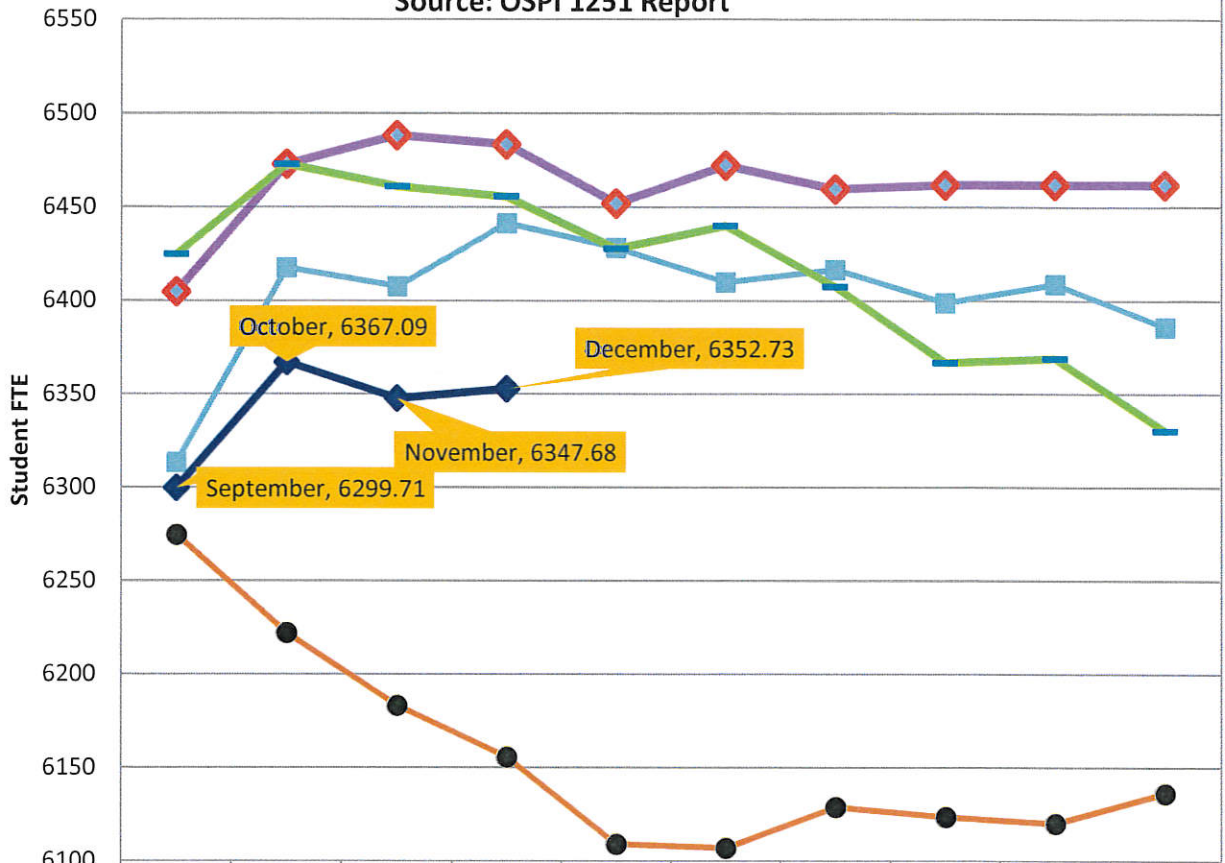
Enrollment Update

The following table shows student enrollment for the past four years, updated with December counts as of 12/10/23. These numbers include K-12 Basic Education, ALE, NMSC and exclude RS/OD. We built a budget for an Average

Annual FTE (AAFTE) of 6088 for funding, including NMSC. Our AAFTE for the month of December reporting was 6352.73, approximately 264.73 FTE over enrollment projections.

Reported Student FTE Enrollment By Fiscal Year - Budget 2023-2024
(Total K-12 Basic Education Including ALE/Excluding RS and OD)

Source: OSPI 1251 Report



	September	October	November	December	January	February	March	April	May	June
2019-20	6404.69	6472.80	6488.21	6483.30	6451.84	6472.12	6459.59	6461.79	6461.79	6461.79
2020-21	6274.70	6222.07	6183.21	6155.77	6108.96	6106.91	6128.82	6123.52	6120.11	6136.16
2021-22	6313.35	6417.58	6407.61	6441.31	6428.14	6409.80	6416.58	6398.73	6408.68	6385.80
2022-23	6424.74	6472.83	6460.84	6455.49	6427.74	6439.95	6407.37	6366.79	6368.97	6330.25
2023-24	6299.71	6367.09	6347.68	6352.73						

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of December, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	19,623,796	64,959.37	8,540,455.72		11,083,340.28	43.52
2000 LOCAL SUPPORT NONTAX	1,810,321	441,910.47	694,557.98		1,115,763.02	38.37
3000 STATE, GENERAL PURPOSE	62,377,479	5,659,162.51	19,409,929.80		42,967,549.20	31.12
4000 STATE, SPECIAL PURPOSE	17,593,823	1,418,235.80	4,931,587.13		12,662,235.87	28.03
5000 FEDERAL, GENERAL PURPOSE	50,000	.00	.00		50,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	5,638,741	699,691.01	1,039,470.06		4,599,270.94	18.43
7000 REVENUES FR OTH SCH DIST	10,000	17,694.11	23,463.79		13,463.79-	234.64
8000 OTHER AGENCIES AND ASSOCIATES	100,550	.00	.00		100,550.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	107,204,710	8,301,653.27	34,639,464.48		72,565,245.52	32.31
B. EXPENDITURES						
00 Regular Instruction	56,852,579	4,702,386.39	19,968,882.69	33,928,356.14	2,955,340.17	94.80
10 Federal Stimulus	101,823	142,686.83	151,603.05	0.00	49,780.05-	148.89
20 Special Ed Instruction	14,611,818	1,423,214.43	5,105,247.89	9,804,102.34	297,532.23-	102.04
30 Voc. Ed Instruction	5,094,865	417,694.57	1,695,474.21	2,842,369.23	557,021.56	89.07
40 Skills Center Instruction	4,630,255	409,894.13	1,821,109.12	1,035,939.97	1,773,205.91	61.70
50+60 Compensatory Ed Instruct.	4,111,967	216,671.96	1,067,528.02	2,082,961.64	961,477.34	76.62
70 Other Instructional Pgms	275,526	24,898.81	118,952.76	165,187.01	8,613.77-	103.13
80 Community Services	594,626	48,648.73	206,896.30	390,727.23	2,997.53-	100.50
90 Support Services	20,786,590	1,716,007.13	8,916,261.98	11,908,260.98	37,932.96-	100.18
<u>Total EXPENDITURES</u>	107,060,049	9,102,102.98	39,051,956.02	62,157,904.54	5,850,188.44	94.54
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	144,661	800,449.71-	4,412,491.54-		4,557,152.54-	< 1000-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	6,423,602		11,157,523.63			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	6,568,263		6,745,032.09			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	4,930	4,930.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	50,000	1,223,541.64
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	614,076	1,500,029.38
G/L 828 Restricted for C/O of FS Rev	0	185,370.74
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	300,000	1,066,469.50
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committed to Econmc Stabilizatr	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	458,845-	148,679.91
G/L 890 Unassigned Fund Balance	889,430	1,611,949.84-
G/L 891 Unassigned Min Fnd Bal Policy	5,168,672	4,227,960.76
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	6,568,263	6,745,032.09

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of December, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	5,726,932	18,943.54	2,518,722.07		3,208,209.93	43.98
2000 Local Support Nontax	850,000	75,969.84	565,328.02		284,671.98	66.51
3000 State, General Purpose	0	23,212.15	85,541.26		85,541.26-	0.00
4000 State, Special Purpose	1,100,000	77,279.00	113,867.85		986,132.15	10.35
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,676,932	195,404.53	3,283,459.20		4,393,472.80	42.77
B. EXPENDITURES						
10 Sites	1,000,000	.00	14,137.50	147,892.14	837,970.36	16.20
20 Buildings	9,115,000	112,421.92	637,593.17	944,347.77	7,533,059.06	17.36
30 Equipment	2,185,000	79,273.30	508,950.49	544,873.55	1,131,175.96	48.23
40 Energy	0	28,236.55	48,468.80	33,963.00	82,431.80-	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	3,000.00	3,000.00-	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	12,300,000	219,931.77	1,209,149.96	1,674,076.46	9,416,773.58	23.44
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	4,623,068-	24,527.24-	2,074,309.24		6,697,377.24	144.87-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	9,345,000		8,636,399.02			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	4,721,932		10,710,708.26			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	50,000	222,022.40
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	730,376	3,963,569.67
G/L 863 Restricted from State Proceeds	1,350,000	2,677,638.04
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	250,000	270,298.90
G/L 866 Restricted from Impact Proceeds	1,280,000	2,132,158.15
G/L 867 Restricted from Mitigation Fees	860,000	1,289,958.39
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	201,556	155,062.71
G/L 890 Unassigned Fund Balance	0	.00
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	4,721,932	10,710,708.26

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of December, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	11,780,002	40,677.16	5,290,419.50		6,489,582.50	44.91
2000 Local Support Nontax	50,000	21,048.45	73,615.92		23,615.92-	147.23
3000 State, General Purpose	0	48,718.42	179,536.82		179,536.82-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	11,830,002	110,444.03	5,543,572.24		6,286,429.76	46.86
B. EXPENDITURES						
Matured Bond Expenditures	8,150,000	8,150,000.00	8,150,000.00	0.00	.00	100.00
Interest On Bonds	3,101,550	1,652,650.00	1,652,650.00	0.00	1,448,900.00	53.28
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	200,000	.00	1,400.00	0.00	198,600.00	0.70
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	11,451,550	9,802,650.00	9,804,050.00	0.00	1,647,500.00	85.61
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	378,452	9,692,205.97-	4,260,477.76-		4,638,929.76-	< 1000-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	9,625,260		9,771,902.76			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	10,003,712		5,511,425.00			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	10,003,712		2,867,608.69			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		2,643,816.31			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	10,003,712		5,511,425.00			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of December, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	458,358	19,574.16	198,382.03		259,975.97	43.28
2000 Athletics	386,955	29,694.51	99,638.29		287,316.71	25.75
3000 Classes	120,058	.00	1,434.00		118,624.00	1.19
4000 Clubs	179,355	7,115.77	23,508.97		155,846.03	13.11
6000 Private Moneys	19,944	2,049.46	3,130.72		16,813.28	15.70
<u>Total REVENUES</u>	1,164,670	58,433.90	326,094.01		838,575.99	28.00
B. EXPENDITURES						
1000 General Student Body	632,435	16,414.60	67,668.11	70,260.01	494,506.88	21.81
2000 Athletics	457,286	25,125.97	170,445.00	24,412.60	262,428.40	42.61
3000 Classes	122,520	.00	1,089.17	1,063.61	120,367.22	1.76
4000 Clubs	198,116	9,421.60	31,643.28	13,095.38	153,377.34	22.58
6000 Private Moneys	47,040	630.35	1,142.16	0.00	45,897.84	2.43
<u>Total EXPENDITURES</u>	1,457,397	51,592.52	271,987.72	108,831.60	1,076,577.68	26.13
C. EXCESS OF REVENUES						
<u>OVER(UNDER) EXPENDITURES (A-B)</u>	292,727-	6,841.38	54,106.29		346,833.29	118.48-
D. TOTAL BEGINNING FUND BALANCE						
	865,000		914,551.84			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE						
<u>C+D + OR - E)</u>	572,273		968,658.13			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	865,000		16,075.00			
G/L 819 Restricted for Fund Purposes	292,727-		950,583.13			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		2,000.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	572,273		968,658.13			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of December, 2023

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,000	2,651.74	7,704.54		4,704.54-	256.82
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	650,000	.00	.00		650,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	<u>653,000</u>	<u>2,651.74</u>	<u>7,704.54</u>		<u>645,295.46</u>	<u>1.18</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>653,000</u>	<u>2,651.74</u>	<u>7,704.54</u>		<u>645,295.46</u>	<u>1.18</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	780,000	.00	.00	0.00	780,000.00	0.00
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>780,000</u>	<u>.00</u>	<u>.00</u>	<u>0.00</u>	<u>780,000.00</u>	<u>0.00</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>127,000-</u>	<u>2,651.74</u>	<u>7,704.54</u>		<u>134,704.54</u>	<u>106.07-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>1,268,415</u>		<u>1,269,249.61</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>1,141,415</u>		<u>1,276,954.15</u>			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	1,141,415		1,276,954.15			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	<u>1,141,415</u>		<u>1,276,954.15</u>			

***** End of report *****

SUMMARY OF FULL-TIME EQUIVALENT ENROLLMENT AS REPORTED ON FORM P223 FOR SCHOOL YEAR ENDING 2024

Thurston County No. 34

Washouak School District - (34033)

Summary of all Enrollment

	K-12 P-223S	ALE P-223S *	TOTAL P-240	TOTAL P-223	GRAND TOTAL
INDERGARTEN			419.74	419.74	419.74
grades 1-3			1,360.33	1,360.33	1,360.33
grade 4			456.17	456.17	456.17
grades 5-6			912.80	912.80	912.80
grades 7-8			928.63	928.63	928.63
grades 9-12			2,264.05	2,264.05	2,264.05
-12 TOTAL			6,341.71	6,341.71	6,341.71
UNNING START					183.12
OTAL					20.35
D TOTAL					0.00
K TOTAL					6,545.18
RAND TOTAL					

Occupational Program Totals

	P-223	P-223S	Total Voc Enrollment	ALE P-223	ALE P-223S	Total ALE Voc Enrollment
OC 7-8	197.67		197.67	0.00		0.00
OC 9-12	421.93		421.93	0.00		0.00
kill Cntr	436.86		436.86	0.00		0.00

I hereby certify that all students are reported in accordance with enrollment reporting rules and instructions, and that supporting student records are available for audit.

 Superintendent or Authorized Official