



# 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](http://www.tumwater.k12.wa.us)

## School Director's Agenda Regular Meeting

Wednesday, December 13, 2023

Start Time: 6:00pm

Location: Michael T. Simmons Elementary & Zoom  
1205 2<sup>nd</sup> 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**
- November 9, 2023 Regular Meeting
- 6:03pm**      **Swear In Newly Elected Board Members**
- 6:09pm**      **Board Officer Elections**
- 6:14pm**      **Consent Agenda**
- Personnel Report
  - Payroll and Vouchers
  - Board Member Committee and School Assignments
  - Special Services – Rochester SD and Tumwater SD Interlocal Agreement
  - Capital Projects – Acceptance of Contracts as Complete
  - Capital Projects – Contract Change Order
- 6:15pm**      **Recognition**
- 4 The Love Foundation
- 6:20pm**      **Student Rep Reports**
- Lilly Wilson/Chloe Wachtman, BHHS
  - Ameiya Brown/Ben Morgan, THS
  - Lyn Hepp, CHS
- 6:29pm**      **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"

**6:30pm**      **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*)

**7:00pm**      **Reports to the Board**

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

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

**7:55pm**      **Board Member Reports**

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

**8:05pm**      **Board Member Comments**

**8:15pm**      **Adjourn Regular Meeting**

***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.

## **MEETING MINUTES**

- November 9, 2023 Regular Board Meeting



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## Tumwater School District School Board Meeting Minutes

Location: District Office & YouTube  
621 Linwood Ave. SW  
Tumwater, WA 98512  
November 9, 2023  
6:00 pm

Board Members Present: Casey Taylor, 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 are were no updates to the previously published version of the agenda. The agenda was unanimously approved.

### Review of Minutes

The Board has reviewed the October 26, 2023 Regular Board Meeting Minutes and there no changes or corrections. The minutes were approved unanimously.

### Consent Agenda

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

### Personnel Report:

New Hires	Position	Location	Status	Group
Andrew Pitman	Assistant Principal	THE	0.6 FTE one year only, effective October 30, 2023	ADMIN
Laurel Chappell	Paraprofessional	LRE	One Year Only, effective November 6, 2023	TAP
Emma Duff	Assistant Girls Basketball Coach	BMS	Effective October 30, 2023	Co Curr

### BOARD OF DIRECTORS

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

*"Continuous Student Learning in a Caring, Engaging Environment"*

<b>Adjusted:</b>				
Azar Salazar	Lead Custodian	BLE	From day custodian at multiple sites to lead custodian at BLE, effective November 1, 2023	PSE
Wendi Weiks	Teacher	THS	From 0.3 FTE to 0.4 FTE, effective November 3, 2023	TEA
Wendi Weiks	Paraprofessional	THS	From 5.0 hours per day to 4.5 hours per day, effective November 3, 2023	TAP
Faith Landry	Bus Driver/Asst Cook	Transportation/CHS	From 5.92 hours per day Bus Driver, adding 1.25 hours per day Assistant Cook at CHS, effective October 16, 2023	PSE
Faith Landry	Bus Driver/Asst Cook	Transportation/CHS	From 5.92 hours per day Bus Driver and 1.25 hours per day Assistant Cook at CHS, adding .25 hours per day Assistant Cook at CHS effective November 6, 2023	PSE
Deann Workman	Bus Driver	Transportation	From 7.75 hours per day bus driver to 8 hours per day bus driver, effective November 1, 2023	PSE
Emily Fourtner	Paraprofessional	THE	From 6.5 hours per day (BHHS) to 6.0 hours per day (THE) 4 days per week (Preschool Impact)	TAP
Colleen Gundersen	Teacher	EOE	From 6.5 hours per day Paraprofessional to 1.0 FTE Teacher, effective November 3, 2023	TEA
Stephen Walker	Campus Supervisor/Paraprofessional	BMS	From 6.0 hours per day Paraprofessional to 4.5 hours per day Campus Supervisor and 2.0 hours per day Paraprofessional	NON REP/TAP
<b>Resignation:</b>				
Kyle Wilhelme	Driver in Training	Transportation	Effective October 23, 2023	PSE

Gus Russell	Bus Driver	Transportation	Effective October 31, 2023	PSE
Saura Moore	Office Professional	MTS	Effective October 31, 2023	TOPA
Steven O'Connor	Bus Driver	Transportation	Effective November 14, 2023	PSE

➤ Payroll and Vouchers

FUND NAME	WARRANTS (INCLUSIVE)			AMOUNT
<b><u>GENERAL FUND:</u></b>				
Payroll				
Payroll Taxes				\$ 1,399,961.52
Direct Deposit				\$ 3,972,009.20
Payroll Benefit Wire Transfer				\$ 1,003,130.65
Accounts Payable - Payroll	72806080	to	72806093	\$ 22,828.68
Accounts Payable - Payroll	72806094	to	72806095	\$ 4,865.51
Accounts Payable - Payroll	72806096	to	72806096	\$ 3,244.68
Accounts Payable	72221753	to	72221753	\$ 46.09
Accounts Payable	72221754	to	72221754	\$ 5,776.80
Accounts Payable	72221755	to	72221775	\$ 115,405.34
Accounts Payable	72221776	to	72221776	\$ 80,290.00
Accounts Payable	72221777	to	72221790	\$ 83,388.44
Accounts Payable	72221791	to	72221809	\$ 122,689.99
Accounts Payable	72221810	to	72221827	\$ 1,211,487.81
Accounts Payable	72221828	to	72221843	\$ 36,224.50
Accounts Payable	72221844	to	72221844	\$ 4,205.04
Accounts Payable ACH				\$ 26,315.01
Accounts Payable ACH				\$ 1,855,202.86
Accounts Payable ACH				\$ 166,580.08
Accounts Payable ACH				\$ 319,305.26
Accounts Payable ACH				\$ 366,536.86
Accounts Payable ACH				\$ 160.00
ACH Rejection				
Voided Warrants				
Accounts Payable - COMP TAX				\$ 587.14
<b>TOTAL GENERAL FUND:</b>				<b>\$ 10,800,241.46</b>
<b><u>CAPITAL PROJECTS FUND:</u></b>				
Accounts Payable	72012660	to	72012661	\$ 26,078.25
Accounts Payable	72012662	to	72012664	\$ 19,420.62
Accounts Payable ACH				\$ 465.68
Accounts Payable ACH				\$ 21,269.32
Accounts Payable ACH				\$ 413.58

Accounts Payable ACH				\$	97,649.72
Voided Warrants					
Accounts Payable - COMP TAX					
<b>TOTAL CAPITAL PROJECTS FUND:</b>				\$	<b>165,297.17</b>

**ASSOCIATED STUDENT BODY FUND:**

Accounts Payable	72442273	to	72442276	\$	1,941.39
Accounts Payable	72442277	to	72442280	\$	1,390.00
Accounts Payable	72442281	to	72442284	\$	117.93
Accounts Payable	72442285	to	72442286	\$	1,760.00
Accounts Payable	72442287	to	72442288	\$	301.00
Accounts Payable	72442289	to	72442289	\$	70.00
Accounts Payable ACH				\$	6,017.15
Accounts Payable ACH				\$	19,614.69
Accounts Payable ACH				\$	14,901.21
Accounts Payable ACH				\$	6,466.59
Voided Warrants					
Accounts Payable - COMP TAX				\$	161.12
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>				\$	<b>52,741.08</b>

**PRIVATE PURPOSE FUND:**

Accounts Payable	72700590	to	72700590	\$	1,000.00
Accounts Payable	72700591	to	72700591	\$	21.00
Accounts Payable ACH					
Accounts Payable ACH					
Voided Warrants					
Accounts Payable - COMP TAX					
<b>TOTAL PRIVATE PURPOSE FUND:</b>				\$	<b>1,021.00</b>

**TRANSPORTATION VEHICLE FUND:**

Accounts Payable		to			
<b>TOTAL TRANSPORTATION VEHICLE FUND:</b>				\$	<b>-</b>

- Capital Projects Contract Change Orders – Change Order #3 for the BLE/THS Boiler Replacement construction contract.
- 23-24 Non-Rep/Admin Salary Schedule

### **Superintendent's Report/Public Comment Follow-Up**

Superintendent's Report: Superintendent Bogatin followed up from the last meeting's public comment regarding transfers. As a new superintendent, he is seeking to understand the process/history and assured everyone that he is taking these concerns seriously. He shared about BHHS Senior Night, BLE & EOE Trunk or Treat, Veteran's Day, Native American Heritage Month and American Education Week. He also shared that the district is newly participating in the Washington Guaranteed Admissions Program. He thanked Andra Kelley-Batstone and Dan Reich for their help getting us started.

### **Student Board Reports**

- Ameiya Brown/Ben Morgan (THS) – Their google form received 85 responses. The 1<sup>st</sup> question was, "Are you aware of the after school resources the school provides? If yes, provide one." 44 said no. 38 said yes. The most common resource cited was tutoring and the second was the Friday testing center. The 2<sup>nd</sup> question was, "Do you use these resources?" 64/85 responded. 48 said no. 16 said yes. The 3<sup>rd</sup> question was, "Do you find after school resources useful?" 66/85 responded. 45 said yes. 21 said no.
- Chloe Wachtman/Lilly Wilson (BHHS) – They met with Mr. Myers and BHHS offers peer tutoring through the National Honors Society and PACK time which isn't really used to get help from teachers. There isn't really an opportunity due to transportation issues.
- Lyn Hepp (CHS) – They don't have a tutoring program, because they have an individualized student focus. Many of their students attend New Market Skills Center. Teachers help students fill out financial aid forms and help them prepare for college before and after school.

### **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 five people signed up to address the Board:
  - Charles Camper – transportation, Casey Taylor's integrity, THS/BHHS football issue
  - DJ Brimer – equity in education
  - Anthony Estrada – physical exhaustion of BHHS football players and his thoughts as to why it is happening
  - Lisa Creekpau – Pioneer Bowl cancellation and disparities between BHHS and THS
  - Laura Moxham – Policy 1109 Code of Ethics for School Board Members



## Reports to the Board

- Special Services Update. Chris Burgmeier presented.
- Human Resources Update. Wendy Bromley presented.

## Action Items

- 2<sup>nd</sup> Reading and recommended approval of Policy 3205, Sexual Harassment of Students Prohibited. Shawn Batstone presented.  
**Vice-President Beard/Director Taylor, Motioned/Seconded (M/S) to approve Policy 3205. The motion passed unanimously.**
- Recommended Approval of Resolution 03-23-24 Uncollected Tax. Melissa Richter and Cory Plager presented.  
**Vice-President Beard/Director Killough, (M/S) to approve Resolution 03-23-24. The motion passed unanimously.**
- Recommended Approval of Resolution 04-23-24 EP&O Levy. Melissa Richter and Cory Plager presented.  
**Director Killough/Vice-President Beard, (M/S) to approve Resolution 04-23-24 EP&O Levy at \$2.50 rate/\$1000 assessed value. The motion passed unanimously.**
- Recommended Approval of For and Against Levy Appointments. Superintendent Bogatin presented.  
**Vice-President Beard/Director Taylor, (M/S) to approve the Appointment of Jennifer Herrin to the For Levy Committee. The motion passed unanimously.**

## Board Committee Reports

- Legislative Update: Vice-President Beard shared that six of our priorities overlapped with WSSDA priorities. She also explained regionalization and how it affects Tumwater; we do not get extra money like our surrounding districts. Budget stability, unfunded mandates, graduation requirements/pathways and materials, supplies & operating costs are also priorities to our district.

## Board Member Comments

- Director Taylor: He congratulated Scott and Jill on their successful elections. He thanked Chris and Wendy for their presentations and was happy to see all five student reps. He acknowledged Veterans and their families to include Darby, her family and Tim Voie. He is glad to hear that the Transportation Task Force is moving forward. He added that if you are interested in his kid's enrollment, then you can ask him and he would be happy to talk with you.
- President Kaikkonen: She attended BHHS Senior Night, THS fall play, both BHHS and THS volleyball games and THS football game. She congratulated Director Adams, Director Killough and Director Taylor for their successful elections and she is excited that they will remain a team. She used a swimming metaphor to describe how she feels this Board works well together. To conclude, she acknowledged Veteran's Day to include her husband, Colonel John Kaikkonen and Ameiya's family.
- Vice-President Beard: She loves seeing all the student reps. We have more than in the past because the board wants all the student voice they can get. She

reminded everyone that transportation is a priority, but transfers are important also. She thanked everyone for coming and for all the emails; the feedback is helpful. Transfers are an important topic and the Board has been working on it. This helps them see that the changes that have been made aren't enough. She did share that she isn't interested in making kids go to school where they are "supposed" to go. She wants kids to go to school where they will be successful.

- Director Adams: She believes in fairness and opportunities. She is committed to research to see what we can do to improve both high school so we can have a strong district that enables all students to excel. She would like everyone to communicate strengths and differences so the board can analyze them.
- Director Killough: He is impressed with how Tumwater presents in a civil manner during public comment and he is proud to be a Tumwater resident. This past week he attended the 10<sup>th</sup> Annual Coats for Kids organized by the Olympia Firefighters Association at PGS. They provided over 1000 coats to kids at five Title 1 schools in the area. At PGS 260 coats were given out to students in need.
- Ameiya Brown: She excited for Ben to join because he is very talented. She's thankful for the math teachers who stay after school, especially Mr. Hudson. After school help is being utilized and is appreciated.
- Ben Morgan: He is happy to be here and grateful for the opportunity. He will make his best effort to make the remainder of the meetings.
- Lilly Wilson: She thought it was very cool how many special services are being offered to students who need them and how they are being recognized and personally seen to.
- Lyn Hepp: She thanked Wendy and the human resources team because she is interested in that field after high school. It's nice to see everything they do for us.
- Chloe Watchman: She thanked human resources for the information they provided regarding transportation and what they are doing to help fix the issues.

### **Adjourn Regular Meeting**

With no further business coming before the Board, the Regular Board Meeting adjourned at 7:55 PM.

Recorded by:  
Becky Parsons

Signed this 13<sup>th</sup> day of December 2023.

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Board Member

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Board Secretary

## **CONSENT AGENDA**

- Personnel Report: Questions can be directed to Wendy Bromley.
- Payroll and Vouchers: Questions can be directed to Melissa Richter.
- Board Member Committee and School Assignments
- Special Services – Rochester SD and Tumwater SD Interlocal Agreement:  
Questions can be directed to Chris Burgmeier.
- Capital Projects Acceptance of Contracts As Complete – TMS Classroom Carpet Replacement, NMSC HVAC Upgrades and BLE & THS HVAC Upgrades:  
Questions can be directed to Mel Murray.
- Capital Projects Contract Change Order #1 for NMSC HVAC Controls Upgrade construction contract: 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](http://www.tumwater.k12.wa.us)

Kevin Bogatin  
 Superintendent

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

December 8, 2023

TO: School Board  
 FROM: Human Resources  
 SUBJECT: 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
<b>Adjusted:</b>				
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

## BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN JILL ADAMS

"Continuous Student Learning in a Caring, Engaging Environment"

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 LINCS 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
<b>Leaves:</b>				
Kim Lund	OP3	THE	Leave of Absence, beginning December 8, 2023, returning March 4, 2024	TOPA
<b>Resignation:</b>				
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
<b>Non-Renewal:</b>				

Michael Tong	Supervisor	B&G	Effective December 3, 2023	Admin
<b>Co-Curricular:</b>				
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

# 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 November 2023.

DATE: December 13, 2023

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
<b>GENERAL FUND:</b>		
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
<b>TOTAL GENERAL FUND:</b>		<b>\$ 8,959,010.49</b>
<b>CAPITAL PROJECTS FUND:</b>		
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
<b>TOTAL CAPITAL PROJECTS FUND:</b>		<b>\$ 359,513.85</b>
<b>ASSOCIATED STUDENT BODY FUND:</b>		
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
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>		<b>\$ 49,346.31</b>
<b>PRIVATE PURPOSE FUND:</b>		
Accounts Payable	72700592 to 72700592	\$ 192.30
Accounts Payable	72700593 to 72700593	\$ 1,350.00
Accounts Payable ACH		\$ 316.00
Accounts Payable ACH		
Voided Warrants		
Accounts Payable - COMP TAX		
<b>TOTAL PRIVATE PURPOSE FUND:</b>		<b>\$ 1,858.30</b>
<b>TRANSPORTATION VEHICLE FUND:</b>		
Accounts Payable		
<b>TOTAL TRANSPORTATION VEHICLE FUND:</b>		<b>\$ -</b>

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.



## School Board Liaisons and Representatives

The Tumwater School Board is engaged with the district and community on a variety of issues. Board involvement as a representative or liaison is guided by Policy 1240 Committees.

*The board does not currently have any formal board sub-committees or temporary committees. Board members currently serve as liaisons or attend district meetings and committees as assigned.*

Policy 1240 states in part, "Individual Board members may participate on committees facilitated by district administrators representing the Tumwater School District. No more than two Board members will serve on any single district administrator-led committee. In no case will Board members on those committees either suggest action or make any representation which may have the effect of committing the entire Board, either expressly or implied, to any line of action."

Assignment	Board Member
Tribal Liaison	Director Beard Director Killough
WIAA Representative	<i>Sunset, Board will be provided updates by Athletic Directors or District Staff as needed.</i>
Military Liaison	President Kaikkonen
District Equity Committee	Director Beard Director Killough
Bond/Levy Representative	ALL
Curriculum Adoption Committee	Director Taylor
Graduation Task Force	<i>Sunset, Task Force is no longer needed.</i>
Budget Advisory Committee	Director Adams Director Beard
Technology Committee (Not currently active)	Director Taylor
Policy Liaison	Director Adams
<b>School Liaisons</b>	<b>Board Member</b>
Little Rock; Bush MS	Director Taylor
Tumwater Hill; Cascadia; New Market	Director Beard
East Olympia; Black Hills HS	President Kaikkonen
Black Lake; Tumwater HS	Director Adams
Peter G; Michael T; Tumwater MS	Director Killough





# 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](http://www.tumwater.k12.wa.us)

## MEMORANDUM

**December 13, 2023**

**TO:** TSD Board of Directors

**FROM:** Chris Burgmeier  
Executive Director of Special Services

**RE:** Consent Agenda  
Rochester SD and Tumwater SD Interlocal Agreement

The Tumwater School District has a continuum of services available to students with disabilities who live within the district boundaries. The Rochester School District does not have the capacity for the same continuum of services based on the size of the district. The Tumwater District is able to contract existing services for a student from Rochester School District to be able to provide the individualized services that the student requires. Tumwater contracts the enrollment and additional costs with Rochester. This is a continuation of the previous year's contract for the single student. The contract does not displace any student from Tumwater. The contract is considered and renewed annually.

BOARD OF DIRECTORS

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

*"Continuous Student Learning in a Caring, Engaging Environment"*

**INTERDISTRICT COOPERATIVE AGREEMENT FOR EDUCATIONAL SERVICES TO STUDENTS WITH  
DISABILITIES**

This Interlocal Agreement is hereby entered into this 12th day of June 2023, by and between Tumwater School District ("Serving District") and Rochester School District ("Resident District"), both quasi-municipal corporations located in Thurston County, under Chapter 39.34 RCW.

WHEREAS, RCW 39.34, the Interlocal Cooperation Act, and RCW 28A.225.250 allows for public agencies to enter into agreements with one another for joint or cooperative action; and

WHEREAS, each school in the State of Washington is required by RCW 28A.155.010 to ensure that all children with disabilities residing within its boundaries shall have the opportunity for an appropriate education at public expense; and

WHEREAS, RCW 28A.155.040 authorizes school districts to participate in an inter-district arrangement to fulfill its responsibility to ensure such appropriate education opportunity for its resident children with disabilities; and

WHEREAS, Resident District has determined that certain students who qualify for special education services present unique challenges due to the nature of their disability, and would be appropriately served in the Elementary Emotional Behavioral Disorder Program of the Serving District for the remainder of the 2023-24 school year; and

WHEREAS, Serving District is willing to enter into this Agreement with Resident District and make available its Elementary Emotional Behavioral Disorder Program to certain disabled students residing within the borders of Resident District in the manner and upon the terms and conditions hereinafter set forth.

NOW THEREFORE, for and in consideration of the promises and undertakings herein contained, the parties hereto agree as follows:

1. **Authority.** This Agreement is entered into pursuant to and under the authority granted by Chapter 39.34 RCW (Interlocal Cooperation Act), RCW 28A.225.250, and other provisions of the laws of the State of Washington, which authorize school districts to engage in joint or cooperative action in various activities. This Agreement was approved by the Parties' respective board of directors, and signed copies of the respective school district board minutes or resolution approving this Agreement are available for inspection at the Parties' respective district administrative offices.
2. **Purpose.** The purpose of this Agreement is to utilize inter-district cooperation to provide educational programs not otherwise available to ensure students with disabilities are afforded an appropriate education at public expense.
3. **Duties and Responsibilities.** The Serving District will allow one (1) Student from the Resident District to participate in its existing Elementary Emotional Behavior Disorder Program ("EBD Program") beginning September 6, 2023 and continuing through the of 2023-24 school year, including for extended school year services. The student will be enrolled on a full-time basis.

Serving District reserves the right to review the placement of student in the EBD Program with representatives of Resident District if after a reasonable trial period the EBD Program proves to be inappropriate. This review will include, but not be limited to, determining (1) whether placement in the EBD Program is appropriate; (2) whether there are possible alternative placements, including returning student to Resident District; (3) transition date(s); and (4) adjustment to billing as a result of any change in placement.

All staff and facilities used for the EBD Program shall be employed by and situated within the boundaries of the Serving District. The Serving District will administer the EBD Program in accordance with the rules and regulations of RCW 28A.155.040 and the Serving District's Board policies and practices.

4. **Provision of FAPE.** Resident District retains the obligation under state and federal special education laws to ensure its resident student being served in the Serving District's EBD Program are provided a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq. This includes, but is not limited to, Resident District's obligation to convene Individualized Education Program (IEP) meetings and conduct special education evaluations as appropriate. Resident District remains responsible for any dispute resolution proceedings initiated by parents or students.

Serving District agrees to send authorized representatives as appropriate to required IEP meetings scheduled within the Resident District for the student being served in the EBD Program. Serving District will provide sufficient data, including the results of any evaluations of the student, for the Resident District and student's IEP team to determine whether student is being provided a FAPE while being served in the EBD Program.

5. **Funding.** Resident District will claim and receive basic education and special education funding for its student served in the EBD Program. Resident District agrees to compensate the Serving District a monthly fee of \$5100.00 for the costs of services provided through the EBD Program in accordance with the RCW 28A.155.040 and the Serving District's Board policies and procedures.

Resident District further agrees to reimburse Serving District for any excess costs resulting from changes to the student's special education programming, including additional staffing costs if the student's IEP team determines that a higher level of service is necessary to provide FAPE, such as a 1:1 paraeducator and/or Behavioral Technician.

Billing will be sent quarterly with the total bill to be due and owing within twenty (20) business days of the date of the invoice. The final billing will be sent on or about July 15, 2024, and due and owing within twenty (20) business days from receipt of the invoice. Final costs, during the term of the Agreement, will reflect the monthly fee of \$5100.00, as well as any additional costs, if any, resulting from changes to the student's special education programming, which result in additional costs to Serving District, including, but not limited to, additional staffing costs based on the terms and conditions of employee agreements, and other personnel policies and procedures.

6. **Term and Termination.** The term of this Agreement is for the 2023-24 school year, starting on September 6, 2023, and ending on or around August 31, 2024. The Parties acknowledge that students who resident within the Serving District have priority enrollment in the EBD Program,

and as a result, it may become necessary to terminate this Agreement and return the out-of-district student being served in the EBD Program to the Resident District. If it becomes necessary to return a student to the Resident District, the Serving District will provide reasonable notice of termination.

Additionally, either party may terminate this Agreement for good cause by giving thirty (30) days' written notification in advance of the proposed termination date to the other party or earlier if mutually agreed upon. If this Agreement is terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

7. **Transportation.** Resident District will be responsible for providing the transportation to and from the student's home and the EBD Program. Resident District also agrees to pay its share of actual costs for transportation provided by Serving District to or from an educational program or from one place of learning to another place of learning during the school day (e.g., field trips).
8. **Assets.** Serving District will provide, and retain title to, all assets used in the EBD Program. Resident District will retain ownership of any equipment it directly acquires for the specific use of its student served in the EBD Program.
9. **Indemnification.** Serving District shall defend, indemnify, and hold harmless Resident District in full for any and all claims against Resident District or its employees, officials or contractors which arise from the acts or omissions of Serving District and its employees, officials and contractors in the provision of services under this Agreement. Resident District shall defend, indemnify, and hold harmless Serving District in full for any and all claims against Serving District or its employees, officials or contractors which arise from the acts or omissions of Resident District and its employees, officials and contractors in the provision of services under this Agreement.
10. **Successor Agreement.** Resident District acknowledges that while this agreement is for the remainder of one school program year only, program development is continuous and long-range planning a requisite. Resident District acknowledges that entering into this agreement may carry implications for succeeding school years, and it agrees to announce its intention to renew this Agreement for a succeeding school year not later than May 15, 2024. Although not binding, such notification of intent to enter into a successor agreement is to be considered carefully and not hereafter modified except for good cause.
11. **Entire Agreement.** This Agreement constitutes the entire agreement between the Parties, supersedes any prior obligations, negotiations, or discussions between them, and may only be changed by written amendment signed by the parties.

IN WITNESS WHEREOF, the Rochester School District and the Tumwater School District have executed this agreement at Tumwater, Washington as of the day and year first above written.

ROCHESTER SCHOOL DISTRICT

DocuSigned by:  
James (Neil) Turner  
Board President

DocuSigned by:  
Jennifer Bethman  
Board Secretary

DS  
JT 8/21/2023  
Date

TUMWATER SCHOOL DISTRICT

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date



**DATE:** December 13, 2023  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** Consent Agenda:  
Acceptance of Contract as Complete

All work has been completed and closeout documents submitted per the contract for the projects listed below.

Board acceptance of these contracts as complete will allow us to notify State agencies of the completion and start the 60-day waiting period for payment of the retainage required on public works projects.

**TMS Classroom Carpet Replacement  
KCDA/Spectra Flooring**

Initial Contract	\$41,716.88
Change Orders	\$ <u>0.00</u>
<b>Contract Total</b>	<b>\$41,716.88</b>
Retainage 10%	\$ 4,171.69

**NMSC HVAC Upgrades  
Olympia Sheet Metal**

Initial Contract	\$35,326.00
Change Orders	\$ <u>0.00</u>
<b>Contract Total</b>	<b>\$35,326.00</b>
Retainage 10%	\$ 3,532.60

**BLE & THS HVAC Upgrades  
ATS Automation**

Initial Contract	\$771,837.00
Change Orders	\$ <u>0.00</u>
<b>Contract Total</b>	<b>\$771,837.00</b>
Retainage Bonded	\$ 0.00



**DATE:** December 13, 2023  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** Consent Agenda  
Capital Projects Contract Change Order

\*\*\*\*\*

Change Order #1 for the NMSC HVAC Controls Upgrade construction contract is attached.  
This change order is recommended for approval. Please contact me with any questions.

\*\*\*\*\*



December 4<sup>th</sup>, 2023

Attention: Tanya Baker  
Project: Tumwater SD – New Market Skills Center  
ATS Job #: 1123018  
ATS CP #: COP-01  
Reference: Provide Electrical Labor Troubleshooting Support

ATS is prepared to modify the existing BMS to support the following scope.

**Scope Description**

ATS will make the following modifications:

- Provide Line Voltage Electrical troubleshooting support for Issues Identified on email "NMSC Punch Walk" received 10/26/2023.
- Provide report on findings and await next steps.

**Pricing**

**Total Price: \$ 2,615.00 ADD**

ATS Automation will await written authorization to proceed prior to the execution of this scope change. If you have any questions or concerns, please contact me at (206) 713-5638.

Proposal Submitted:  
ATS Automation, Inc.

Proposal Accepted:

By: Bruce Dorbin  
Title: Sales Engineer  
Date: December 4<sup>th</sup>, 2023

By: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_



## REPORTS TO THE BOARD

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



## TUMWATER SCHOOL DISTRICT MEMORANDUM

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**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.







Prepared for: Tumwater School Board

Prepared by: Wendy Bromley, Executive Director Human Resources

Meeting Date: December 13, 2023

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## **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.

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#### 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.



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](http://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.

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: 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**



Prepared for: Tumwater School Board  
Prepared by: Kevin Bogatin & Shawn Batstone  
Meeting Date: December 13, 2023

**NO ACTION REQUESTED**

## **Tumwater School District Data**

### **Summary**

The school district has access to a lot of data and we utilize a variety of tools to review and analyze district data. The most front-facing data that we have can be found on the Washington Office of Superintendent of Public Instruction (OSPI) website at <https://washingtonstatereportcard.ospi.k12.wa.us/> where you can find the Washington State Report Card and data for every school district, every school, and Washington statewide information.

The district also has a tool called “Homeroom” which is a data dashboard through SchoolData.net. This tool allows the district to track student growth and customize data for the needs of our administrators and teachers.

Finally, the district measures and monitors student growth in English Language Arts and Mathematics with a tool called i-Ready. i-Ready is a research based curriculum and assessment tool that is aligned to standards to meet the individual needs of students.

I have attached data for your review and on Wednesday I will be sharing some highlights and takeaways from the data presented. It includes:

1. Enrollment trends and demographics for the last 5 years
2. Highly Capable program data and trends
3. Dual Credit Course 5-year trend data
4. Attendance 5-year trend data
5. State Assessment - English Language Arts 5 -Year trend
6. State Assessment - Mathematics 5 -Year trend
7. 9th Grade On Track 5-Year trend
8. On-Time Graduation Rate (Four Year) 5-Year trend

### **i-Ready**

- I-Ready Fall Reading Levels by Grade
- I-Ready Fall Mathematics Levels by Grade

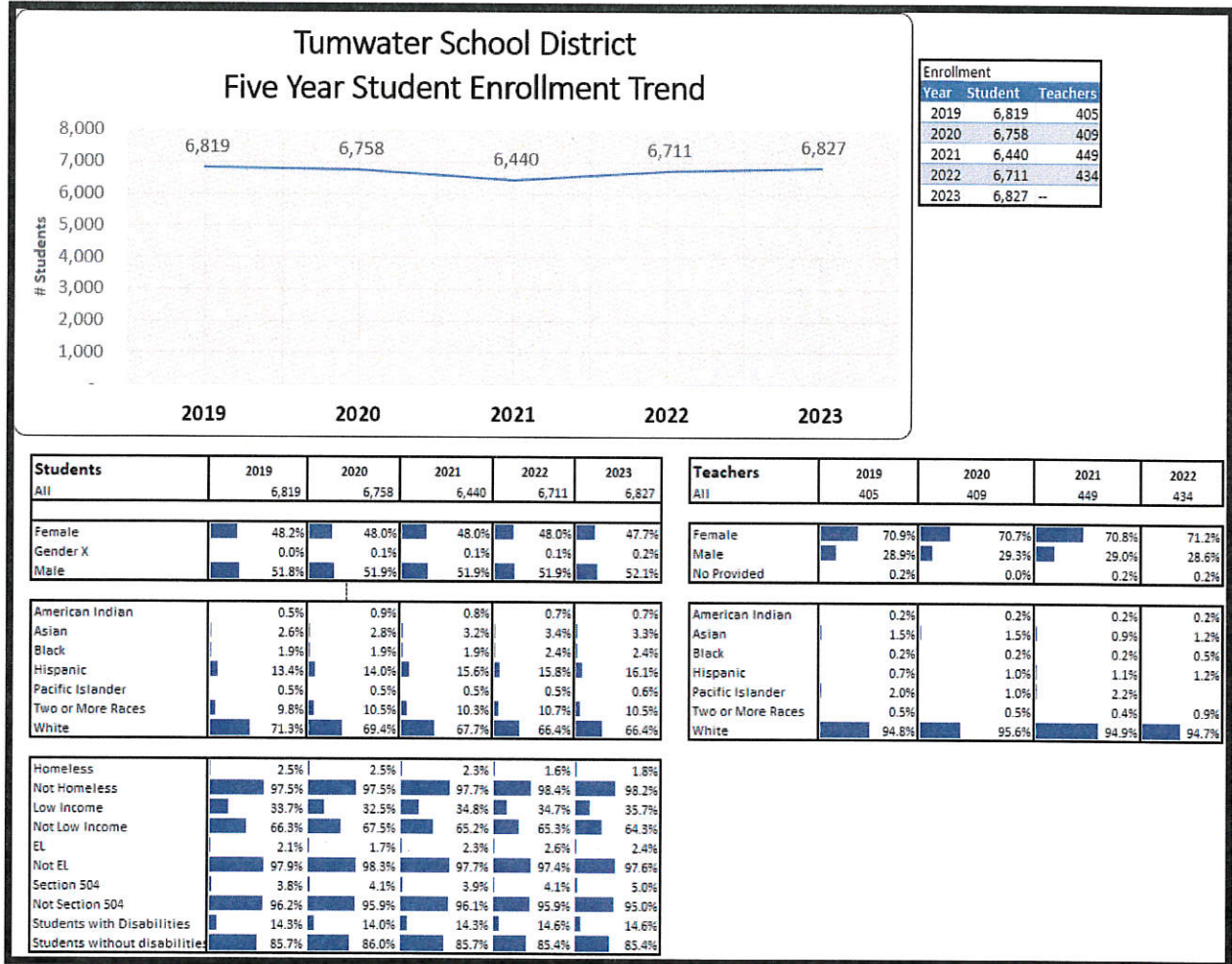
### **ACTION REQUESTED:**

*No Action Requested*



## Tumwater School District 2023 Data Review

- Enrollment: Overall student demographics:** Five-year trend on the top and demographic breakdown in bars on the bottom: **Educator race/ethnicity:** Teacher demographics by race/ethnicity



### Strengths:

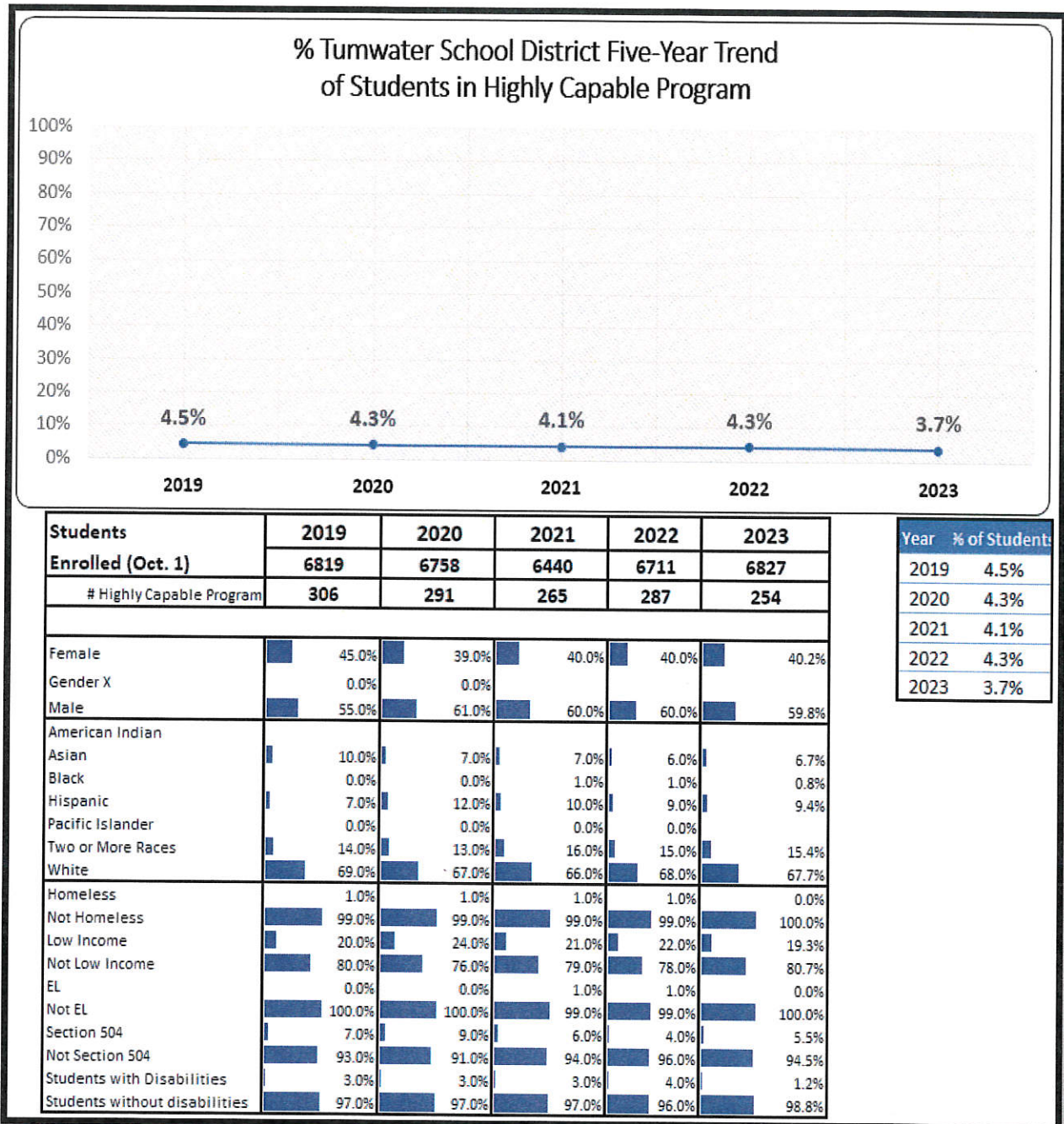
- Gender diversity is increasing slightly, with more students identifying as Gender X. Having more inclusive environments is a strength.
- Racial diversity has slowly increased with gains in Hispanic, Asian, and Multiracial students. More diversity allows students to learn from each other.
- Support for students with disabilities has improved with more 504 plans and stable special education enrollment, showing progress in supporting vulnerable student populations.

### Concerns:

- Homelessness fluctuates but has impacted up to 2.5% of students, showing issues with unstable housing and the need for wraparound services.
- Poverty remains high, with over a third of students classified as low-income, which can negatively impact learning and well-being. Resources to support disadvantaged students continue to be needed.

Diversity is absolutely a strength to embrace. However, seeing so many students impacted by socioeconomic struggles indicates equity work remains. Priorities are to expand inclusion and representation of all identities within our schools while targeting resources toward major systems barriers (like poverty, hunger, and housing) through community partnerships.

2. Percent of district students in the **highly capable program**: Five-year trend in a line chart on the top and the demographic breakdown



**Strengths:**

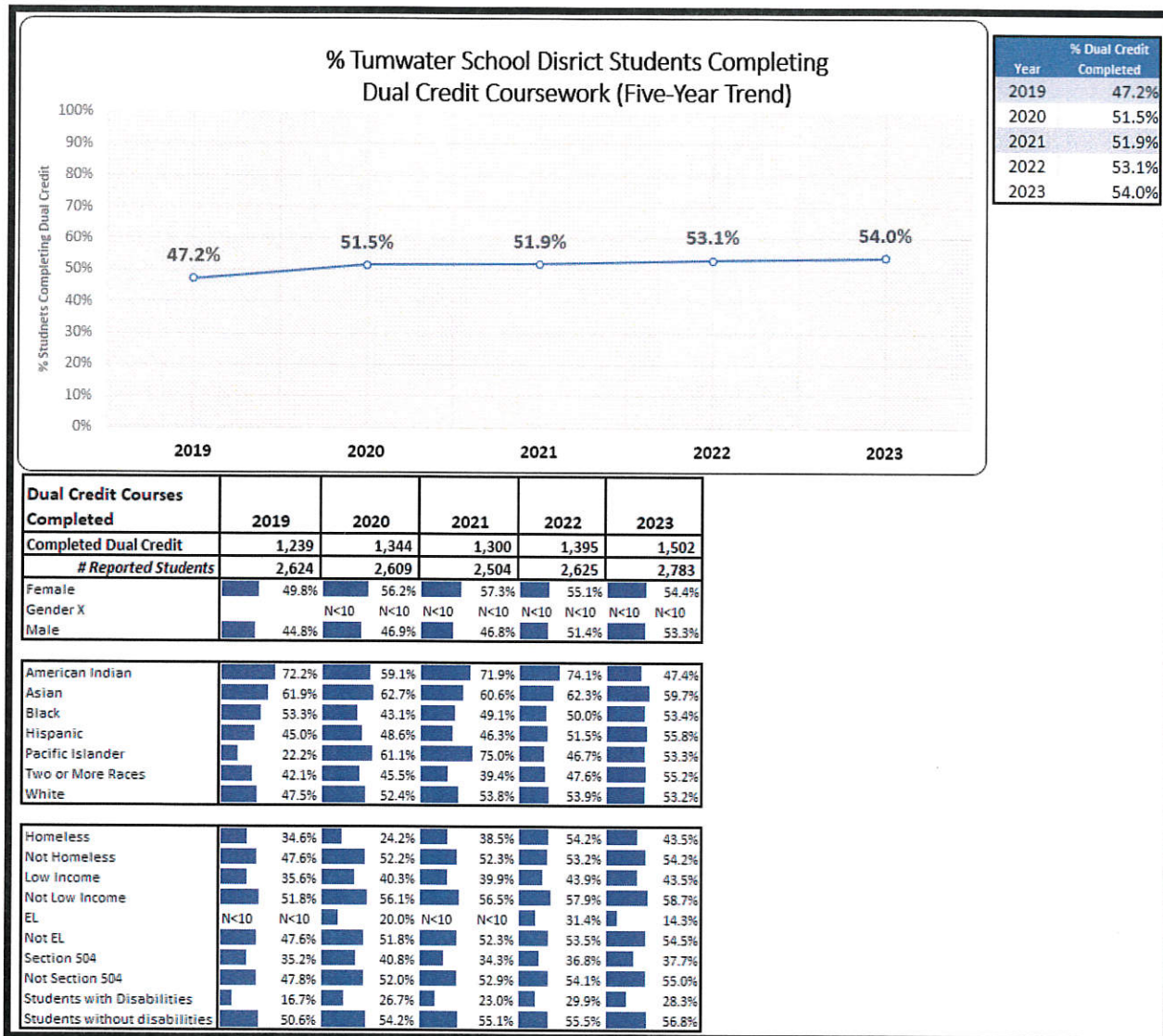
- Gender diversity has been steady, with female students consistently making up 40% of the program.
- Economic diversity has improved over time, with more students not classified as low-income.
- Disability representation, while very low, does include some Section 504 and IDEA students, showing some inclusion.

**Concerns:**

- The declining overall enrollment indicates issues with identification, recruitment, retention, or perceived entry barriers for the program.
- Racial diversity is disproportionately low, especially for American Indian, Black, Hispanic, and Pacific Islander students who traditionally face barriers.

The next steps would involve auditing our policies, processes, teaching practices, and climate issues through an equity lens. Engaging stakeholders for input is key. Expanding outreach while addressing any systemic biases is a must to uphold excellence and access as dual priorities.

3. Percent of high school students who completed a **Dual Credit Courses**: Five-year trend and the demographic breakdown in bars on the bottom.



**Strengths:**

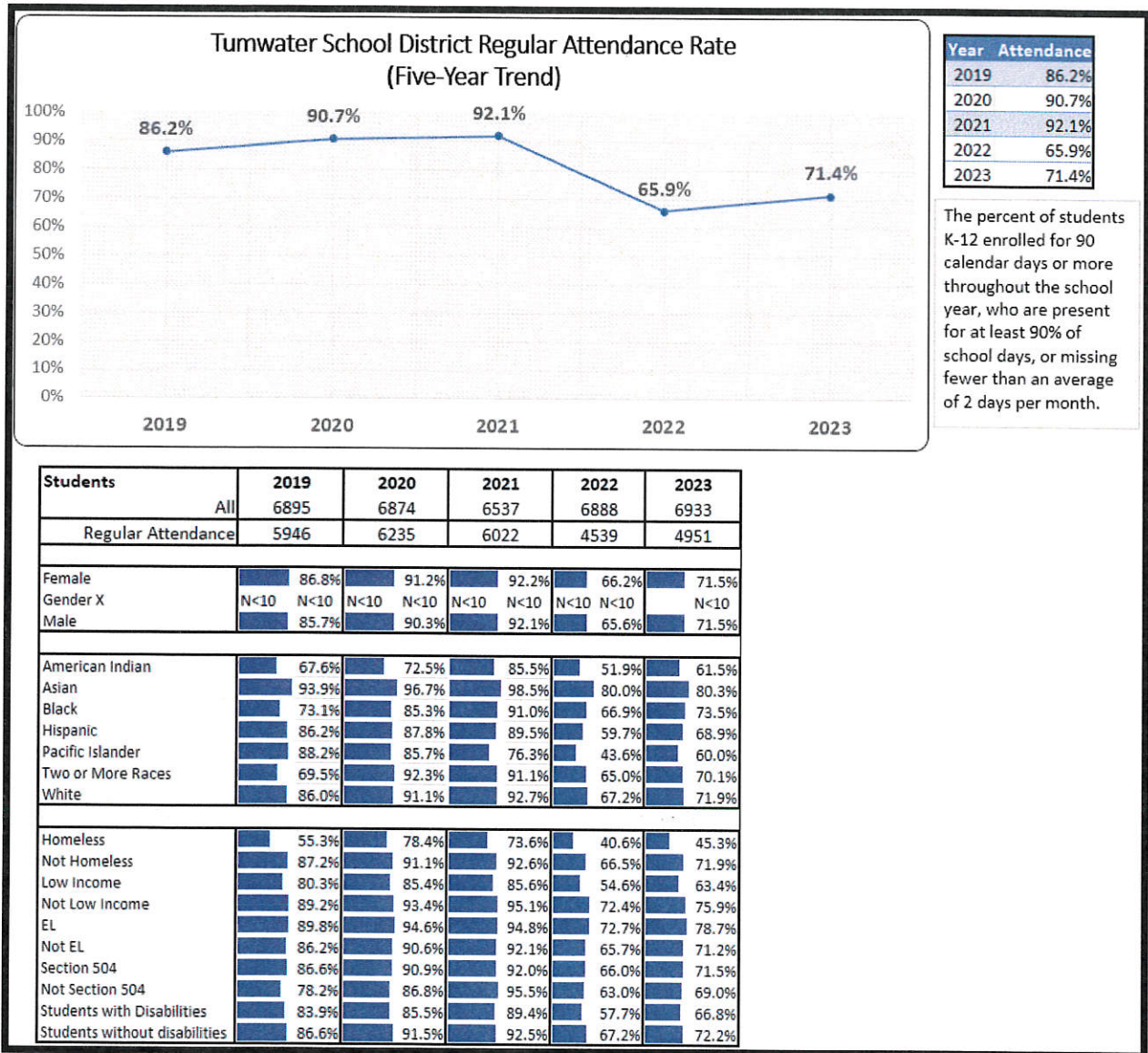
- Growing participation and completion rates overall indicate these courses provide value to students.
- High completion rates for subgroups like Asian, Pacific Islander, and female students.
- Completion rate gains for disadvantaged, homeless, low-income, EL, and students with disabilities are progressing.

**Concerns:**

- A gap in completion rates for American Indian, Black, and Hispanic students points to inequities in access and support.
- Persistent economic disparities between low-income and non-low-income students signal barriers exist.

Dual credit options prepare students for college and careers. However, there are racial, ethnic, and economic inequities evidencing obstacles for some students more than others. Reviewing the systems and culture through an equity lens could pinpoint issues. Investing in assistance and removing barriers for economically disadvantaged students is also needed to provide equitable access to early college courses. Monitoring representation and completion rate data will be key while implementing evidence-based inclusion strategies.

4. Percent of high school students who completed an **Attendance**: Five-year trend in a line chart on the top and the demographic breakdown in bars on the bottom - *The percent of students K 1 2 12 enrolled for 90 calendar days or more throughout the school year, who are present for at least 90% of school days, or missing fewer than an average of 2 days per month.*



**Strengths:**

- Strong attendance rates pre-pandemic indicate students felt engaged and supported.
- A brief rebound for some disadvantaged groups in 2021 is a sign of resilience.
- Asian students sustain strong attendance through ups and downs.

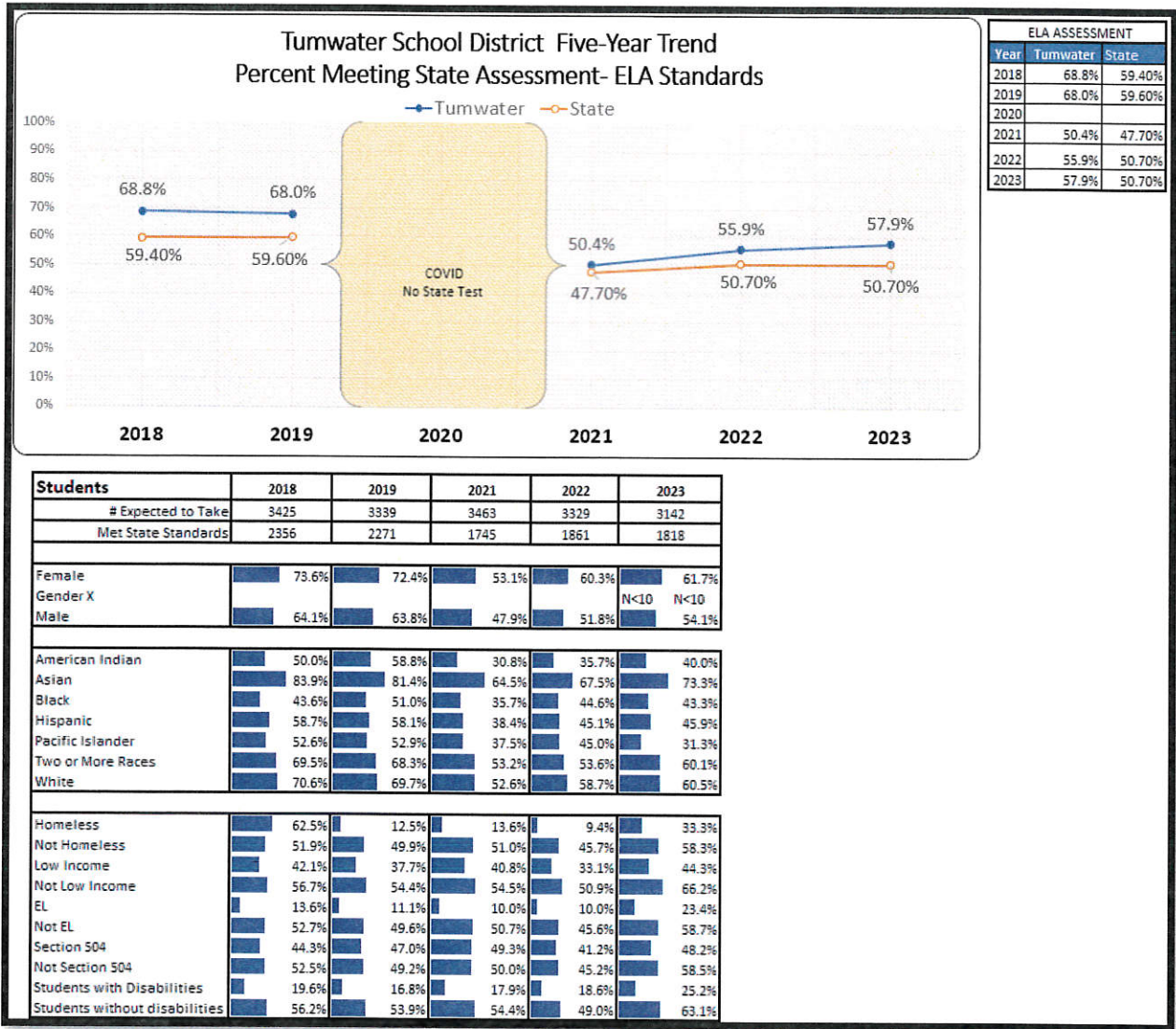
**Concerns:**

- Chronic absenteeism after the pandemic disruption is seen across all demographic groups.
- Substantial, persistent attendance gaps between student subgroups signal engagement, support, and sense of belonging inequities.

Strong attendance foundations were built pre-pandemic, but trauma and inequities exacerbated by COVID-19 disruption are now visible through disparate chronic absenteeism rates. A systematic response to reconnect, re-engage, and support students demonstrating need is now imperative. Special efforts are needed to reach and uplift groups like Pacific Islanders, American Indians, and low-income and homeless students until parity in attendance and learning time is restored. The system will emerge stronger by focusing on supports where gaps exist.

**Outcomes:**

**5. State assessment- ELA:** Five-year trend on the top and demographic breakdown in bars on the bottom.



**Strengths:**

- Asian students demonstrate resilient proficiency rates, providing an example of success.
- Female students consistently outperform their male peers, revealing strengths to build on.
- Brief recovery for White and Black students in 2022 shows some groups rebounded.

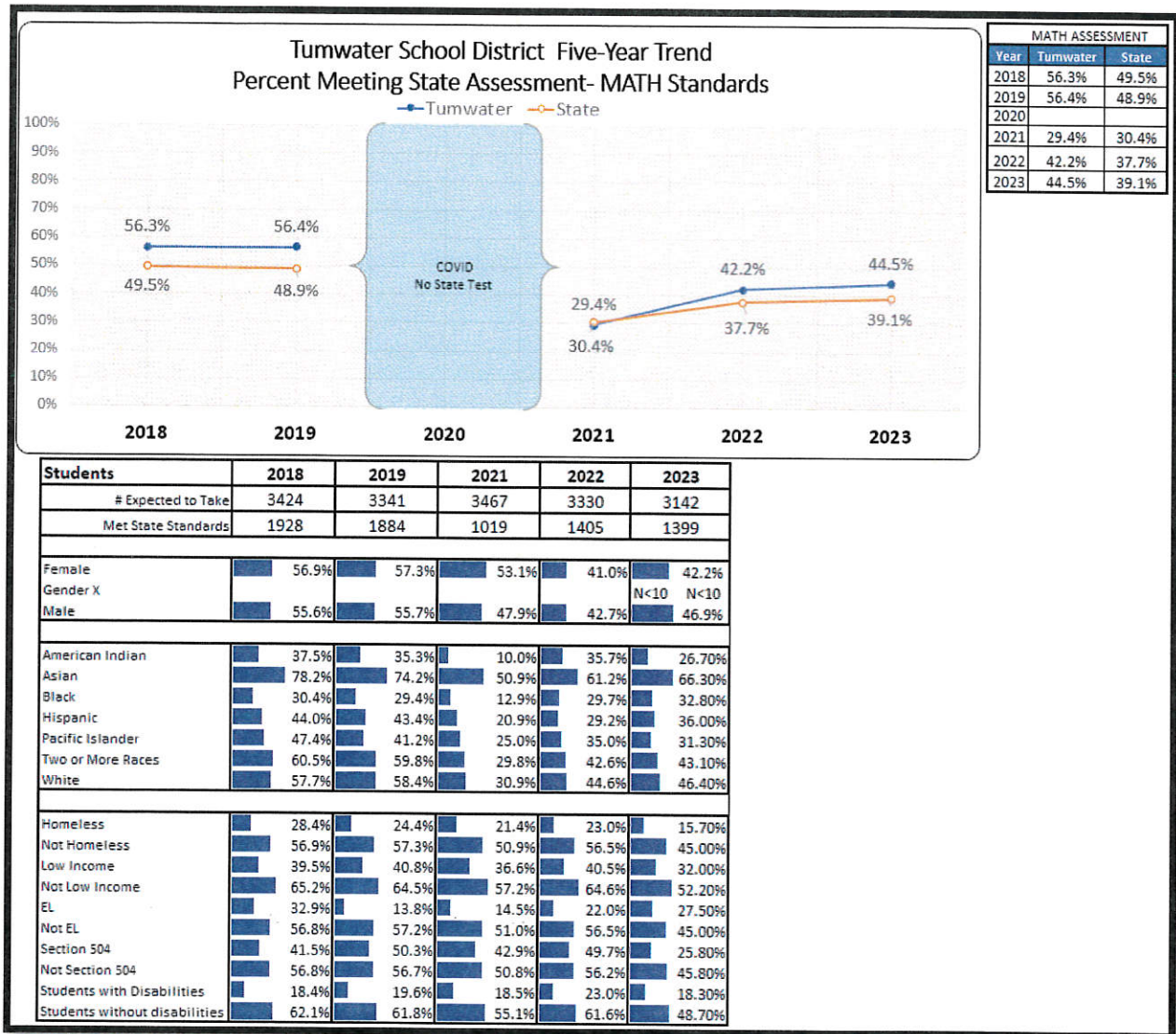
**Concerns:**

- The extreme decline in proficiency rates over 4+ years demands urgent action.
- Consistently low achievement for American Indian, Hispanic, Pacific Islander, and low-income subgroups show inequities.

While Asian student performance and brief recovery glimpse provide glimmers of hope, the downward trajectory in outcomes is unsustainable - especially for already disadvantaged groups. Equity-focused changes addressing systemic gaps and providing strong Tier 1 instruction with layered academic supports are now clearly needed districtwide. Cultural responsiveness and data-driven resource allocation also need prioritization. Significant interventions matched with frequent progress monitoring are targeting continual improvements.

**Outcomes:**

**6. State assessment- Math:** Five-year trend on the top and demographic breakdown in bars on the bottom.



**Strengths:**

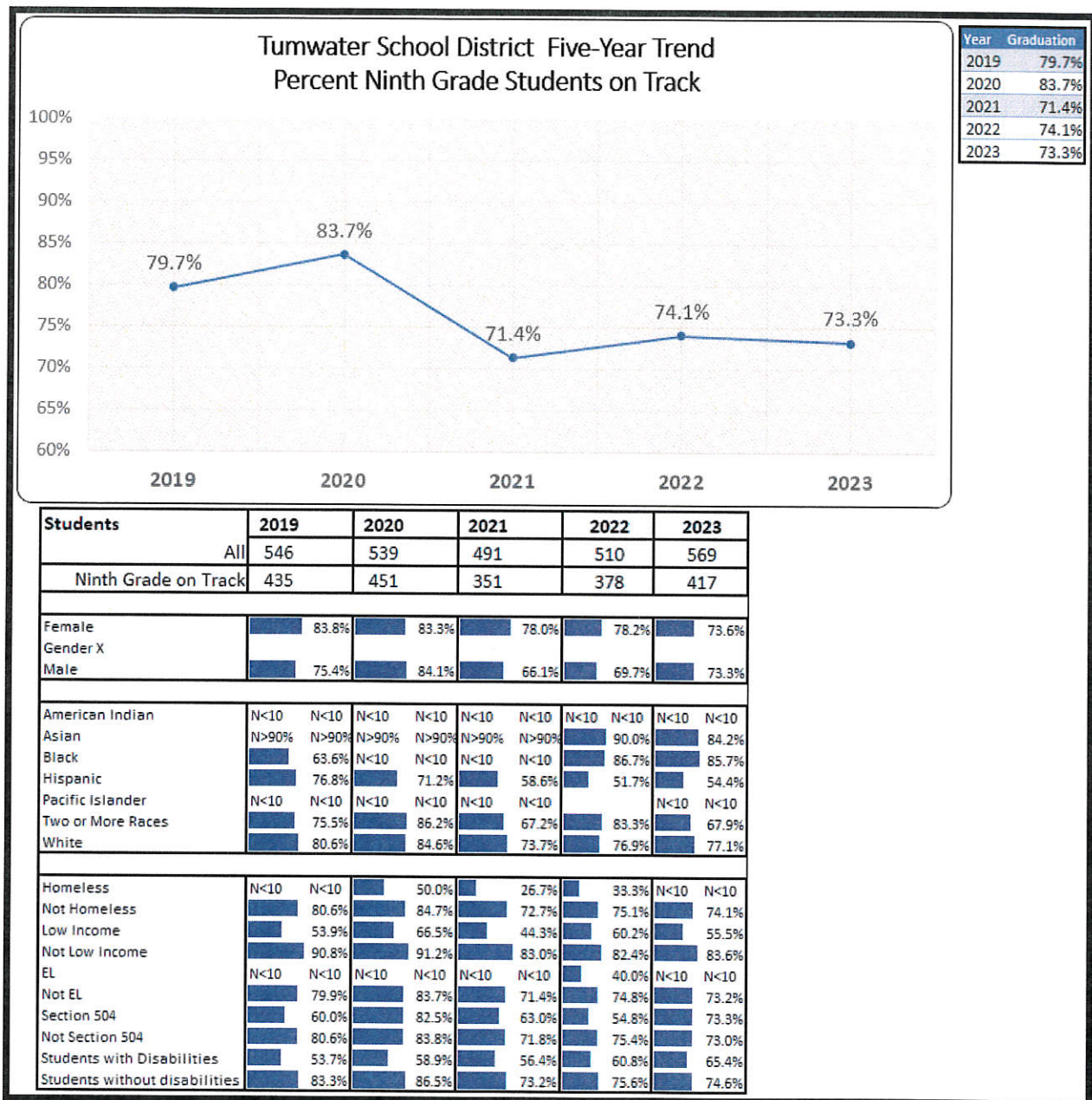
- A slight rebound in 2023 shows some resilience and responsiveness to interventions.
- Asian students are top performers, demonstrating strong conceptual understanding to build on.
- Some pre-pandemic gap narrowing evidences potential for improvement.

**Concerns:**

- Overall, an extreme multi-year decline in math outcomes requires urgent action.
- Consistently low proficiency for American Indian, Black, Hispanic, homeless, and students with disabilities constitutes systemic equitable access issues.

While momentary rebounds provide glimmers of hope, entrenched math disparities dividing student groups persist, signaling issues. A "return to normal" tolerating predictable gaps by identity is unacceptable. Transformational re-engineering of policies, practices, and cultures maintaining inequities is essential to realize our commitment that demographics do not determine outcomes. We are supporting students with the highest needs to be a priority.

7. **Grad 9 on Track:** Five-year trend on the top and demographic breakdown in bars on the bottom



**Strengths:**

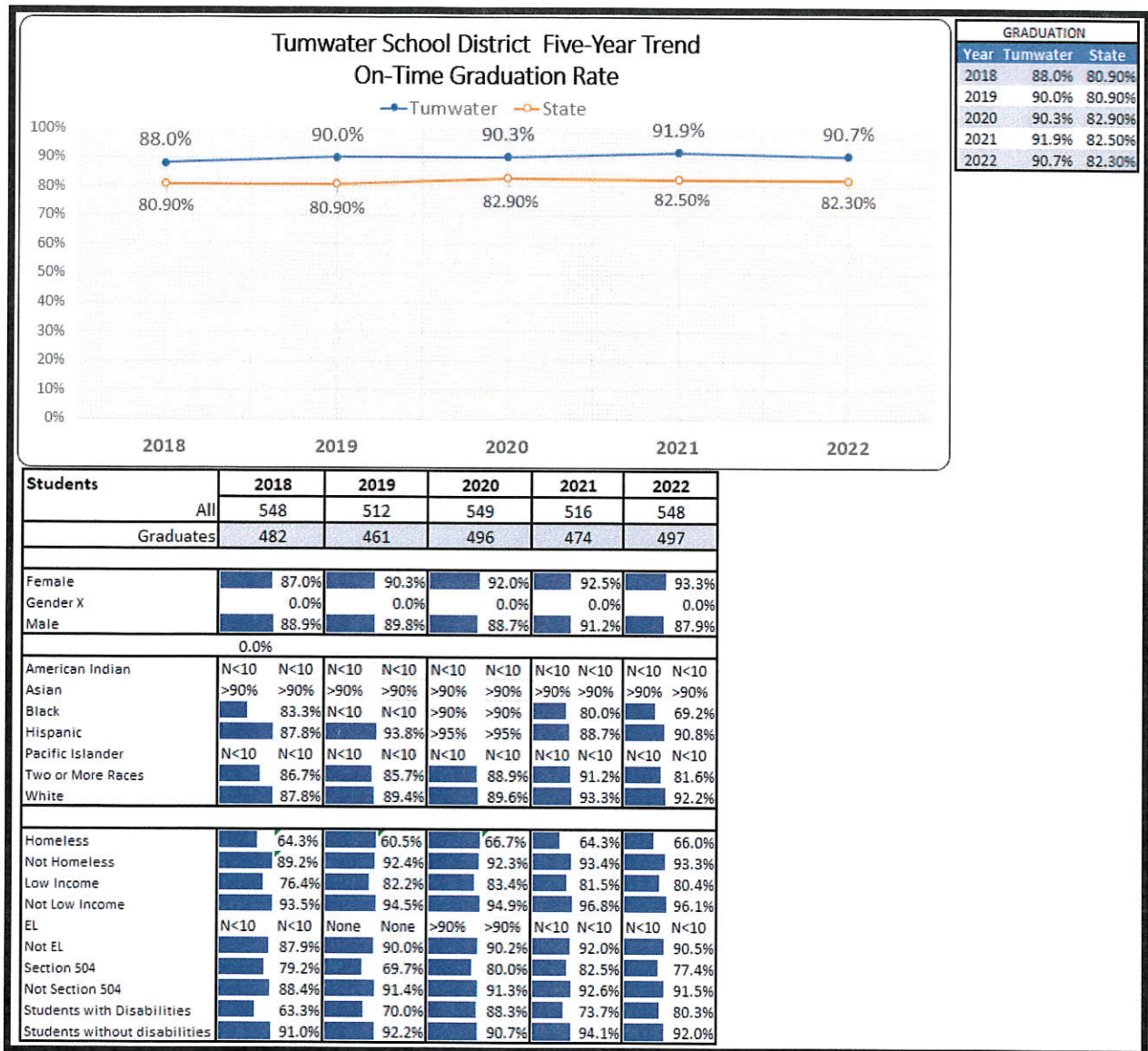
- Strong on-track rates pre-pandemic indicate the capacity to prepare students for secondary success.
- Quick rebound for some groups shows resilience.

**Concerns:**

- Significant gaps in on-track rates negatively impacting low-income and homeless students persist through ups and downs.
- Extreme drops in on-track status for Hispanic, Black, and students with disabilities during the pandemic compromise outcomes.

While recovery momentum is visible, chronic on-track gaps divide disadvantaged subgroups, signaling issues that must still be addressed. Sustained low performance prevents students from realizing their full potential. Transforming policies and practices perpetuating disparities is essential so demographics do not determine destinies. Supporting those furthest from opportunity remains critical.

8. **On-time Graduation Rate (Four Years):** Five-year trend on the top and demographic breakdown in bars on the bottom



**Strengths:**

- Overall graduation rates consistently over 90% demonstrate secondary success programming.
- Notable multi-year gains by low-income English learners and students with disabilities.
- Extremely high graduation rates for females and some minorities can serve as inclusion models.

**Concerns:**

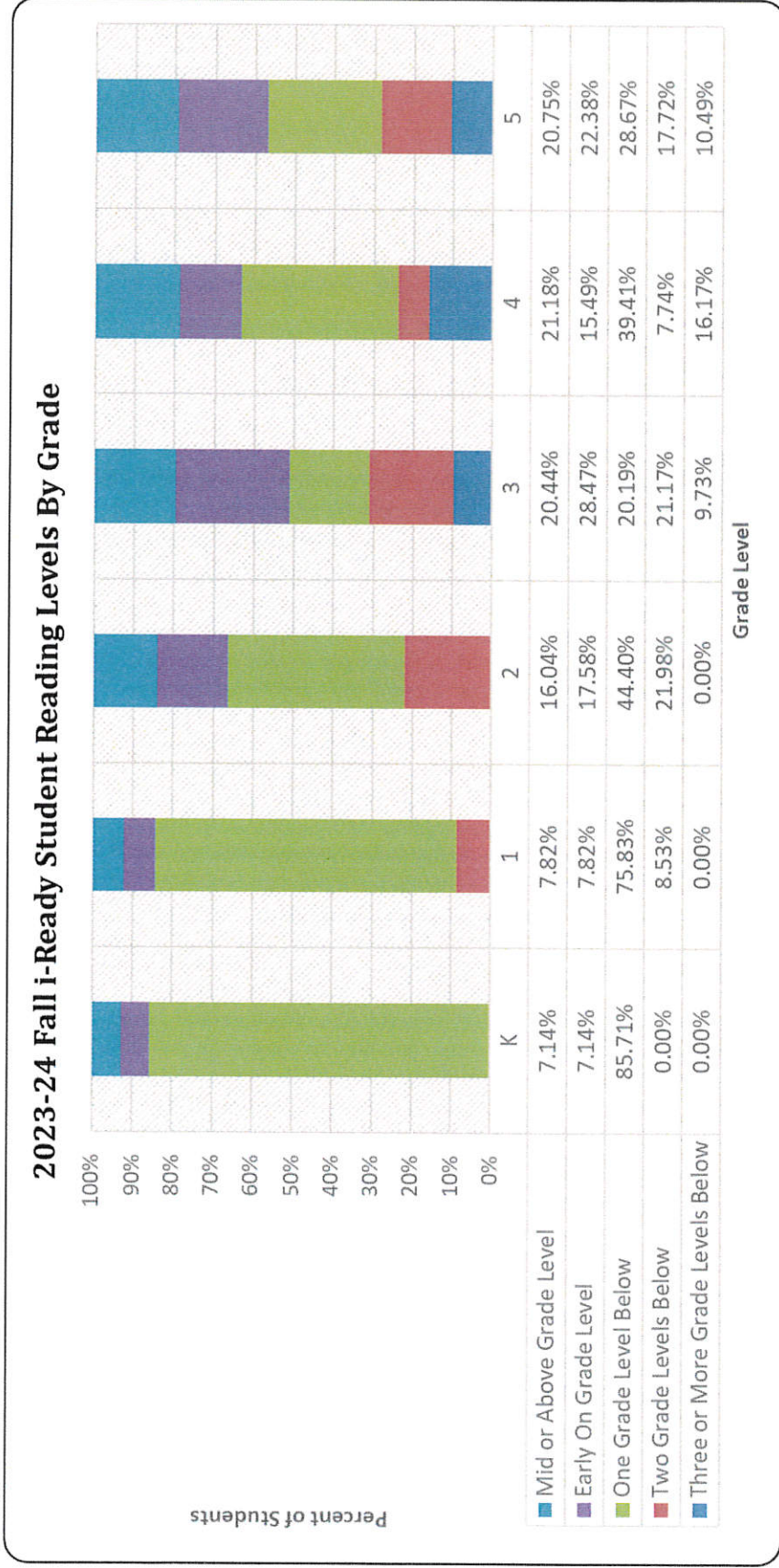
- Graduation disparities persist between student subgroups along socioeconomic, racial, and disability lines, signaling inequitable barriers exist.
- Backslides for groups like Black and students with disabilities show vulnerability still exists for outlier students despite programming.

Our strong systemic secondary foundation is evidenced by high graduation rates overall. However, disparate outcomes between groups indicate not all students experience equitable access and support. Eliminating gaps requires identifying continuing barriers through disaggregated data and addressing root causes with stakeholders. No matter our average rate, equity demands that 100% of students be set up to succeed.



### 2023-24 i-Ready Fall Reading Levels – DRAFT COPY

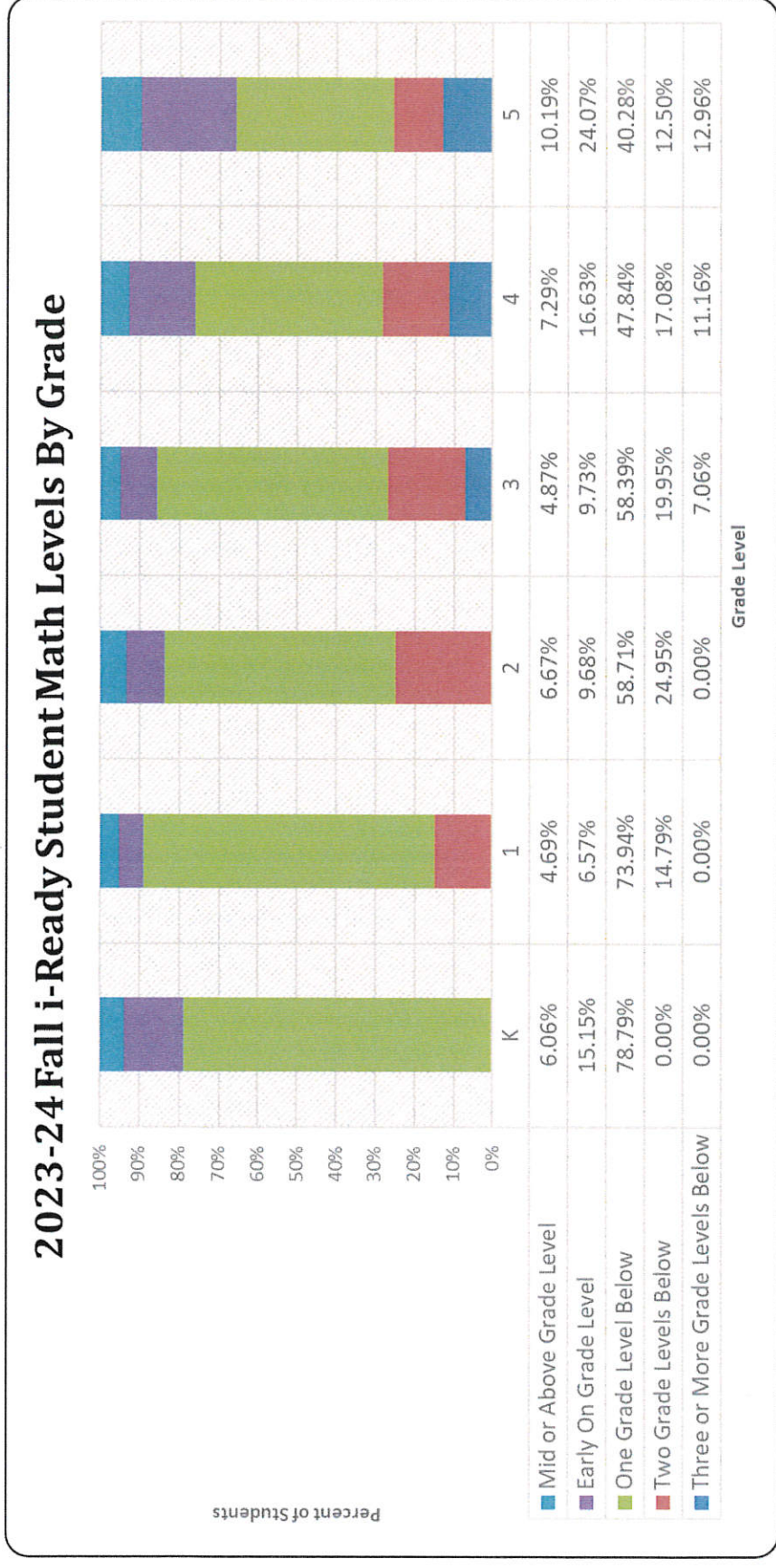
The data indicates some strong literacy foundations, but gaps in the upper grades emerge. A multi-tiered approach focused on intervention, instructional improvements, and stakeholder communication & accountability will be key next steps.



The i-Ready reading level data shows strong early literacy skills in the lower grades. Still, gaps emerge in upper elementary, with over 65% of 5th graders one or more grade levels behind. Key next steps might include analyzing data longitudinally to identify when gaps emerge to target support, providing small group intervention for students 3+ years behind, increasing literacy instruction time, evaluating and adjusting literacy curriculum and programs as needed, offering teachers professional development on differentiation, and literacy strategies, setting goals for reducing students behind benchmark, and communicating the need to improve literacy outcomes to staff, students and families through a multi-tiered approach focused on intervention, instructional improvements, and stakeholder communication and accountability.

## 2023-24 i-Ready Fall Math Levels

Based on the i-Ready Fall Math Level data, there are some strengths in early math skills, but gaps emerge in upper elementary, which require a multi-tiered approach to close achievement gaps and improve conceptual math understanding for all students. Communication, realignment of curriculum, targeted interventions, and PD to support best practice instruction could be considered key next steps.



The i-Ready math data reveals strong early numeracy skills in the lower grades. Still, achievement gaps emerge in upper elementary, with over 75% of students in grades 3-5 performing at least one grade level behind benchmarks. The next steps to address these concerns could include providing targeted small group math interventions for students multiple grade levels behind, increasing daily instructional time focused on building conceptual math understanding, evaluating the current math curriculum and resources for alignment to standards, offering teachers professional learning on math best practices, setting goals for reducing the percentage of students not at benchmark, exploring scheduling changes to build in intervention time, analyzing historical data to pinpoint when gaps first surface to target support, and exploring resources to bolster math initiatives and intervention efforts through a comprehensive, multi-tiered approach.



# Superintendent Entry Plan EXECUTIVE SUMMARY

Tumwater School District (TSD) named a new Superintendent of Schools, Mr. Kevin Bogatin, in April 2023. To guide the Superintendent during his first six months, an Entry Plan was developed.

## **Development of the Entry Plan**

The purpose of the Entry Plan was to organize a set of activities to allow the new Superintendent to gather information to create an understanding of the current and future state of the school district. The Entry Plan was developed in the context of the district's mission statement, "Continuous Student Learning in a Caring, Engaging Environment." and TSD Strategic Focus committing to Instructional Excellence, Systems of Support, and Fiscal Stewardship. From this work I developed five goals:

**Goal 1: Exceptional student success, growth and well-being.**

**Goal 2: Effective district governance through positive board/superintendent relationships.**

**Goal 3: Strong collaborative relationships with all stakeholders; students, staff, families and community.**

**Goal 4: Design for excellence through organizational efficiency, effectiveness and accountability.**

**Goal 5: Ensure schools are safe and secure with a positive, inclusive climate.**

From these Goals, several guiding questions were identified to direct data collection activities and ensure the objectives of the Entry Plan were met. Timelines and suggested activities to answer the guiding questions were components of the Entry Plan and enabled the Superintendent to begin the listening and learning.

- ***What are the strengths of the Tumwater School District?***
- ***What are areas of growth for TSD?***
- ***In what ways can I best support you?***



# Superintendent Entry Plan EXECUTIVE SUMMARY

## **PHASE 1 - Listening to Understand**

In the first phase of the plan, I focused on engagement to build relationships and to learn about TSD. In this phase, I held more than 50 1:1 “Listening and Learning” meetings with district office staff, board members, principals, teachers, families, students, community leaders, and the ESD 113 staff. I asked everyone what they thought were the District’s strengths, areas for improvement, and promising opportunities.

### **Feedback from the Community**

In response to the question of strengths, several themes arose. I heard loud and clear that the Tumwater School District:

- Has a talented and committed staff
- Has an environment that is warm and supportive
- Values the diversity of the students and is open to conversations about equity
- Part of a community that is deeply engaged in the outcomes of the school district and committed to supporting the schools

When asked about needed improvements, there was more diversity of thought.

However, there were several overlapping themes:

- Reducing the opportunity gap and prioritizing services for students who qualify for free and reduced-lunch (FRL), multilingual learners, students with disabilities, and students of color
- Listening to student voices and including them in decision making
- Creating role clarity and decision-making within district office and among the board and central office
- Communication to schools and the community



# Superintendent Entry Plan

## EXECUTIVE SUMMARY

- Creating trust within the leadership team, between schools and district office, and between district office and the board
- Developing consistency in practices across schools, particularly related to instructional practices
- Creating more clear systems and processes
- Communication and collaboration with the unions
- Maintain fiscal accountability

Finally, I asked about the promising opportunities for TSD. These are the areas where the District has traction and can focus efforts to make clear improvements in the short term. Themes included:

- Using data to set goals and make decisions
- Building on the foundation of restorative practices
- Continue to address issues of race and equity
- Communication systems are pretty good and these are important to continue to build and improve
- Principals working together in professional learning communities (PLCs)
- Schools working together in PLCs for instructional planning
- Fostering and promoting student voice
- Connecting with multilingual families and including them in decision making

In my “Listening and Learning” sessions, I heard pride in the work that TSD has accomplished, honesty about where improvements are needed, and optimism about what can be accomplished if we work together effectively. I was inspired by these conversations and struck by the deep convictions evident throughout my conversations about the importance of a public education system that serves all students. I was also reassured that people wanted to build relationships and were open and fully engaged in our conversations.



# Superintendent Entry Plan EXECUTIVE SUMMARY

## **PHASE 2: Making Sense**

Since my first day I've heard nothing but strong support and pride in the Tumwater School District. There are always things to improve and issues to address, but I feel fortunate to enter into a district that has experienced success.

I was fortunate to begin my entry into the district starting shortly after my hire in late March. In April I began meeting with principals and district leaders which has helped accelerate relationship and trust building.

Prior to the school year I also had the opportunity to make some key staff hires. My first hire in the district was a new Human Resources Director. Dr. Meyer and myself worked together to hire Wendy Bromley and she has been a positive addition to the district. Just after my first official day (July 1st) I received a call from Tumwater High School principal, Jeff Broome, notifying me that he had taken a district-level role in a neighboring district. This resignation began a domino effect of administrative opening filled primarily with internal candidates. While I'm never too excited about hiring administrators in the summer, the pool of qualified staff in Tumwater is exceptional and I feel fortunate to have the opportunity to work and lead a talented group of school leaders.

Our administrators began the year with a week long Leadership Academy led by the exceptional leadership of Shawn Batstone and the Student Learning team. Overall, our planning for school reopening was a success.

While planning for reopening was part of my focus in Phase I, I also continued to focus on activities outlined in my Entry Plan. The following is a reflection on each area in the plan.

### **Goal 1: Exceptional student success, growth and well-being.**

This goal is all about student success and in the TSD it is grounded in the ABCS (Attendance, Behavior, Course Performance, Social Emotional Learning)



# Superintendent Entry Plan EXECUTIVE SUMMARY

The district has laid the foundation for student's academic, social, and emotional success, but there is work to be done to ensure we meet the needs of all of our diverse learners. For example, when examining Smarter Balanced English Language Arts for students in grades 3-8 and 10 the percentage of **ALL** students meeting the proficiency standard is 57.9%. Some comparison groups of students that stand out include:

- Black/African American: 43.3%
- American Indian/Alaska Native: 40%
- Native Hawaiian/Other Pacific Islander: 31.3%
- English Language Learners: 23.4%
- Homeless: 33.3%
- Students with Disabilities: 25.2%

Mathematics performance lags behind ELA performance and 44.5% of ALL students meet the proficiency standard. We continue to see achievement difference with groups of students including:

- Black/African American: 32.8%
- American Indian/Alaska Native: 26.7%
- Native Hawaiian/Other Pacific Islander: 31.3%
- English Language Learners: 27.5%
- Homeless: 15.7%
- Students with Disabilities: 18.3%

**Academic achievement and growth is a priority identified by the school board and will be a foundational element of strategic work now and in the future.**

A strength of the district is its Student Learning team where they have developed a cohesive model to improve student outcomes and ensure ongoing professional development that is aligned to identified needs. This year a focus on standards-based



# Superintendent Entry Plan

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grading was identified as an area of focus and need to ensure grades and information provided to students and parents is accurate and fair.

**Through the review process the lack of up-to-date curriculum was identified as a key need, especially in ELA. I am working with the Business office and Student Learning teams to ensure adequate resources are set aside to address current and future curriculum needs in all core academic areas.**

### **Goal 2: Effective district governance through positive board/superintendent relationships.**

I am appreciative of this board and the commitment each member has for the Tumwater School District. This has been evident since the day I was hired and highlighted by their willingness to support community and district events and initiatives. One of the first activities I participated in with the board was the annual 4th of July parade.

The board is scheduled to participate in a governance retreat on January 5th and 6th which will deepen relationships and broaden perspectives. In addition, the retreat will result in a governance handbook which will further the effectiveness of the board and the relationships between the board and superintendent.

I am appreciative of the weekly opportunities to meet with board members and we have established good guidelines and expectations on weekly communication updates, effective board reports and planning, and a commitment from the superintendent and the board to, "No Surprises."

### **Goal 3: Strong collaborative relationships with all stakeholders; students, staff, families and community.**

The goal of fostering strong collaborative relationships with all stakeholders, including students, staff, families, and the community, is a fundamental and admirable aspiration in any educational or organizational setting. This goal reflects a commitment to creating





# Superintendent Entry Plan

## EXECUTIVE SUMMARY

an inclusive and supportive environment that recognizes the interconnectedness of all involved parties. I am proud of the connections and relationships that have begun as outlined in my entry plan. This work is just beginning and I look forward to building and developing these relationships in the weeks, months, and years to come.

Building strong collaborative relationships with students is at the core of effective education. It involves creating an atmosphere where students feel heard, valued, and empowered. My first day as superintendent included a student group representing our secondary schools from across the district. This initial meeting identified some early needs, including demonstrating recognition and support for athletes and activities that don't always feel recognized or appreciated. One group that I've made an effort to connect with has been the BNHHS Rifle Team and visited some of their leaders at a regional gun show earlier this fall.

Establishing positive relationships with staff is equally crucial. A cohesive and collaborative team is more likely to be productive, creative, and resilient in the face of challenges. Encouraging a culture of mutual respect, trust, and open communication among staff members fosters a supportive work environment. I have attended staff meetings and I have been present in school spaces with our staff. With nearly 1000 employees this work is just beginning, but I am proud of the work done up to this point.

Engaging families as partners in the educational journey is vital for the holistic development of students. Collaborating with families involves keeping them informed about their child's progress, seeking their input on important decisions, and creating opportunities for them to actively participate in school activities. This collaborative approach strengthens the bridge between home and school, facilitating a more comprehensive and supportive educational experience for students. Again, this work has begun, but there is a lot of work to be done. I have met with building Parent Teacher



# Superintendent Entry Plan

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Organizations, attended school events and activities, and have volunteered at some key events. I'm excited to get to know our parents and have been impressed with their support of our schools!

In reflection, the goal of establishing strong collaborative relationships with all stakeholders is a multifaceted and dynamic endeavor. It requires ongoing effort, effective communication, and a genuine commitment to inclusivity. The benefits of achieving this goal are far-reaching, influencing not only the educational experience of students but also the overall well-being and success of the entire school community. This work is never done and while I accomplished nearly all of my Entry Plan activities, I still need to connect with local faith leaders and continue to establish stronger connections with our business community.

### **Goal 4: Design for excellence through organizational efficiency, effectiveness and accountability.**

The Tumwater School District is a good district, but likely any complex system there is always room for improvement. In my conversation with every department there are frustrations regarding workload to fulfill their own aspirational goals and outcomes. We have begun to address some of the needs:

- Separated Building & Grounds into two positions with one person responsible for custodial services and "Buildings" and the other person responsible for grounds and maintenance.
- We've added some time to safety & security staffing with a goal of improving systems and being proactive.
- Student Learning had a resignation at the beginning of the year of our Elementary Coordinator and rather than hire an administrator position the decision was made to hire a TOSA or teacher on special assignment, focused on student assessment.



# Superintendent Entry Plan

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- The Business Department has a mix of veteran and new staff, but has also experienced some turnover. There has been an identified need of training staff to backfill absences and ensure continuity of systems when open positions arise. With an increase in grant reporting requirements we are adding an additional business services staff member to return to pre-covid staffing levels.
- Transportation. These issues are well documented and we're working on short and long-term plans.

### **Goal 5: Ensure schools are safe and secure with a positive, inclusive climate.**

The goal of ensuring that schools are safe and secure with a positive, inclusive climate is a paramount objective. This goal underscores a commitment to creating an educational environment that prioritizes the well-being of all its members and fosters a positive and inclusive atmosphere. Reflecting on this goal brings to light several critical aspects.

Firstly, the emphasis on safety and security acknowledges the fundamental need for a physical and emotional environment where students, staff, and faculty feel protected and free from harm. This involves implementing robust safety measures, emergency preparedness, and proactive strategies to address potential risks. It also extends to creating a culture that actively opposes bullying, discrimination, and any form of violence, contributing to an atmosphere where everyone feels secure. In my first few months we've highlighted some areas for improvement including a review and replacement of some camera systems around the district, a review of the physical space and a plan to add some fencing in some key areas of need, and a move towards an updated standard response protocol that will be more consistent and simpler for our staff and students to follow in a crisis situation.



# Superintendent Entry Plan

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The inclusivity component is equally crucial. An inclusive climate ensures that every member of the school community, regardless of background, abilities, or differences, feels welcomed and valued. This inclusivity extends beyond tolerance to actively embracing and celebrating diversity. By promoting understanding and empathy, an inclusive climate creates a foundation for positive relationships and collaborative learning experiences. Each school has developed inclusivity plans that will be reviewed with a District Equity Committee in 2024. There is a good foundation established for this goal and I look forward to working with all of our stakeholders in the coming year.

### **Listening & Learning Takeaways**

The Entry Plan activities have given me a better understanding of the school district and the Tumwater community. Some key takeaways include:

- TSD offers a wide variety of programs and services to meet the needs of students, families, and the community.
- Communication across the school division and with constituent groups is critical for success. Because of the diversity of the TSD community, diverse strategies for effective communication will be required.
- A high quality staff delivers a wide range of programs and services for students, families, and the community. The special education process and services can provide challenges for families. Additional strategies may be necessary to make the special education process more family-friendly.
- Parents are involved in schools and the school district; and the TSD community encourages and supports family involvement. Outreach efforts or new strategies to attract underrepresented parents/families would strengthen parent involvement.



# Superintendent Entry Plan EXECUTIVE SUMMARY

- Schools and departments are aligning work plans and strategies with the TSD Strategic Focus. Accountability for plans is necessary to ensure goals and objectives are being met.
  - School system processes and operations may challenge efficiency.
  - School boundaries and program availability at schools are concerns for the community, as are strategies to address the achievement/opportunity gap.
  - The TSD community desires a first-class education for students, choices to meet the needs of students, and a united school district to support all students and families.
- 

## SUPERINTENDENT ENTRY PLAN ACTIVITY SUMMARY

### Goal 1: Exceptional student success, growth and well-being

*Ensuring all students graduate from the Tumwater School District, with a rigorous education that cultivates world-class thinkers and provides skills for a healthy, productive life. This is the ultimate goal and responsibility of the district.*

#### Activities:

- ~~Assess the district's expectations for all students' academic, social, emotional success and commitment to meeting the needs of all of its diverse learners.~~
- ~~Assess current professional development efforts and capacity for meeting the learning needs of principals, teachers, and support staff; determine the degree to which it is job-embedded, differentiated, and student-outcome directed.~~
- ~~Review and evaluate system efforts toward sustaining and enhancing high rigor and graduation outcomes for all students.~~
- ~~Review and evaluate academic monitoring systems to ensure all students are performing at or beyond grade level or are receiving appropriate, targeted interventions.~~



# Superintendent Entry Plan EXECUTIVE SUMMARY

- ~~Evaluate the use and effectiveness of current school improvement planning and cycle of inquiry efforts.~~

## NOTES:

- **Appointed Chair of the New Market Skills Center Governance Team. Chair of board with 11 superintendent or their designee.**
- **Reviewed data and stay connected with the Student Learning team on support of the ABCs and key focus areas.**

## Goal 2: Effective district governance through positive board/superintendent relationships

*In order to ensure that the district has an intense focus on meeting the needs of all children, the board and superintendent must develop a trusting, positive, collaborative, team-oriented relationship. These relationships must be established with each board member and the board as a whole.*

## Activities:

- ~~Share Entry Plan for feedback, suggestions, and guidance.~~
- ~~Engage in one-on-one meetings with Board members to deepen relationships and broaden perspectives.~~
- ~~Review and understand TSD's governance model and the superintendent/board roles and responsibilities.~~
- ~~Review Policies and Procedures for the district. (Ongoing)~~
- ~~Conduct one-on-one or two-on-one breakfast/lunch/dinner meetings with all Board members to continue to build positive, productive relationships.~~
- ~~Meet with the Board president, vice-president, and other committee chairs, to determine how they work in partnership with the superintendent and district staff.~~
- ~~Establish and review regular communication systems with the Board. (Retreat)~~
- ~~Review the superintendent performance evaluation process and how progress toward meeting strategic plan benchmarks is best communicated.~~
- ~~Establish regular meeting times with the Board president.~~



# Superintendent Entry Plan EXECUTIVE SUMMARY

## Notes:

- Schedule a full day Board Retreat for October 7, 2023 and reschedule to January 5-6, 2024 due to schedule conflicts with board members.
- Weekly meetings with board members
- Participation and attendance at WSSDA annual convention.
- Weekly superintendent reports

**Goal 3: Strong collaborative relationships with all stakeholders; students, staff, families and community**

*I believe that “it takes a village to raise a child.” In today’s society, that means community involvement and engagement is essential to build effective schools.*

## Activities:

- ~~Increase personal knowledge and understanding of the Tumwater community, its culture, traditions, history, and expectations of the district.~~ (Ongoing)
- Validate community, business and faith-based organizations as viable and valuable supporters and partners in public education.
- Establish positive working relationships with key leaders and members of government, business, and service and support agencies in the community.
- ~~Meet with key community leaders in consultation with Board.~~
- ~~Increase opportunities to promote the district image and advocate for the district within the community by visiting business and community organizations.~~
- ~~Identify key communication channels to be utilized across the district to ensure ongoing, transparent, clear, and consistent communication with all stakeholders.~~



# Superintendent Entry Plan EXECUTIVE SUMMARY

- ~~Reach out to a multitude of critical stakeholders and establish routine meetings, communication protocols, and reciprocal dialogues, focusing on student outcomes and continuous improvement; This would include, but not be limited to:~~
  - ~~Board, Parents, Community Leaders, Business Leaders~~
  - ~~Teachers, Administrators, Support Staff, Students~~
  - ~~Local and State level elected officials~~
  - Chamber of Commerce**
  - ~~Rotary~~
  - ~~Boys & Girls Club~~
  - ~~Parent organizations, local PTAs~~
  - ~~Tumwater Education Foundation~~
  - ~~Tumwater Education Association (TEA) – Tim Voie, Cascadia HS~~
  - ~~Tumwater Office Professional Association (TOPA) – Kristina Dilworth, Bush MS~~
  - ~~Tumwater Association of Paraprofessionals (TAP) – Megan Ready, Peter G~~
  - ~~Tumwater Public School Employees SEIA Local 1948 (PSE) – Laurie Wilson, President~~
  - ~~Local military partners~~
  - ~~Civic leaders and advocates~~
  - ~~Non-profit groups~~
  - Faith-based leaders**
  - ~~Regional superintendents~~
    - ~~Deb – North Thurston~~
    - ~~Patrick – Olympia~~
    - ~~Chris – Yelm~~





# Superintendent Entry Plan

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- ~~Flip Herndon - ESD113~~
- ~~Establish a positive working relationship with the members of the media.~~
- School Visits**
  - ~~Conduct visits to every school and learning/work space in the district to engage the principal, teachers, support staff, students and parent volunteers about TSD.~~
  - ~~Dedicate at least one day per week to be out in schools.~~

### Notes:

- **Met and toured Thurston County Food Bank. Began initial conversations about starting a Tumwater Food Bank - maybe connected with district or community partners.**
- **Met and toured OSPI. Met with Asst. Superintendent Jon Mishra. Met for 30 min with Superintendent Reykdal and Asst. Superintendent Michaela Miller**
- **Met and had coffee with former TSD superintendents and Board Members:**
  - **John Bash**
  - **Terry Borden**
  - **Jay Wood**
  - **Bob Bartcliff**

**Goal 4: Design for excellence through organizational efficiency, effectiveness and accountability**

***Determine, “where we are, where we need to go” in terms of each department and system that is in place in the district to ensure continuity, efficiency, effectiveness and accountability for student and educator success.***

**Activities:**



# Superintendent Entry Plan

## EXECUTIVE SUMMARY

- Review all critical documents: organizational overview, employee handbooks, policy and procedures manuals, school and district plans, and student achievement data by school.
- Review key district financial materials, budget, most recent audit, and grants.
- Review employee group contracts and negotiation plans for 2023-2024.
- Conduct one-on-one meetings and organizational analysis with all principals, directors, and managers.
  - What do we need to start, stop, and continue doing?
  - How are systems supporting or impeding student success?
  - What support is needed for success?
- Review and get up to speed regarding the work of the Capital Facilities Plan, construction projects and strategies for future projects.
- Conduct a leadership retreat/gathering to set the tone and vision for the upcoming year with a new superintendent.
- Determine how communication and decision-making will occur with the district team, establishing meeting protocols and systems designed to focus on student success and continuous improvement.
- Review and/or develop plans collaboratively with district leaders to establish key metrics and customer service goals for each department to ensure the performance of the central office can be determined and measured with alignment to core function and support for student success.
- Examine how much autonomy and authority principals have in the current organizational structure and determine how much access and opportunity they have to play key roles in decision-making.
- Meet with district staff to review accountability plans for all departments, clarify process and progress toward improvement with priorities, review current and future budget issues, and current organizational structure.
- Facility Visits
  - Conduct visits to every facility in the district to review areas of focus and needs and capital bond improvement progress.

### Notes:

- **Based upon feedback from stakeholders and data regarding late routes I formed a Transportation Task Force in October to review our service level**



# Superintendent Entry Plan EXECUTIVE SUMMARY

and propose creative solutions that ensure every student arrives safely to school on time every day.

- Hired a new HR Director and HR team. This team has been steadily working on improving existing systems, including moving hiring forms to an electronic sharing system, conducting a community Hiring Fair prior to the start of school, and assisting in the successful negotiations with three of our unions.

## Goal 5: Ensure schools are safe and secure with positive, inclusive climate

*A culture of trust and commitment to the success of each student is imperative across every learning/work space in the district. The safety and security of all students and staff is of utmost priority and systems must be in place to ensure TSD is a safe and welcoming environment for all.*

### Activities:

- Review safety and security policies and procedures for the district.
- Hold a meeting with key community members, law enforcement, healthcare providers, and first responders to review and determine best security preparedness. Establish ongoing communication strategies.
- Hold open forums throughout the year with teachers, staff, district leaders, parents and students for personal communication about critical issues.
- Schedule before and after school superintendent coffees to be held at various school sites and community sites on a monthly basis to hear ideas, concerns and suggestions. Outreach to include all diverse voices in the community.
- Review methods used to gather input and feedback from key stakeholders; students, staff, administrators, parents, and community in order to gain a comprehensive picture of district culture and morale and service.
- Schedule a coffee for all PTA presidents. Establish a format and regular forums for ongoing communication.
- Engage with district committees and advisory groups to determine support needed.



# Superintendent Entry Plan EXECUTIVE SUMMARY

- ~~Review and assess TSD's equity/diversity plan and determine supports needed.~~

## Notes:

- **Upgrading cameras on buses**
- **Upgrading cameras within the district**
- **Conducted a safety audit of THS with Homeland Security**
  - **Plan in place to secure court yard.**
- **I Love You Guys Foundation - Standard Response Protocol - Introduced and implementing throughout district**
- **Move District Safety Officer from part-time to full-time**

# Listen. Learn. Lead.

# Safety and Security Board Presentation

December 13, 2023

## Safety and Security Manager Introduction (Stephan Derout)

- AA degree in Criminal Justice System and a BA equivalent in Biochemistry/Biology
- Worked as a Police Officer in the San Francisco Bay Area and for a short time in Tumwater.
- Worked for 17 years as one of the lead Security Officers for Highline School District - in charge of staff and student safety and implementing programs to improve safety throughout the school district.

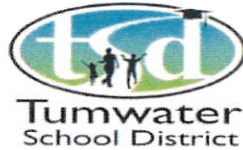
## Overview of Duties and Responsibilities

- Primarily responsibility is to oversee the Safety and Security operations of the school district.
- Developing a Security Operations Manual for procedures and protocols in accordance with ESD 113 and OSPI guidelines and recommendations.
- Helping each school develop and update their own emergency operation plan.
- Respond and investigate incidents throughout the district - employee incident reports, student accident reports, student threat assessments.
- Coordination with Public Safety Agencies: coordinating the Safety Fair at PGS Oct 2023
- I also provide and coordinate training in a variety of areas including CPR, First Aid, Stop the Bleed, Standard Response Protocol, safety in the workplace, etc.
- I advise and consult with district and building administrators and staff to provide school and building security support.

## Current Priority Areas:

- Traffic issues throughout our school district, especially during high volume times - arrival and dismissal.
- Working with Homeland Security to improve security in our schools.
- Investigate and Process Employee Incident Reports and Student Accident Reports to ensure the district is in compliance with safety protocols.
- Working on switching to a more efficient and cost effective Security Monitoring Company.
- Building our District Comprehensive School Safety Plan and improving Individual School Comprehensive Safety Plans.
- Leading our monthly District Safety Team meeting.
- Working in collaboration with Capital Projects and Support Services to improve the safety in our school district.

## Questions/Comments?

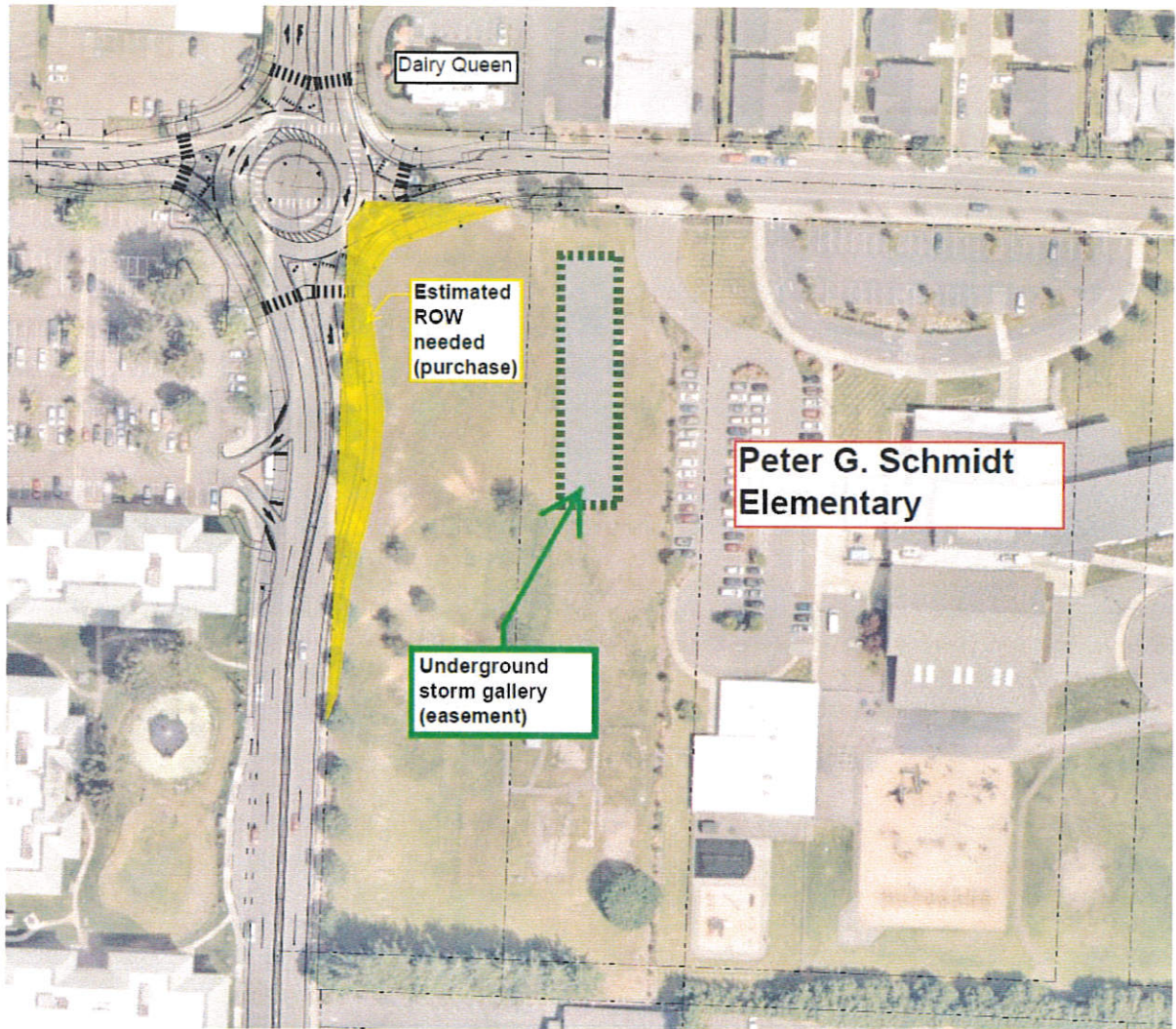


**DATE:** December 8, 2023  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** Capitol Boulevard & Dennis Street Round-about - 2028 (PGS)  
Israel Road Sidewalks & Trees - Summer 2024 (THS)

The City of Tumwater Capitol Boulevard Corridor Plan, completed in 2014 with Tumwater School District participation, includes a future round-about (RAB) for the Capitol Blvd/Dennis St. intersection.

<https://www.ci.tumwater.wa.us/departments/community-development-department/long-range-planning/capitol-boulevard-corridor-plan>

1. The RAB with its bike lanes, sidewalks and landscaping will require purchasing TSD property by the City for the additional right-of-way (ROW).
2. For new stormwater facilities the City proposes an underground gallery of plastic half-domes west of the PGS parking lot (see next page). The property needed is proposed to be acquired via an easement.
3. The underground facilities would allow for future parking lot expansion for PGS or for the parcel abutting Capitol Blvd. if TSD elects to surplus and sell that property.
4. A separate project, the continuation of Israel Road improvements, is planned for next summer. This project will replace broken sidewalks, replace trees and repave the street. Some sections of sidewalks and trees to be replaced are on the THS site.
5. The City proposes an arrangement where the City removes and replaces TSD trees and damaged sidewalks along Israel Rd. at THS in exchange for the easement for stormwater facilities at PGS.
6. The City will obtain an appraisal for the easement and compensate TSD if the easement value exceeds the tree replacement and sidewalk repair costs on Israel Rd.
7. If the Israel Rd. costs exceeds the easement value, the City will either complete less work or consider it a public benefit and complete the work with City funds. TSD will not compensate the City in any scenario.
8. Timing is critical for the Israel Rd. project because it will be out for bidding in early Spring 2024.
9. There is no set timing for the Dennis St Roundabout project. The City intends to pursue federal Safe Routes to School funds and construction would start no sooner than 2028.
10. The Board will act on two items, hopefully at the January meeting, for the easement at PGS and the THS work as consideration for the easement. The ROW acquisition will be a future action after the RAB plans are finalized.



*Round-About at Capitol & Dennis*



ADS (Advance Drainage Systems) StormTech Chamber System for underground storm gallery.

Some of these are made in a factory in Tumwater by BLE. You may have seen them on trucks winding through the RAB's on Littlerock Road.

BMS and Cascadia HS both have parking lots on top of these type of storm galleries.