



TUMWATER SCHOOL DISTRICT

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School Director's Agenda Work Session

Thursday, January 11, 2024

Start Time: 6:00pm

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

- 6:00pm** **Call Work Session to Order** (*President Kaikkonen*)
- Recognition/Flag Salute
- 6:01pm** **Agenda Discussion/Approval** (*President Kaikkonen/Superintendent Bogatin*)
- 6:02pm** **Work Session**
- Board Goals
- 7:00pm** **Adjourn Work Session**

NEXT BOARD MEETING: Regular Board Meeting January 25, 2024.

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

BOARD OF DIRECTORS

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

School Board GOALS 2023-2024

Implementation Plan (DRAFT)

Last updated: January 7, 2024

1. Standard #1 "Provide responsible school district governance," specifically:
 - i. Pursuing professional development to improve board member knowledge and skills
 - ii. Improved collaboration that results in well-informed decision-making
 - iii. Set protocols for collaborative decision-making
 - iv. Set goals for improvement

Goal #1: *"The board will provide responsible school district governance by respecting, and advocating for, mutual understanding of the roles and responsibilities of school board members and the superintendent."*

Action Steps	Timeline	Notes
Review policies that specify training and professional development requirements for board members	December 2023 meeting Work session January 11, 2024	Policy 1810 Policy 1822
Board and superintendent retreat: Board governance and protocols	January 5&6, 2024 One follow up meeting to complete the work (TBD)	Directors Adams, Beard, Kaikkonen, and Taylor attended the facilitated retreat with Superintendent to establish board operating protocols.
Establish plan for required board training	January 11, 2024	Discuss requirements as outlined in policy and progress to date
Attend annual WSSDA conference	November 2024	
Other...		

2. Standard #4 "Hold school district accountable for meeting student learning expectations," specifically:
 - i. Have written goals for superintendent that focus on specific outcomes
 - ii. Regularly review/evaluate/understand the assessment tools, criteria, data, and methods used to measure student achievement
 - iii. Regularly evaluate and adjust resources and strategies for closing achievement gaps

Goal #2: *"The board will hold the school district accountable for quarterly reports providing student academic progress and needs based on valid and reliable assessments with..."*

- iv. *Attendance*
- v. *Behavior*
- vi. *Course Content*
- vii. *Social Emotional Learning*

Action Steps	Timeline	Notes
Data and strategy presentations by principals at board meetings	Attendance: 10-26-23 Behavior: 1-25-24 Social Emotional Learning: 3-28-24 Course Content: 5-23-24	Attendance: principal panel from LRE, MTS, TMS, and BHHS Behavior: PGE, BLE SLE: BMS, THE Course Content: EOE, THS
Review policies that specify board requirements to review student achievement reports	December 2023 meeting January 11, 2024 work session	Policy 2000 Policy 2004
Discuss specific student learning goals as outlined in Policy 2004	January 11, 2024	
Discuss plan for review of required data reports	January 11, 2024	Review board meeting planning calendar
Other...		

**Tumwater School District
Board Policy**

ANNUAL GOVERNANCE GOALS AND OBJECTIVES

Each year the board will formulate goals and objectives to guide effective board governance. The goals and objectives may include but are not limited to board functions of:

- A. Responsible school district governance;
- B. Communication of and commitment to high expectations for student learning;
- C. Creating conditions district-wide for student and staff success;
- D. Holding the district accountable for student learning; and
- E. Engagement of the community in education.

At the conclusion of the year the board will reflect on the degree to which it has met its goals and objectives by conducting a board self-assessment and engaging in board development activities where needed.

Cross References: 1822 - Training and Professional Development for Board Members
 1820 - Board Self-Assessment
 1005 - Key Functions of the Board

ADOPTION DATE: October 27, 2022

**Tumwater School District
Board Policy**

**TRAINING AND PROFESSIONAL DEVELOPMENT FOR
BOARD MEMBERS**

In keeping with the need for continuing professional development to enhance effective governance, the board encourages the participation of its members at appropriate board conferences, workshops, and conventions. Additionally, board members will obtain the trainings required by Washington state. Funds for board leadership training and professional development will be budgeted for on an annual basis.

Required Training for School Board Directors

There are two areas of training required by Washington state:

- [Open Government training, and](#)
- [Cultural Competency, Equity, Diversity, and Inclusion training](#)

Open Government Training

School board directors must receive Open Government training no later than 90 days after they take their oath of office or assume their duties. They can take the training before they are sworn in or assume their duties of office. School board directors must also receive “refresher” training at intervals of no more than four years, so long as they remain on the school board. Open Government training is available from the Washington Attorney General’s Office (<https://www.atg.wa.gov/opengovernmenttraining.aspx>) and at the annual conference of the Washington state school directors’ association.

Cultural Competency, Equity, Diversity and Inclusion Training

Beginning with the 2022 calendar year, each member of a board of directors shall complete a governance training program once per term of elected office. If the director is appointed or elected to a first term of office, the director must complete governance training requirements within two years of appointment or certification of the election in which they were elected.

The governance training completed by directors must be aligned with the cultural competency, diversity, equity, and inclusion standards for school director governance developed and provided by the Washington State School Directors’ Association. Per Washington state law, the required training elements for both first and subsequent school director terms are defined by the Washington state school directors’ association.

Recommended Professional Development for School Directors

In addition to the required areas of training above, the [name of school district/public schools] is committed to ongoing professional development both for individual school

board directors and the board as whole. Each school board director is a member of the Washington State School Directors' Association, which provides professional development and resources at its annual conference and through year-round leadership development services for individual school board directors and boards.

Cross References: 1731 - Board Member Expenses
 1805 - Open Government Trainings
 1810 - Annual Governance Goals and Objectives
 1820 - Board Self-Assessment
 1005 - Key Functions of the Board

Legal References: RCW 28A.345.120 School director governance—Cultural competency, diversity, equity, and inclusion—Training programs

ADOPTION DATE: October 27, 2022

**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:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems;
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities; and
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.

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

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 effectively, and communicate 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 technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

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.

Legal References: RCW 28A.150.210 Basic education— Goals of school districts
 RCW 28A.655.010 Washington commission on Student
 Learning — Definitions

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

Adoption Date:
Classification: **Encouraged**
Revised Dates: **10.07; 12.11; 02.18**

**Tumwater School District
Board Policy**

ACCOUNTABILITY 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.

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

- A. The district's and buildings' improvement goals.
- B. Student performance relative to the goals.
- C. 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. The report shall also be included in each school's annual school report.

Legal References: RCW 28A.655.100

WAC 180-105-020

WAC 180-105-060

Performance goals – Reporting requirements

Reading and Mathematics

High School Graduation

Management Resources:

Policy News, June 2010

Policy News, December 2005

Policy News, October 2003

Policy News, June 1999

Policy News, June 1998

Policy News, August 1998

High School Proficiency Examination Requirements Revised

A+ Commission's Revised

Performance Improvement Goals
Accountability Bill Includes Policy Implications

Boards must set reading goals

CORRECTION: Reading goals policy

ADOPTION DATE: November 20, 2003

REVISION DATE: March 27, 2014

RCW 28A.655.260 Graduation pathway options—Review and monitoring—Participation data. (1) The superintendent of public instruction shall collect the following information from school districts: Which of the graduation pathways under RCW 28A.655.250 are available to students at each of the school districts; and the number of students using each graduation pathway for graduation purposes. This information shall be reported annually to the education committees of the legislature beginning January 10, 2021. To the extent feasible, data on student participation in each of the graduation pathways shall be disaggregated by race, ethnicity, gender, and receipt of free or reduced-price lunch.

(2) The state board of education shall review and monitor the implementation of the graduation pathway options to ensure school district compliance with requirements established under RCW 28A.655.250 and subsection (3) of this section. The reviews and monitoring required by this subsection may be conducted concurrently with other oversight and monitoring conducted by the state board of education. The information shall be collected annually and reported to the education committees of the legislature by January 10, 2025, and biennially thereafter.

(3)(a) At least annually, school districts shall examine data on student groups participating in and completing each graduation pathway option offered by the school district. At a minimum, the data on graduation pathway participation and completion must be disaggregated by the student groups described in RCW 28A.300.042 (1) and (3), and by:

(i) Gender;

(ii) Students who are the subject of a dependency proceeding pursuant to chapter 13.34 RCW;

(iii) Students who are experiencing homelessness as defined in *RCW 28A.300.542(4); and

(iv) Multilingual/English learners.

(b) If the results of the analysis required under (a) of this subsection show disproportionate participation and completion rates by student groups, then the school district shall identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district. [2023 c 349 § 3; 2021 c 144 § 3; 2019 c 252 § 202.]

***Reviser's note:** RCW 28A.300.542 was amended by 2023 c 386 § 1, changing subsection (4) to subsection (6).

Intent—2023 c 349: See note following RCW 28A.655.250.

Intent—2019 c 252: See note following RCW 28A.655.250.