



Dr. Carole Meyer
Interim Superintendent

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

Capital Projects:
(360) 709-7005
Financial Services:
(360) 709-7010
Human Resources:
(360) 709-7020
Payroll/Benefits:
(360) 709-7029
Student Learning:
(360) 709-7030
Special Services:
(360) 709-7040

School Director's Agenda Regular Meeting

Thursday, November 10, 2022

Start Time: 6:00pm

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

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

- 6:00pm Call Regular Meeting to Order** (*President Taylor*)
- Recognition/Flag Salute
- 6:01pm Public Comment Reminder** (*President Taylor*)
- 6:02pm Agenda Discussion/Approval** (*President Taylor/Superintendent Meyer*)
- 6:03pm Meeting Minutes Review**
- October 27, 2022 Regular Meeting
- 6:04pm Consent Agenda**
- Personnel Report
 - Payroll and Vouchers
 - Budget Status Report
 - Capital Projects – Contract Change Order
 - Public School Employees (PSE)/TSD Negotiated Agreement
- 6:05pm Student Rep Reports**
- Ameiya Brown, THS
 - Jocelyn Hepp, CHS
 - Alex Loveless, BHHS
- 6:20pm 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*)

BOARD OF DIRECTORS
JILL ADAMS MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

- 6:50pm** **Reports to the Board**
- 1st Reading, Policy 2030 – Service Animals in Schools (*Chris Halladay*)
 - Panorama Survey Data (*Andra Kelley-Batstone*)
 - Strategic Priorities – ABCS (*Shawn Batstone*)
- 7:50pm** **Action Items**
- 2nd Reading and Recommended Approval – Policy 5117, Civility (*Beth Scouller*)
- 7:55pm** **Superintendent’s Report** (*Superintendent Meyer*)
- 8:10pm** **Board Committee Reports**
- Legislative Update – TSD Platform Recommendations (*Director Kaikkonen*)
 - WIAA Update (*President Taylor*)
- 8:25pm** **Board Comments**
- 8:40pm** **Adjourn Regular Meeting**

NEXT BOARD MEETING: Regular Board Meeting on December 7, 2022.
The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

MEETING MINUTES

- October 27, 2022 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
October 27, 2022
6:00 pm

Board Members Present: Casey Taylor, Scott Killough, Melissa Beard, Darby Kaikkonen, Jill Adams, Dr. Carole Meyer (Secretary)

President Taylor 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. He then led everyone in the flag salute.

Public Comment Reminder:

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

Administer Oath:

- Superintendent Meyer swore in Jill Adams as a new Board Member of District 1. She will serve in this position until the next election cycle in November 2023.

Agenda Discussion/Approval:

- Agenda Changes: Superintendent Meyer shared that there were no changes/additions to the previously published version of the agenda. No motion is necessary. The agenda was approved as presented.

Review of Minutes:

The Board has reviewed the September 22, 2022 Regular Board Meeting minutes and the October 13, 2022 Special Meeting minutes and there were no changes. No motion is necessary. The minutes were approved as presented.

Consent Agenda

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

BOARD OF DIRECTORS
JILL ADAMS MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

➤ Personnel Report:

New Hire	Position	Location	Status	Group
Kailie Storm	Coach	BHHS	Effective September 21, 2022	N/A
Jamie Crews	Coach	THS	Effective September 22, 2022	N/A
Travis Larson	Coach	THS	Effective September 22, 2022	N/A
Julie O'Hara	Counselor	TMS	1.0 FTE, One Year Only (2022-2023), effective September 23, 2022	TEA
Richard Scott	Coach	BHHS	Effective September 23, 2022	N/A
Jedidiah Haney	Paraprofessional	THS	Continuing (2022-2023), effective September 27, 2022	TAP
Elizabeth Armour	Paraprofessional	Special Services	One Year Only (2022-2023), effective September 23, 2022	TAP
Elizabeth Hott-Smith	Paraprofessional	BLE	One Year Only (2022-2023), effective September 27, 2022	TAP
William Garrow	Coach	THS	Effective September 21, 2022	N/A
Janice Houghton	Paraprofessional	BMS	Continuing (2022-2023), effective September 30, 2022	TAP
Iovani Rodriguez Perez	Coach	THS	Effective September 29, 2022	N/A
Curtis Clay	Coach	THS	Effective September 29, 2022	N/A
Brandi Murphy	Substitute Custodian	B&G	Effective October 24, 2022	PSE
Tania Montarbo	Paraprofessional	BHHS	One Year Only (2022-2023), effective October 3, 2022	TAP
Patricia Manor	Paraprofessional	LRE	Temporary (2022-2023), effective October 4, 2022	TAP
Emily Fournier	Paraprofessional	BHHS	Continuing (2022-2023), effective October 3, 2022	TAP
Amanda Curtis	Human Resource Specialist I	Human Resources	Continuing Position, effective October 17, 2022	NON-REP
Crystal Piper	Bus Driver Trainee	Transportation	Effective October 24, 2022	PSE
John Fesenbek	Substitute Maintenance	B&G	Effective October 12, 2022	PSE
Emily Hoeschen	Paraprofessional	BLE	One Year Only (2022-2023), effective October 19, 2022	TAP
Camron Keator	Bus Driver	Transportation	Effective November 1, 2022	PSE
Savannah Mains	Paraprofessional	TMS	One Year Only (2022-2023), effective October 31, 2022	TAP
Maria Cumache Medina	Paraprofessional	MTS	One Year Only (2022-2023), effective October 24, 2022	TAP

Karlee Pearson	Teacher	EOE	One Year Only (2022-2023) 1.0 FTE, effective October 10, 2022	TEA
Samantha Johnson	Teacher	MTS	0.2 FTE, Continuing (2022-2023), effective October 17, 2022	TEA
Michera Roos	Paraprofessional	EOE	One Year Only (2022-2023), effective October 20, 2022	TAP
Cecilia Hernandez	Teacher	TMS	Leave Replacement, One Year Only (2022-2023), effective October 24, 2022	TEA
Rebecca Goad	Registered Nurse	Special Services	0.2 FTE, One Year Only (2022-2023), effective November 4, 2022	TEA
Adjusted:				
Jamie Escobar	Teacher	THS	Involuntary transfer from TVA to THS for the 2022/2023 school year, effective September 26, 2022	TEA
Saura Moore	Office Professional 6	MTS	From 7 hours/day to 7.5 hours/day, effective September 6, 2022	TOPA
Azar Salazar	Custodian	B&G	From Evening Custodian (NMSC) to Day Custodian (Variable Site), effective October 10, 2022	PSE
Charles Chandler	Custodian	NMSC	From TMS to NMSC, effective October 5, 2022	PSE
Lisa Richardson	Paraprofessional	PGS	From 3.0 hours (THE) to 6.5 hours (PGS), effective October 10, 2022	TAP
James Kross	Substitute Bus Driver	Transportation	From Bus Driver to Substitute Bus Driver, effective September 1, 2022	PSE
Christopher Jenson	Teacher	EOE	Involuntary transfer from THE to EOE for the 2022/2023 school year, effective October 3, 2022	TEA
Tammy Vanderlugt	Teacher	LRE	TVA to LRE for the 2022/2023 school year, effective September 19, 2022	TEA

Joy Lower	Counselor	EOE	0.4 FTE Involuntary transfer from TVA to EOE for the 2022/2023 school year, effective September 26, 2022	TEA
Tricia Smith	Teacher	LRE	Super FTE 0.2 one year only for the 2022/2023 school year, effective September 19, 2022	TEA
Jessica Juergens	Counselor	PGS	Add 0.1 continuing FTE effective October 4, 2022	TEA
Barret Daniels	Leave Replacement Teacher	LINCS	From TWEC to LINCS, effective September 26, 2022	TEA
Steve Wickstrom	Bus Driver	Transportation	From Substitute Bus Driver to Bus Driver, effective October 4, 2022	PSE
Linda Dalzell	Assistant Cook/Substitute Bus Driver	BMS/ Transportation	From Substitute Food Services to Assistant Cook, effective October 10, 2022, maintaining Substitute Bus Driver position	PSE
Jody Halterman	Principal	TVA/CHS	From 1.0 TVA to 0.5 TVA and 0.5 CHS, effective July 1, 2022	ADMIN
Katie Burbidge	Paraprofessional	BMS	From THS to BMS, effective October 20, 2022	TAP
Randi Mills	Speech Language Pathologist	Special Services	Add 0.2 Super FTE for 2022-2023 1st Semester, effective October 3, 2022	TEA
Joshua Alnes	Evening Custodian	TMS	From MTS to TMS, effective October 31, 2022	PSE
Suzan Rixe	Teacher	LRE	From Teacher to Dean of Students effective October 21, 2022, to December 16, 2022	TEA
Leaves:				
Benjamin McGray	Paraprofessional	BMS	Leave of Absence beginning September 26, 2022, returning for the 2023-2024 school year	TAP
Teresa Anderson	Teacher	LINCS	Leave of Absence beginning September 19, 2022, returning October 3, 2022	TEA
Tanya Baker	CP Manager	DO	Leave of Absence beginning December 19, 2022, returning January 9, 2023	NON-REP

Lee Giske	Counselor	LRE	Intermittent leave starting October 3, 2022, returning January 3, 2023	TEA
Andrew Caffey	Paraprofessional	THS	Leave of Absence beginning October 10, 2022, returning October 28, 2022	TAP
Kim Lund	Office Professional 3	THE	Leave of Absence beginning September 29, 2022, returning October 17, 2022	TOPA
Sheri Reese	Office Professional 6	THS	Leave of Absence beginning October 3, 2022, returning October 14, 2022	TOPA
Julie Nicol	Teacher	EOE	Leave of absence beginning September 30, 2022, returning October 10, 2022	TEA
Jennifer Monson	Paraprofessional	PGS	Leave of Absence beginning October 10, 2022, returning October 17, 2022	TAP
Christine Spengler	Paraprofessional	PGS	Leave of Absence beginning November 7, 2022, returning February 13, 2023	TAP
Teresa Anderson	Teacher	LINCS	Leave of Absence beginning October 5, 2022, returning January 3, 2023	TEA
Heather Cooley	Transportation Tech/Router	Transportation	Leave of Absence beginning November 3, 2022, returning November 17, 2022	PSE
Nicole Rakoz	Counselor	BMS	Leave of Absence beginning January 3, 2023, returning April 10, 2023	TEA
Amanda Cooper	Teacher	BMS	Leave of Absence beginning March 1, 2023, returning 2023/2024 school year	TEA
Resignations:				
Darlene Becroft	Assistant Cook	BMS	Effective September 21, 2022, resigning assistant cook position only	PSE
Cooper Johnson	Assistant Wrestling Coach	THS	Effective September 28, 2022	N/A
Danita Weisenburg	Paraprofessional	EOE	Effective October 4, 2022	TAP
Asher Mann	Teacher	TVA	Effective October 12, 2022	TEA
Jedidiah Haney	Paraprofessional	THS	Effective October 21, 2022	TAP

Rebecca Doane	Assistant Girls Basketball Coach	THS	Effective October 12, 2022	N/A
Terminations:				
Christian Dilworth	Assistant Cook	BMS	Involuntary Termination, Effective October 26, 2022	PSE
Co-Curricular:				
Kate Ayers	Drama Director	BHHS	Effective September 21, 2022	N/A
Danielle Bentow	SpEd Mentor Stipend	SS	Effective 2022-2023 school year	TEA
Karlie Pasion	Split Class Stipend	MTS	Effective 2022-2023 school year	TEA
Mary Beth Mahugh	Split Class Stipend	MTS	Effective 2022-2023 school year	TEA
Caroline Grimm	Split Class Stipend	MTS	Effective 2022-2023 school year	TEA
Mary McEvoy	Split Class Stipend	LRE	Effective 2022-2023 school year	TEA
Ryan Fiedler	Split Class Stipend	EOE	Effective 2022-2023 school year	TEA
Melissa Mailhot	Assistant Girls Basketball Coach	TMS	Effective October 20, 2022	N/A
Matthew Bellmer	Assistant Girls Basketball Coach	TMS	Effective October 20, 2022	N/A
Todd Venable	Assistant Girls Basketball Coach	TMS	Effective October 20, 2022	N/A
Whitney Lowe	Assistant Girls Soccer Coach	BMS	Effective September 15, 2022	N/A
Georgia Duff	Head Girls Basketball Coach	BMS	Effective October 19, 2022	N/A
Recommend Approval of:				
Recommend approval to issue Rebecca Goad a conditional certificate for her role as a School Nurse				
Recommend approval to increase Principal salary schedule, effective the 2022/2023 school year				

➤ Payroll & Vouchers:

FUND NAME	WARRANTS (INCLUSIVE)		AMOUNT
GENERAL FUND:			
Payroll			
Payroll Taxes			\$ 1,326,277.76
Direct Deposit			\$ 3,643,080.63
Payroll Benefit			
Wire Transfer			\$ 1,168,873.78
Accounts Payable			
-Payroll	72805908	to 72805915	\$ 19,378.46
Accounts Payable	72220358	to 72220368	\$ 36,472.14

Accounts Payable	72220370	to	72220370	\$	3,604.00
Accounts Payable	72220371	to	72220378	\$	72,661.35
Accounts Payable	72220379	to	72220379	\$	61.75
Accounts Payable	72220380	to	72220397	\$	213,663.66
Accounts Payable	72220398	to	72220398	\$	12,300.00
Accounts Payable	72220399	to	72220404	\$	180,922.88
Accounts Payable	72220405	to	72220414	\$	23,293.19
Accounts Payable	72220415	to	72220416	\$	968.91
Accounts Payable	72220417	to	72220417	\$	50.48
Accounts Payable	72220418	to	72220435	\$	1,152,008.62
Accounts Payable	72220436	to	72220450	\$	42,231.15
Accounts Payable	ACH			\$	74,684.06
Accounts Payable	ACH			\$	1,487,689.17
Accounts Payable	ACH			\$	198,840.18
Accounts Payable	ACH			\$	307,617.19
Accounts Payable	ACH			\$	360,079.48
Accounts Payable	ACH			\$	26,580.26
ACH Rejection					
Voided Warrants					
Accounts Payable					
- COMP TAX				\$	461.92
TOTAL GENERAL FUND:				\$	10,351,801.02

CAPITAL PROJECTS FUND:

Accounts Payable	72012558	to	72012561	\$	172,625.78
Accounts Payable	72012562	to	72012563	\$	40,454.17
Accounts Payable	72012564	to	72012566	\$	200,358.61
Accounts Payable	72012567	to	72012576	\$	209,345.43
Accounts Payable	ACH			\$	76,677.05
Accounts Payable	ACH			\$	(77,176.18)
Accounts Payable	ACH			\$	140,170.44
Accounts Payable	ACH			\$	24,121.18
Accounts Payable	ACH			\$	392.50
Accounts Payable	ACH			\$	197,985.53
Voided Warrants					
Accounts Payable					
- COMP TAX					
TOTAL CAPITAL PROJECTS				FUND:	\$ 984,954.51

ASSOCIATED STUDENT BODY**FUND:**

Accounts Payable	72442077	to	72442082	\$	7,295.79
Accounts Payable	72442083	to	72442086	\$	5,392.59
Accounts Payable	72442087	to	72442087	\$	4,595.00
Accounts Payable ACH				\$	10,298.95
Accounts Payable ACH				\$	2,406.70
Accounts Payable ACH				\$	4,914.44
Accounts Payable ACH				\$	4,537.62
Accounts Payable ACH				\$	26,949.05
Voided Warrants Accounts Payable - COMP TAX				\$	539.75
TOTAL ASSOCIATED STUDENT BODY FUND:				\$	66,929.89

PRIVATE**PURPOSE FUND:**

Accounts Payable	72700576	to	72700576	_____	
Accounts Payable ACH				_____	
Voided Warrants				_____	
Accounts Payable - COMP TAX				_____	
TOTAL PRIVATE PURPOSE				FUND: \$	-

TRANSPORTATION VEHICLE FUND:

Accounts Payable	72900030	to	72900030	_____	
TOTAL TRANSPORTATION				VEHICLE FUND: \$	-

- Budget Status Report
- Capital Projects – Acceptance of Contracts as Complete – BHHS Exterior Painting, BHHS Boilers & Chiller Replacement and PGS Solar System Install.
- Career and Technical Education (CTE) 5 Year Action Plan, 2022-2026
- Highly Capable Program FP217
- Extended Field Trip Request – THS Band/Orchestra to Athol, ID Silverwood Theme Park

Student Rep Reports

- Ameiya Brown (THS) – Pioneer Bowl is happening on Friday and the school is excited! A lot of the students are happy that they have extra time that is like T-Bird time. There is also a raffle happening that is motivating kids to be in classrooms and not wandering the halls. They are also happy not to have Naviance. She shared that there is a T-Bird News video played in homeroom which keeps students informed about activities and events. She mentioned that BHHS and THS students will be performing the play “Romeo and Juliet” which will take place in November. It’s also tech week!

Recess Regular Meeting

- 2022-2028 Capital Facilities Plan Hearing – The Regular Meeting recessed at 6:15 PM. Mel Murray presented the 2022-2028 Capital Facilities Plan. There was no public comment.

Reconvene Regular Meeting

- The Regular Meeting reconvened at 6:24 PM.

Recognition

- Maverick Collins, BHHS Student – Maverick was recognized for murals he designed and painted at Michael T. Simmons Elementary and Tumwater Middle School.
- Best of South Sound 2022 Winners – EOE, TMS & BHHS – Staff was recognized for their BOSS awards.

Public Comment

- Agenda and Non-Agenda Items: Becky Parsons stated that 1 person signed up to address the Board. Ralph Smithson spoke about competitive wages for qualified maintenance staff.

Reports to the Board

- School Resource Officer (SRO) Presentation. Shawn Batstone presented.
- BHHS Wrestling Barn Donation. Don Farler presented.
- LINCS Portable Update. Mel Murray presented.
- 1st Reading, Policy 1630 – Evaluation of the Superintendent. Superintendent Meyer presented. Director Beard/Director Kaikkonen Motioned/Seconded (M/S) to approve Policy 1630 as presented. This passed unanimously.
- 1st Reading, Policy 1810 – Annual Governance Goals and Objectives. Superintendent Meyer presented. Director Beard/Director Killough M/S to approve Policy 1810 as presented. This passed unanimously.
- 1st Reading, Policy 1822 – Training and Professional Development for Board Members. Superintendent Meyer presented. Director Beard/Director Kaikkonen M/S to approve Policy 1822 as presented. This passed unanimously.
- 1st Reading, Policy 2029 – Animals as Part of the Instructional Program. Shawn Batstone presented. Director Killough/Director Beard M/S to approve Policy 2029 as presented. This passed unanimously.

- 1st Reading, Policy 6625 – Private Vehicle Transportation. Shawn Batstone presented. Director Beard/Director Killough M/S to approve Policy 6625 as presented. This passed unanimously.
- 1st Reading, Policy 3112 – Social Emotional Climate. Shawn Batstone presented. Director Beard/Director Kaikkonen M/S to approve Policy 3112 as presented. This passed unanimously.
- 1st Reading, Policy 2190 – Highly Capable Programs. Shawn Batstone presented. Director Beard/Director Adams M/S to approve Policy 2190 as presented. This passed unanimously.
- 1st Reading, Policy 5117 – Civility. Beth Scouller presented.

Action Items

- Recommended Approval of Resolution 03-22-23, 2022-2028 Capital Facilities Plan. Mel Murray presented. No motion necessary. The 2022-2028 Capital Facilities Plan was approved as presented.
- Recommended Approval of the Tumwater Education Association (TEA)/TSD Negotiated Agreement. Beth Scouller presented. Superintendent Meyer asked for a roll-call vote:
 - President Taylor - Yes
 - Vice-President Killough – Recused himself because his spouse is a TEA member and it would be a conflict of interest if he voted.
 - Director Beard - Yes
 - Director Kaikkonen - Yes
 - Director Adams – Yes

The TEA/TSD negotiated agreement was approved as presented with a majority vote.

Superintendent's Report

Superintendent's Report: She reminded everyone about the district's strategic pillars and the work that is happening, to include our SRO data that Shawn Batstone will continue to bring forward. She also talked about the TSD critical response team training that happened this week. She continues to work with our new administrators and interns. The Ad Council also met this week. She shared about the Homeroom principal and teacher evaluation tool that the district is piloting. A few principals are also using this tool to evaluate their teachers. This has been a huge lift and she's very proud of this project.

Board Committee Reports

- Legislative Update: Director Kaikkonen presented. She mentioned that sometime between tonight and another meeting, we will be taking a look at the TSD 2023 district legislative priorities.

Board Member Comments

- President Taylor: He welcomed Jill to the Board. He congratulated Maverick and thanked his family; he looks forward to great work from him in the future. He also congratulated the BOSS recipients. He shared his frustration that the Tumwater City Council has not yet adopted the SRO contract and calls upon them to approve it. He reminded everyone that the Pioneer Bowl is tomorrow and he appreciates the spirit both schools bring. The proceeds will be donated in Sally Otton's name to the Michael J. Fox Foundation for Parkinson's Research. He attended the Watch Dog event at PGS which supports male father figures in schools and it had a great turnout. He thanked Stephanie Spriggs, Heidi Center and Madison St. John for their hard work.
- Director Kaikkonen: She welcomed Jill. She has spent some time at events and is looking forward to the Tumwater Education Foundation breakfast tomorrow morning which supports Tumwater schools. She's attended a TMS/BMS football, soccer and volleyball games. The one she was most excited about was the girls' swim meet. She looks forward to more events. In the future, she would like to see highly capable academic results and she would like to revisit community service hours.
- Director Beard: She acknowledged our SROs, Ross Rollman and Tyler Boling. This program works because of them and their belief about kids and what their roles are – help kids first. She also attended and enjoyed the BHHS/THS volleyball game. Games between these schools are her favorite to watch. She mentioned how coach Pat Alexander talks about the benefits of having more than one high school in a district; there are more opportunities for everything. She appreciates that forward thinking.
- Director Killough: He thanked Ameiya for a job well done tonight. He welcomed Jill to the team. He enjoyed Maverick and his family and commented on how talented Maverick is; he looks forward to seeing his future work. He wishes there were more months to honor the principals! He also thanked Mr. Smithson for his public comment. He stated that SROs play a huge part in relationships and culture. He gave a shout out to community for building the wrestling facility and tomorrow we will come together to remember Sally Otton as two teams play in a game that she loved to watch.
- Director Adams: She thanked everyone for the warm welcome. She commends the district's policy update efforts. She is always impressed with the capital facilities' team and the job they are doing to keep district buildings looking great. She keeps hearing that there is money at the state for emotional support and thinks that we should take advantage of every opportunity because there is a lot of anxiety as a result of COVID for staff and students.
- Ameiya Brown: She's happy to be able to be a student rep again this year and is excited about the WSSDA conference. She is paying more attention and feels more prepared to ask questions.

Adjourn Regular Meeting:

With no further business coming before the Board, the Regular Board Meeting adjourned at 8:27 PM.

Recorded by:
Becky Parsons

Signed this 10th day of November 2022.

Board Member

Board Secretary

CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouller.
- Payroll and Vouchers: Questions can be directed to Melissa Richter.
- Budget Status Report: Questions can be directed to Melissa Richter.
- Capital Projects Contract Change Order – EOE and THE Illness Rooms Renovation: Questions can be directed to Mel Murray.
- Public School Employees (PSE)/TSD Negotiated Agreement: Questions can be directed to Beth Scouller.



Tumwater School District

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Carole Meyer
Superintendent

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November 10, 2022

TO: School Board
FROM: Beth Scouller
SUBJECT: Personnel Report

Preliminary

New Hires	Position	Location	Status	Group
Annette Hampton	Substitute Food Service Worker	Food Services	Effective October 31, 2022	PSE
Emily Choppin	Paraprofessional	TMS	Continuing (2022-2023), effective November 1, 2022	TAP
Sara St. Clair Lopez	Paraprofessional	BMS	Continuing (2022-2023), effective October 27, 2022	TAP
Riley Prentice	Coach	THS	Effective November 14, 2022	N/A
Nathan Buchhiet	Coach	THS	Effective November 14, 2022	N/A
Veronica Carpenter	Bus Driver Trainee	Transportation	Effective November 2, 2022	PSE
Brittany Mundwiler	Paraprofessional	BLE	Temporary (2022-2023), effective November 7, 2022	TAP
Linda Doughty	Substitute Food Service Worker	Food Services	Effective November 7, 2022	PSE
Leslie Hayden	Teacher	TWEC	1.0 FTE, Continuing (2022-2023), effective November 10, 2022	TEA
Sheri Griggs	Paraprofessional	TMS	One Year Only (2022-2023), effective November 4, 2022	TAP
Adjusted:				
Sheila Nordquist	Paraprofessional	PGS	From 6 hours to 6.5 hours, effective October 3, 2022	TAP
Jenifer Slempp	Paraprofessional	THE	From 6.5 hours to 7 hours, effective September 7, 2022	TAP
Katrin Steil	Paraprofessional	BLE	From 6.25 hours to 6.5 hours, effective September 6, 2022	TAP
Jesse Hadley	Assistant Supervisor	Transportation	From one-year-only to continuing and from Transportation Manager/HR Liaison to Assistant Supervisor effective September 7, 2022	ADMIN
Frances Nickell	Evening Custodian	B&G	From Substitute Custodian to Evening Custodian, effective November 7, 2022	PSE

BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN JILL ADAMS

"Continuous Student Learning in a Caring, Engaging Environment"

Leaves:				
Lindsey Chapman	Teacher	EOE	Leave of Absence beginning October 19, 2022, returning November 7, 2022	TEA
Katy Sharp	Paraprofessional	PGS	Leave of Absence beginning November 1, 2022, returning February 15, 2023	TAP
Christine Coe	Cook	EOE	Intermittent Leave of Absence beginning October 25, 2022, returning June 1, 2023	PSE
Judi Ryder	Teacher	BLE	Leave of Absence beginning October 31, 2022, returning January 2, 2023	TEA
Amy Gamblin	Teacher	THE	Intermittent Leave of Absence beginning October 20, 2022, returning September 5, 2023	TEA
Resignations:				
Luz Pena	Paraprofessional	MTS	Effective October 26, 2022	TAP
Emily Hoeschen	Paraprofessional	BLE	Effective November 11, 2022	TAP
Samantha Johnson	Paraprofessional	MTS	Partial resignation of 6.5 hours per week, effective October 17, 2022	TAP
Daniel Dausener	Skilled Mechanic	Transportation	Effective November 14, 2022	PSE
Co-Curricular:				
Sarah McGee	Assistant Girls Basketball Coach	BHHS	Non-Renewal of Assistant Girls Basketball Coach Position, effective October 31, 2022	N/A
Anna Bush	High School Counselor Department Head	SL	Resigning effective October 31, 2022	TEA
Angela Borovec	Assistant Girls Basketball Coach	BMS	Effective October 31, 2022	N/A
Mike Anchors	Assistant Boys Basketball Coach	THS	Resigning effective November 3, 2022	N/A
Lisa Summers	Club Stipend	BHHS	Resigning effective October 14, 2022	N/A
Marti Fournier	Site Team Stipend	TOPA	Effective November 1, 2022	TOPA
Nicholas Mailhot	Club Stipend	BHHS	Effective November 1, 2022	N/A
Kathleen Alviar	Drama/Musical Assistant Director Vocal	BHHS	Resigning effective October 13, 2022	N/A
Mikayla Rawlings	Club Stipend	BHHS	Effective November 4, 2022	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 October 2022.

DATE: November 10, 2022

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

THIS IS TO CERTIFY that the warrants and electronic transfers of the Tumwater School District No. 33, Thurston County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME	WARRANTS (INCLUSIVE)	AMOUNT
GENERAL FUND:		
Payroll		
Payroll Taxes		\$ 1,195,955.10
Direct Deposit		\$ 3,434,796.98
Payroll Benefit Wire Transfer		\$ 1,075,594.78
Accounts Payable - Payroll	72805928 to 72805936	\$ 18,333.32
Accounts Payable	72220451 to 72220473	\$ 58,518.66
Accounts Payable	72220474 to 72220489	\$ 235,639.61
Accounts Payable	72220490 to 72220490	\$ 11,931.09
Accounts Payable	72220491 to 72220491	\$ 4,679.00
Accounts Payable	72220492 to 72220505	\$ 148,631.48
Accounts Payable	72220506 to 72220524	\$ 1,084,743.24
Accounts Payable	72220525 to 72220542	\$ 90,110.12
Accounts Payable ACH		\$ 146,904.19
Accounts Payable ACH		\$ 195,831.89
Accounts Payable ACH		\$ 162,564.96
Accounts Payable ACH		\$ 357,218.85
Accounts Payable ACH		\$ 27,771.60
ACH Rejection		
Voided Warrants		
Accounts Payable - COMP TAX		\$ 905.64
TOTAL GENERAL FUND:		\$ 8,250,130.51

CAPITAL PROJECTS FUND:		
Accounts Payable	72012574 to 72012575	\$ 4,325.88
Accounts Payable	72012576 to 72012579	\$ 47,553.81
Accounts Payable ACH		\$ 225.00
Accounts Payable ACH		\$ 3,224.99
Accounts Payable ACH		\$ 103,339.88
Accounts Payable ACH		\$ 164.83
Voided Warrants		
Accounts Payable - COMP TAX		\$ 294.50
TOTAL CAPITAL PROJECTS FUND:		\$ 159,128.89

ASSOCIATED STUDENT BODY FUND:		
Accounts Payable	72442088 to 72442090	\$ 2,668.10
Accounts Payable	72442091 to 72442096	\$ 3,218.76
Accounts Payable	72442097 to 72442099	\$ 615.83
Accounts Payable ACH		\$ 8,949.90
Accounts Payable ACH		\$ 137,763.74
Accounts Payable ACH		\$ 20,720.06
Accounts Payable ACH		\$ 915.99
Accounts Payable ACH		\$ 19,811.77
Accounts Payable - COMP TAX		\$ 316.05
TOTAL ASSOCIATED STUDENT BODY FUND:		\$ 194,980.20

PRIVATE PURPOSE FUND:		
Accounts Payable	72700579 to 72700579	\$ 1,500.00
Accounts Payable	72700580 to 72700580	\$ 17.00
Accounts Payable ACH		\$ 177.65
Voided Warrants		
Accounts Payable - COMP TAX		
TOTAL PRIVATE PURPOSE FUND:		\$ 1,694.65

TRANSPORTATION VEHICLE FUND:		
Accounts Payable	72900030 to 72900030	\$ -
TOTAL TRANSPORTATION VEHICLE FUND:		\$ -

Board of Directors of Tumwater School District No. 33

I, Carole Meyer, 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.

Carole Meyer, Secretary to the Board



Dr. Carole Meyer
Interim Superintendent

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

Capital Projects:
(360) 709-7005
Financial Services:
(360) 709-7010
Human Resources:
(360) 709-7020
Payroll/Benefits:
(360) 709-7029
Student Learning:
(360) 709-7030
Special Services:
(360) 709-7040

MEMORANDUM

DATE: November 4, 2022

TO: School Board
Dr. Carole Meyer, Superintendent

FROM: Becky Parsons, Executive Assistant

RE: Consent Agenda
Budget Status Report

The remaining finance documents, along with October's budget status report, will be included in the information provided November 9th to the Board to allow for balancing with the Treasurer.

Please let me know if you have any questions.

Thank you.

BOARD OF DIRECTORS
JILL ADAMS MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

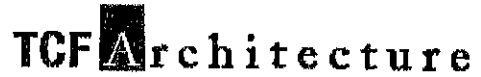
"Continuous Student Learning in a Caring, Engaging Environment"



DATE: November 10, 2022
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 EOE & THES Illness Rooms Renovation contract is attached.
This change order is recommended for approval. Please contact me with any questions.

CHANGE ORDER



PROJECT NAME: **Illness Room Renovation (IRR) Projects
Package 2**

CHANGE ORDER
NO.: **1**

TO CONTRACTOR: **Adroit Contractors, Inc.
1001 S Evergreen PK DR SW
Olympia, WA 98502-6082**

C.O. DATE: **10/28/2022**
CONTRACT DATE: **6/17/2022**

THE OWNER: **Tumwater School District #33**

ARCHITECT'S
PROJECT NO.: **2022-005**

THE ARCHITECT: **TCF Architecture PLLC**

The Contract is changed as follows:

ITEM	DESCRIPTION	ADD OR DEDUCT	AMOUNT
CCD-001R1	Existing Material Reuse-R1	DEDUCT	(\$1,400.00)
CCD-002	Ceiling Reuse	DEDUCT	\$0.00
CCD-003	Framing Revisions	ADD	\$2,652.89
CCD-004	Unforeseen VWC	ADD	\$1,114.23
CCD-005	Trap Primer Revision	ADD	\$123.65
CCD-006	Casework Credit	DEDUCT	(\$241.00)
CCD-007	Sliding Door Revisions-R1	ADD	\$216.34
CCD-008	Hardware Core Credit	DEDUCT	(\$200.00)
CCD-009	Unforeseen Plastic Laminate Condition	ADD	\$939.90
CCD-010	Relocate Window Blind at THES Room M2b	ADD	\$563.81
TOTAL AMOUNT FOR THIS CHANGE ORDER		ADD	\$3,769.82

SUMMARY

The original Contract Sum was	\$173,398.00
Net change by previously authorized Change Orders	\$0.00
The Contract Sum prior to this Change Order was	\$173,398.00
The Contract Sum will be increased by this change order	\$3,769.82
The new Contract Sum including this Change Order will be	\$177,167.82

The Contract Time will be unchanged per this Change Order

ARCHITECT
TCF Architecture PLLC
902 N 2nd Street
Tacoma, WA 98403

OWNER
Tumwater School District
621 Linwood Ave SW
Tumwater, WA 98512

CONTRACTOR
Adroit Contractors, Inc.
1001 S Evergreen PK I #108-345
Olympia, WA 98502-6082

By: _____
Steve Anderson
Date: _____

By: _____
Mel Murray
Date: _____

By: _____
Stuart M. Drebiek
Date: _____



Tumwater School District

Dr. Carole Meyer
Interim Superintendent

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(360) 709-7040

MEMORANDUM

November 4, 2022

TO: Tumwater School District
Board of Directors

FROM: Beth Scouller, Executive Director Human Resources

RE: PSE/TSD Negotiated Agreement

The District recommends Board approval of a one year (2022-23) negotiated agreement between Public School Employees (PSE) and Tumwater School District (TSD). This tentative agreement represents a one-year contract which will expire August 31, 2023 and was ratified by PSE on November 2, 2022 with close to a 90% majority vote.

During negotiations, salary surveys showed a number of disparities between Tumwater pay and other districts in our region. Most notably, these disparities were focused on wages earned by our most experienced PSE employees. Based on that information, as well as recruitment and retention challenges, adjustments were made to targeted positions and salary cells.

Substantive changes to the expiring collective bargained agreement are:

- Variable and targeted, instead of across-the-board, increases to the PSE salary schedule based on average wages within our region;
- Differential pay for Drivers who volunteer to drive on the Rotating (Late) Roster;
- Improved language related to TSD Van use, storage and driver pay;
- Improved language regarding bus trips that are cancelled without timely notification;
- Increased opportunities to earn longevity compensation for our long-term employees;
- Establishment of a Grounds Coordinator;
- Compressed experience steps from 1 – 20 years to 1 – 10 years; and,
- Alignment of all anniversary dates to September 1 or February 1 (this alignment assists with Human Resources and Payroll functions and contract management).

If you have any questions, please don't hesitate to contact me at beth.scouller@tumwater.k12.wa.us or (360)709-7020.

BOARD OF DIRECTORS
JILL ADAMS MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

REPORTS TO THE BOARD

- 1st Reading, Policy 2030 – Service Animals In Schools (REVISED): Questions can be directed to Chris Halladay.
- Panorama Survey Data: Questions can be directed to Andra Kelley-Batstone.
- Strategic Priorities - ABCS: Questions can be directed to Shawn Batstone.

Tumwater School District Board Policy

SERVICE ANIMALS IN SCHOOLS

The Tumwater School District Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A “service animal” means ~~an animal~~ any dog or miniature horse that is individually trained for the purpose of assisting or accommodating a disabled person’s sensory, mental or physical disability to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual’s disability.

Examples of work or tasks include, but are not limited to the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing nonviolent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting an individual to the presence of allergens,
- Retrieving items, such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. The parent/guardian of a student who believes the student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school. The principal shall not ask about the nature or extent of a person’s disability, but may make two inquires to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required

because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

The superintendent will develop procedures to implement the policy.

Cross References: 5010 - Nondiscrimination and Affirmative Action
 3210 - Nondiscrimination
 2162 - Education of Students With Disabilities Under
 Section 504 of the Rehabilitation Act of 1973
 2161 - Special Education and Related Services for Eligible
 Students
 2029 - Animals as Part of the Instructional Program

Legal References: American Disabilities Act (ADA), Revised Title II
 Regulations, §35 Service animals
 Section 504 of the Rehabilitation Act of 1973
 RCW 28A.642 Discrimination Prohibition
 RCW 49.60.040 Definitions
 WAC 162-26 Public accommodations, disability
 discrimination
 WAC 392-145-021(3) General operating requirements
 WAC 392-172A-01035 Child with a disability or student
 eligible for special education
 WAC 392-172A-01155 (3) Related services
 WAC 392-190 Equal education opportunity - Unlawful
 discrimination prohibited

Management Resources: 2018 - December 2018 - December Policy Issue

ADOPTION DATE: March 27, 2014



Survey Results Fall 2022

School Board Report- Nov. 2022

Use SEL data to improve the impact of our MTSS work

How can we use survey data to inform 1-on-1 supports?

How can we use survey data to drive group supports?

How can we use survey data to drive supports for all students?

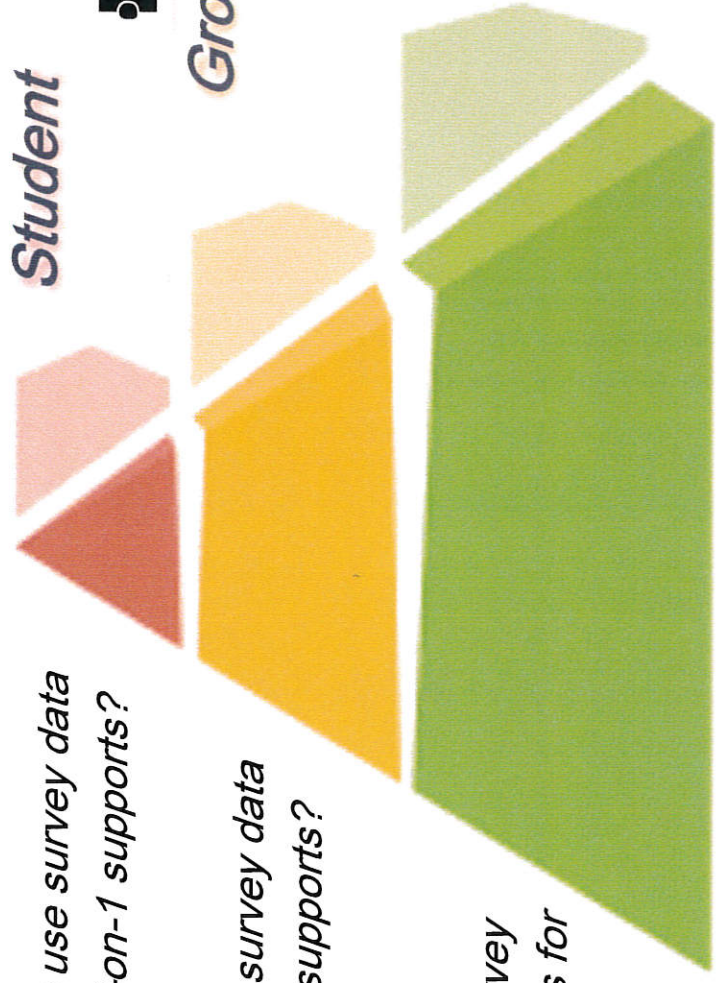
Student



Group



School

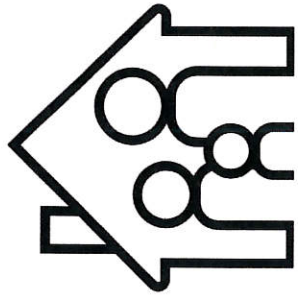


Who Responded to Which Survey Topics?

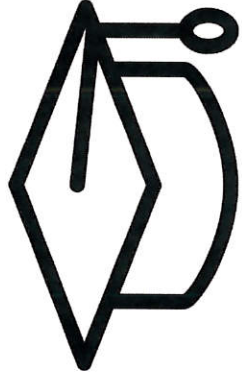
Who	Families	Students <i>Grades 3-5</i>	Students <i>Grades 6-12</i>
What we asked	<p>Topics include:</p> <ul style="list-style-type: none"> ● Barriers to Engagement ● Communication ● Family Support ● Learning Recovery ● Readiness for Learning ● School Climate ● School Fit ● School Safety 	<p>SEL Topics include:</p> <ul style="list-style-type: none"> ● Challenging Feelings* ● Classroom Effort ● Emotion Regulation ● Grit ● Growth Mindset ● Learning Strategies ● Positive Feelings* ● Self-Management* ● Social Awareness ● Supportive Relationships* 	<p>SEL Topics include:</p> <ul style="list-style-type: none"> ● Challenging Feelings* ● Classroom Effort ● Emotion Regulation ● Grit ● Growth Mindset* ● Learning Strategies ● Positive Feelings* ● Self-Management ● Social Awareness ● Supportive Relationships* <p>Equity Topics include:</p> <ul style="list-style-type: none"> ● Cultural Awareness & Action ● Diversity & Inclusion ● Sense of Belonging



Voices Represented in the Survey



Families (gr K-12)
927



Students
3,482 SEL gr 3-12
2,439 Equity gr 6-12



Teachers/Staff
233/96



Family Response Demographics

What grade is your child in?

Subgroup with no data	8	< 1%
Kindergarten	86	9%
1st grade	78	8%
2nd grade	79	9%
3rd grade	86	9%
4th grade	97	10%
5th grade	81	9%
6th grade	63	7%
7th grade	56	6%
9th grade	86	9%
10th grade	63	7%
11th grade	50	5%
12th grade+	54	6%
Confidentiality protected	40	4%

What is your race or ethnicity?

Subgroup with no data	55	6%
Asian	33	4%
Black or African American	12	1%
Hispanic or Latino	35	4%
White	682	74%
Two or More Races/Ethnicities	66	7%
Other	33	4%
Confidentiality protected	11	1%

What is your child's race or ethnicity?

Subgroup with no data	57	6%
Asian	27	3%
Black or African American	12	1%
Hispanic or Latino	31	3%
White	614	66%
Two or More Races/Ethnicities	140	15%
Other	32	3%
Confidentiality protected	14	2%

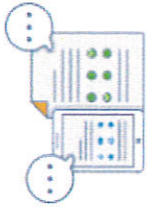
Family Response Demographics

What is your relationship to your child?

Subgroup with no data	13	1%
Mother	737	80%
Father	137	15%
Step-mother	9	< 1%
Step-father	5	< 1%
Grandmother	11	1%
Guardian	8	< 1%
Confidentiality protected	7	< 1%

Please indicate your approximate average household income.

Subgroup with no data	91	10%
\$0-\$24,999	34	4%
\$25,000-\$49,999	63	7%
\$50,000-\$74,999	95	10%
\$75,000-\$99,999	130	14%
\$100,000-\$124,999	140	15%
\$125,000-\$149,999	110	12%
\$150,000-\$174,999	82	9%
\$175,000-\$199,999	65	7%
\$200,000 and up	117	13%



TSD Family-School Relationships Survey

What feedback did family members have for their school?

Family Survey

927 responses | [show breakdown](#)

Change since Spring 2022 Surveys

Percent Favorable

Topic

▲ 3

76%

Barriers to Engagement

▲ 7
Greatest increase

73%

School Safety

▲ 3

71%

Family Efficacy

▲ 4

67%

Learning Recovery

▲ 2

66%

Family Support

▲ 6

62%

School Climate

Fall '21



TSD Family-School Relationships Survey

What feedback did family members have for their school?

Family Survey

1,043 responses | [show breakdown](#)

Topic

75%

Barriers to Engagement

74%

School Safety

67%

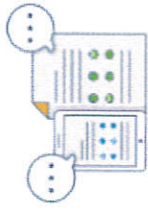
Family Efficacy

66%

Family Support

62%

School Climate



TSD Family-School Relationships Survey

What feedback did family members have for their school?

Family cont.

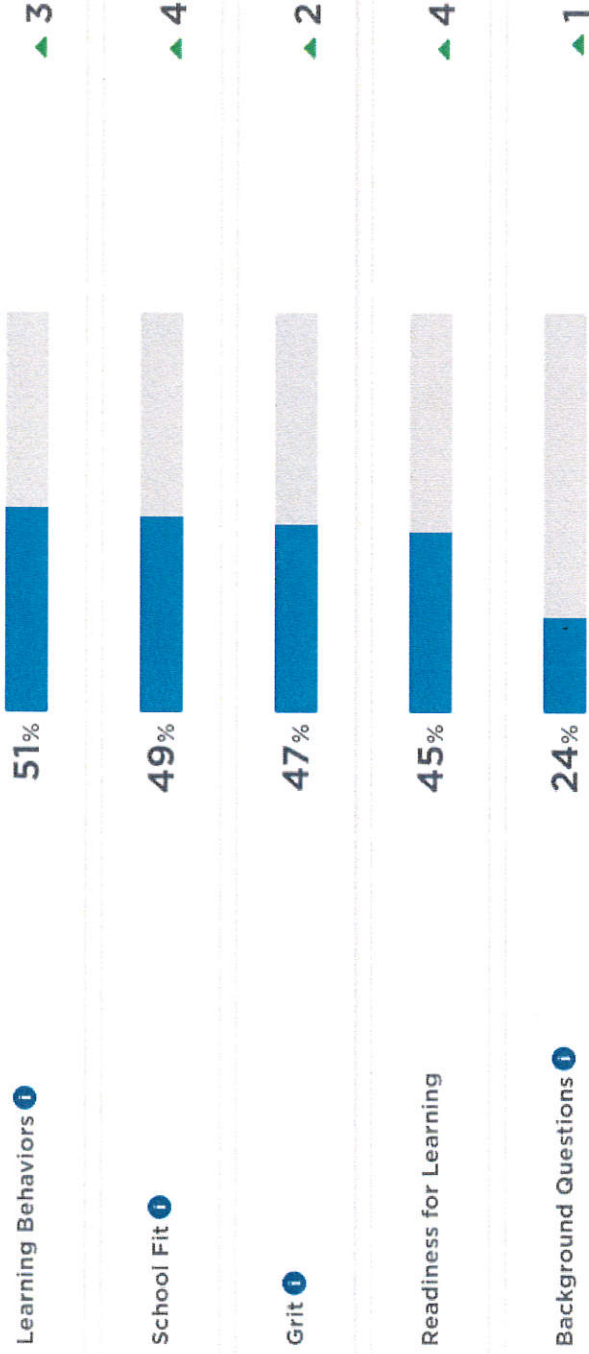
Family Survey

927 responses | [show breakdown](#)

Change since Spring 2022 Surveys

Percent Favorable

Topic



TSD FAMILY Survey details: https://drive.google.com/file/d/1UK1L6locw1ADtLkvmfZwtUSPCL28Cm8v/view?usp=share_link

Family Survey - Free Responses

Login to Panorama to view results or open this [link to the excel doc](#)

Free responses

 Export Responses

What can the school do to help your child engage in learning activities at home?

View 461 responses about **homework, assignments, day, continue, family ...**

What 1-2 steps could your school take to improve the social climate of the school for students?

View 408 responses about **cell phones, sports, bathrooms, bullying, kids ...**

If you were in charge of the school, how would you try to engage more parents from your community?

View 395 responses about **opportunities, social media, volunteer opportunities, events, activities ...**

What is one thing your child's school did to support learning during the last school year that you would like to see continued this school year?

View 406 responses about **last year, first year, learning, kids, teacher ...**

What additional support(s) does your child need most to be successful this year?

View 326 responses about **counselors, encouragement, peers, kids, support ...**

Thank you so much for your thoughtful responses. If you have any final ideas about how to improve this school/district, please let us know in the space below.

View 174 responses about **strong start conferences, tumwater school district, many student ratio, district, bus drivers ...**

Student SEL Response Demographics, Grades 3-5

Grades K-5

1,225 responses | [hide breakdown](#)

Student Gender

Subgroup with no data	1	< 1%
f	589	48%
m	635	52%

Student Grade Level

3	399	33%
4	385	31%
5	441	36%

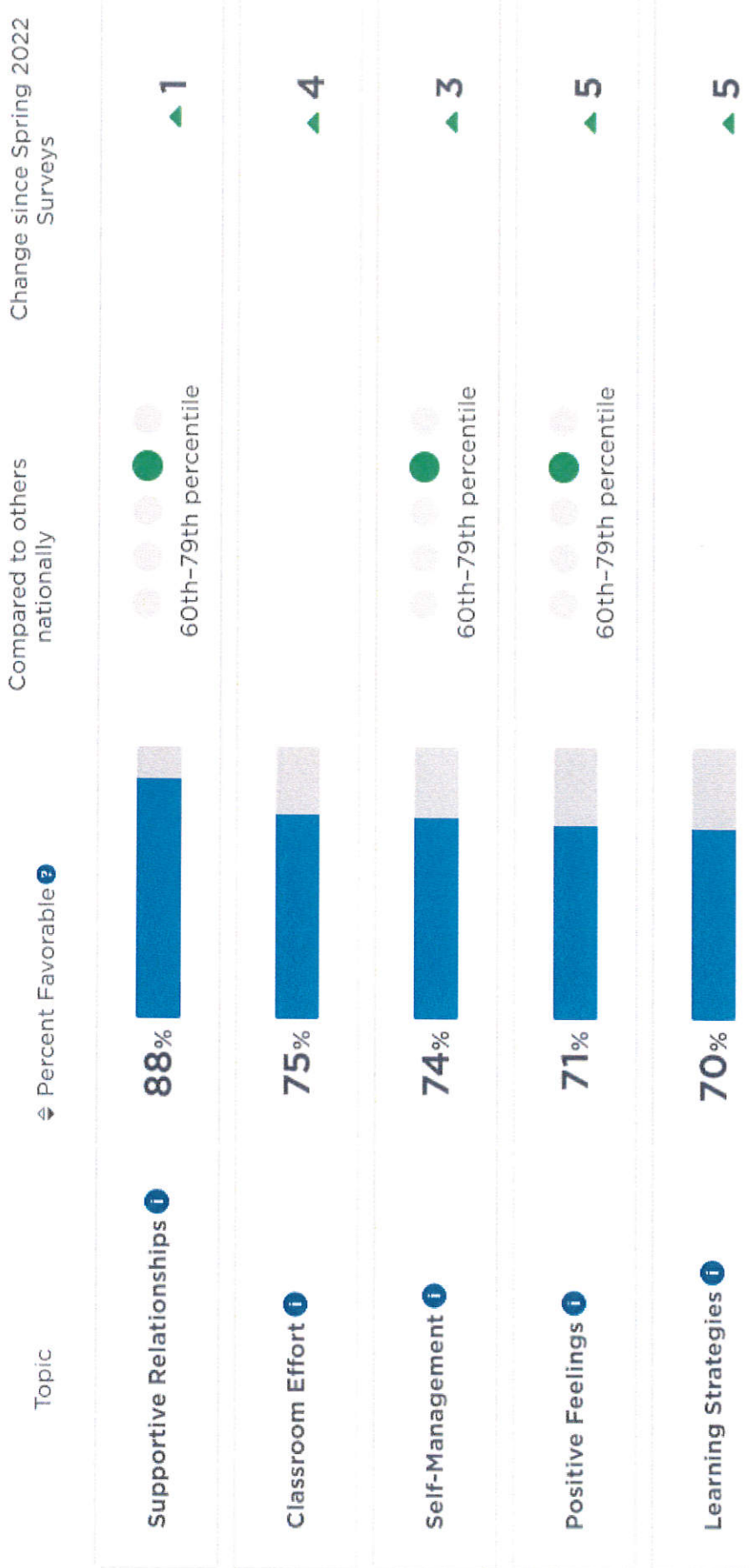
Student Race

Subgroup with no data	93	8%
American Indian or Alaskan Native	6	< 1%
Asian	35	3%
Black or African American	14	1%
Black/African American	17	1%
Hispanic/Latino of any race(s)	127	10%
Two or more races	83	7%
White	839	68%
Confidentiality protected	11	< 1%

Grades K-5

1,225 responses | [show breakdown](#)

 Save as PDF





Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

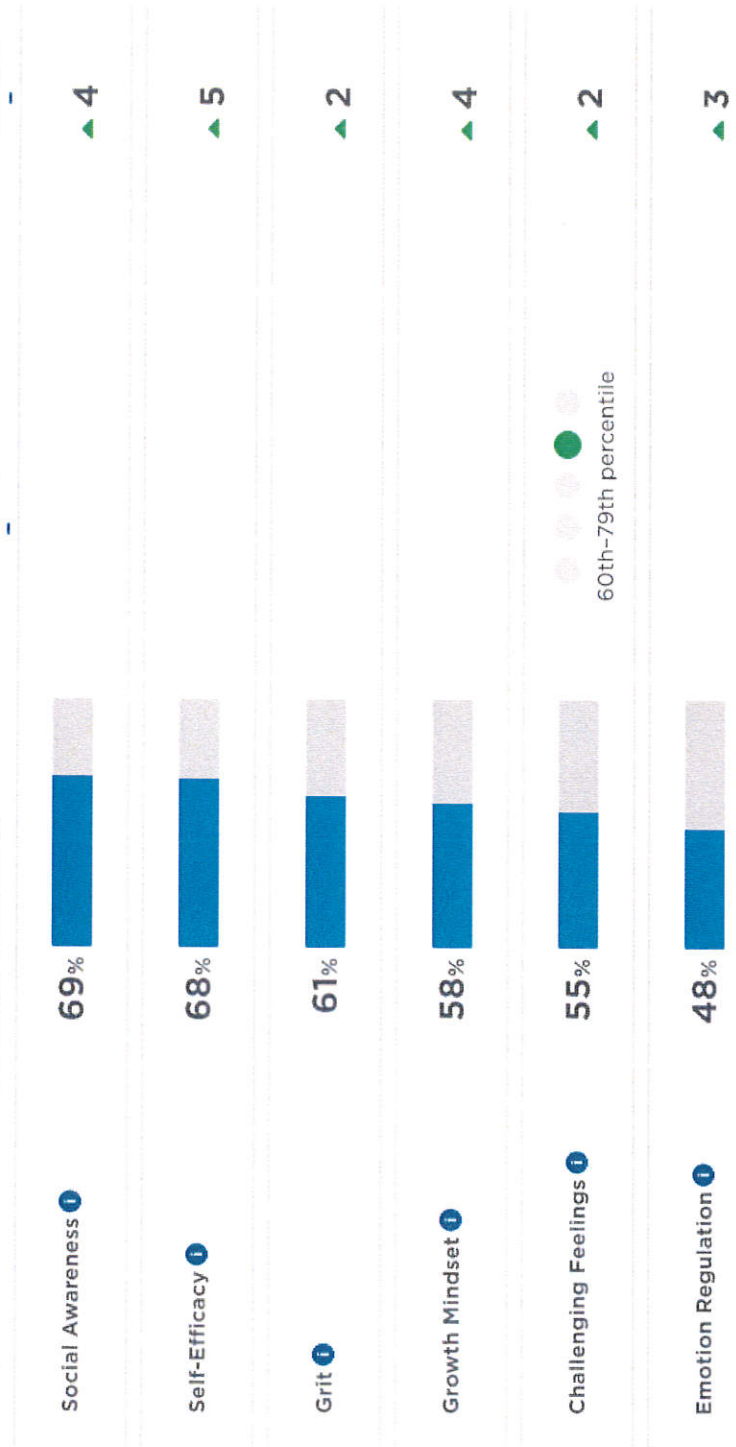
How did students perceive their own social-emotional skills?

Gr. 3-5 cont.

Change since Spring 2022 Surveys

Compared to others nationally

Percent Favorable



TSD SEL Survey details for 3-5: <https://drive.google.com/file/d/1xdfxyy1etcNdggDLZ7P-DbrtVYzUg67I/view?usp=sharing>

Student SEL Response Demographics, Grades 6-12

Grades 6-12

2,257 responses | [hide breakdown](#)



Student Gender

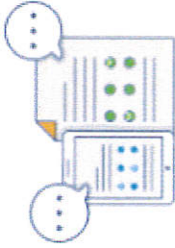
Subgroup	with no data	1	< 1%
f		1,121	50%
m		1,135	50%

Student Grade Level

6	366	16%
7	332	15%
8	387	17%
9	417	18%
10	314	14%
11	219	10%
12	222	10%

Student Race

Subgroup	with no data	168	7%
Asian		78	3%
Black or African American		8	< 1%
Black/African American		36	2%
Hispanic/Latino of any race(s)		268	12%
Native Hawaiian/Other Pacific Islander		12	< 1%
Two or more races		185	8%
White		1,495	66%
Confidentiality protected		7	< 1%

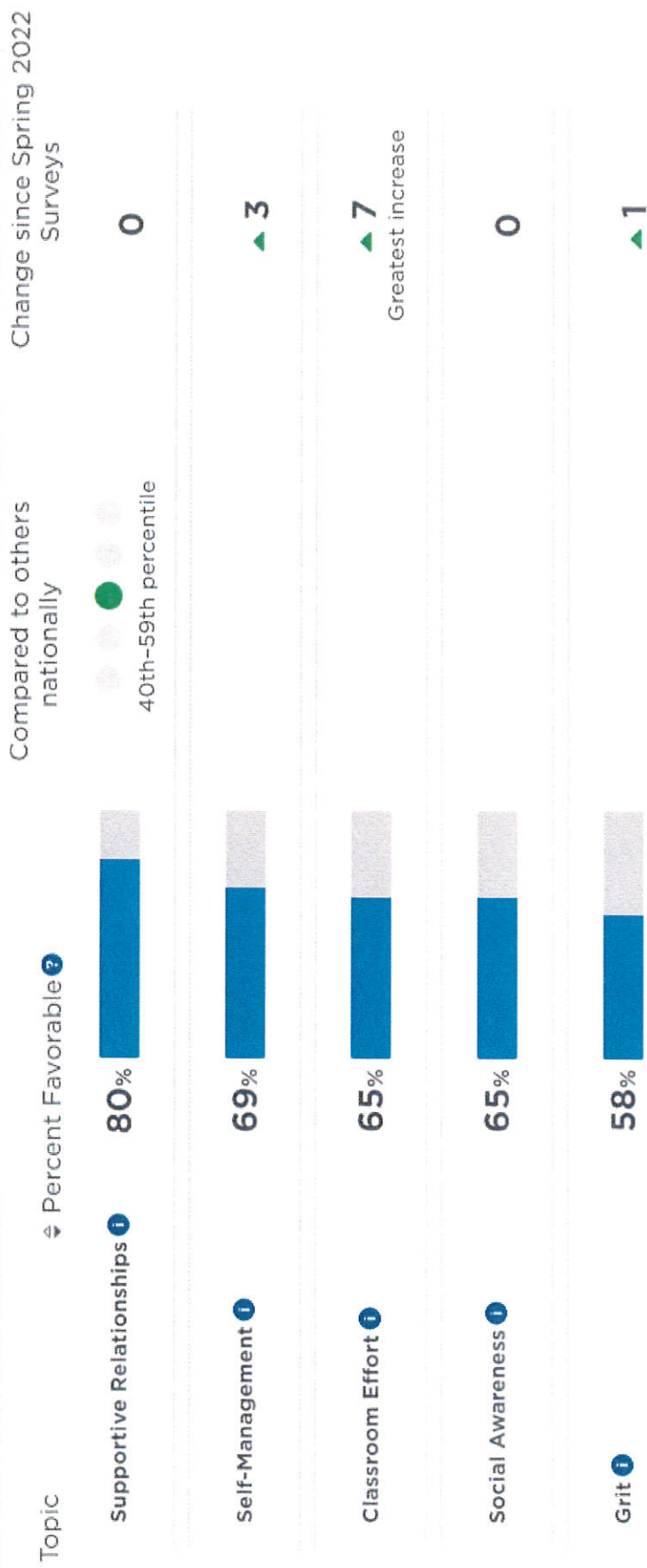


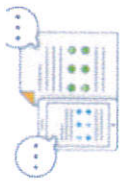
Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

Grades 6-12

2,257 responses | [show breakdown](#)

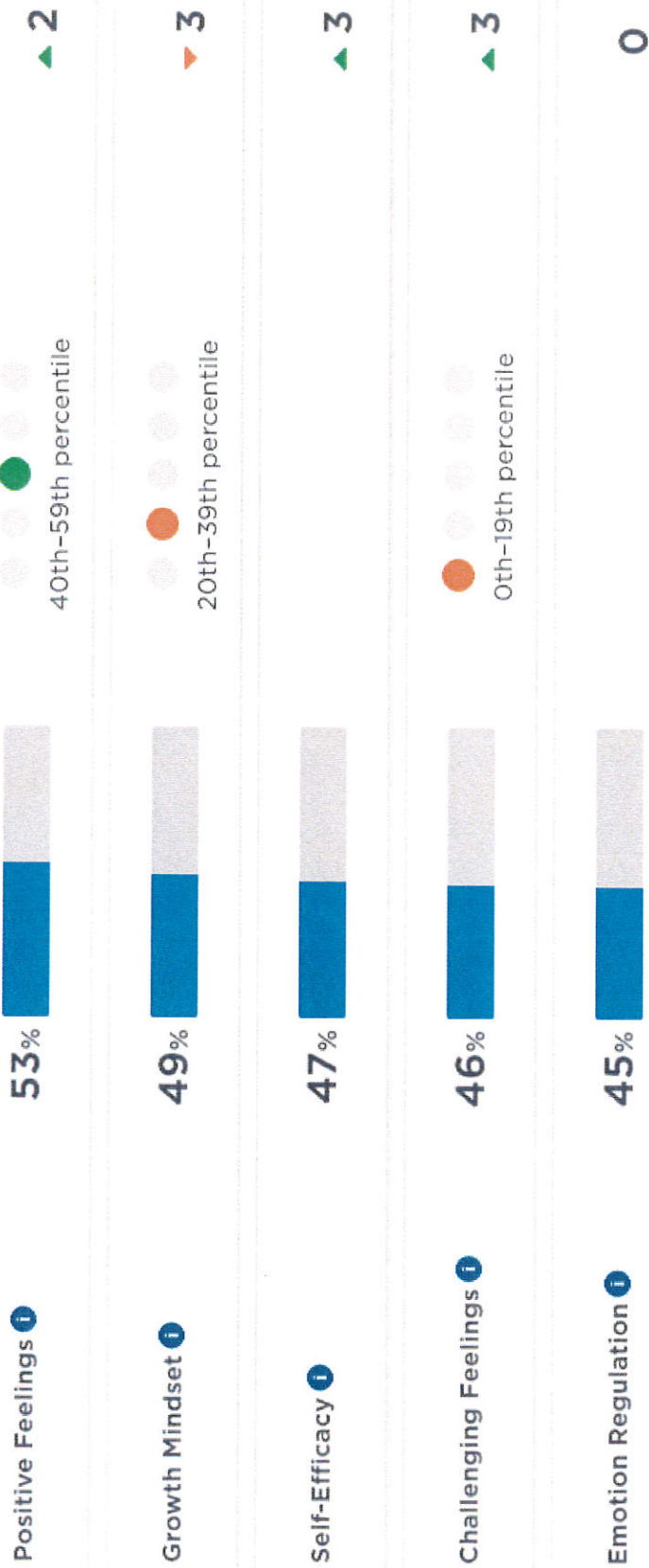




Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

Gr. 6-12 cont.



Student Equity Response Demographics, Grades 6-12

Grades 6-12

2,439 responses | [hide breakdown](#)

What language do you mostly speak at home?

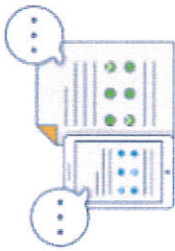
Subgroup with no data	21	< 1%
Chinese	6	< 1%
English	2,157	88%
Korean	11	< 1%
Russian	8	< 1%
Spanish	69	3%
Tagalog	12	< 1%
Vietnamese	22	< 1%
Other/multiple languages	124	5%
Confidentiality protected	9	< 1%

Student Gender

Subgroup with no data	1	< 1%
f	1,207	49%
m	1,231	50%

Student Grade Level

6	398	16%
7	363	15%
8	386	16%
9	459	19%
10	343	14%
11	249	10%
12	241	10%



Panorama Equity and Inclusion Survey-Fall 2022

What feedback did students have for their school?

Grades 6-12

2,439 responses | [show breakdown](#)

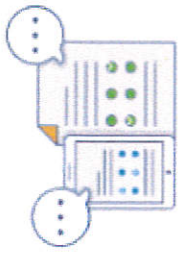
What is your race or ethnicity?

Student response

Student Race

Skyward Data

Subgroup with no data	47	2%	Subgroup with no data	165	7%
American Indian or Alaska Native	60	2%	Asian	80	3%
Asian	123	5%	Black or African American	10	< 1%
Black or African American	88	4%	Black/African American	42	2%
Hispanic or Latino	170	7%	Hispanic/Latino of any race(s)	286	12%
Native Hawaiian or Other Pacific Islander	35	1%	Native Hawaiian/Other Pacific Islander	12	< 1%
White	1,482	61%	Two or more races	214	9%
Two or More Races/Ethnicities	314	13%	White	1,622	67%
Other	120	5%	Confidentiality protected	8	< 1%



Panorama Equity and Inclusion Survey-Fall 2022

What feedback did students have for their school?

Grades 6-12

2,439 responses | [show breakdown](#)

Change since Spring 2022 Surveys ?

Percent Favorable ?

Topic

Diversity and inclusion



▲ 7

Greatest increase

Cultural Awareness and Action i



▼ 4

Sense of Belonging i



▲ 1

TSD Equity Survey details, 6-12: <https://drive.google.com/file/d/1mXqFFQkMyvHtFvYvmL5-tvq9PbyX-8CJ/view?usp=sharing>

Free Responses for Equity Survey, 6-12: <https://drive.google.com/file/d/133FKFfGWJn8xwSH-RZGh-D9uQ6D0a9eW/view?usp=sharing>

Student Equity Survey Free Responses

Login to Panorama to view results or open this [link to the excel doc](#)

Free responses

 Export Responses

What do you wish your teachers knew about your experiences of race, ethnicity, culture or gender at school?

View 1858 responses about **racism, i dont, students, male, pronouns ...**

What is the most important thing your school can keep doing to support students of different races, ethnicities, cultures, and gender??

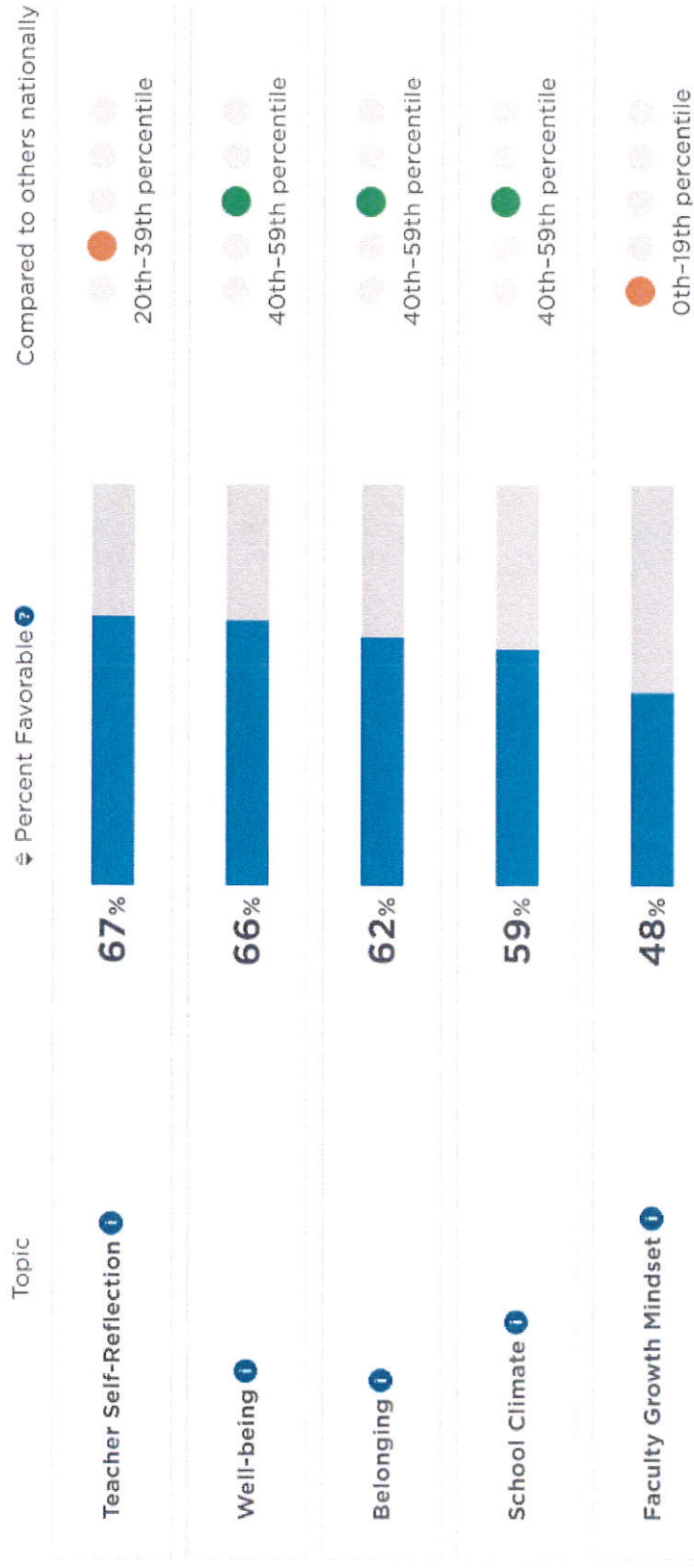
View 1969 responses about **gender, racism, race, treat everyone, culture ...**

Teacher Survey Responses

Teacher Survey

233 responses

Save a



TSD Teacher Wellness details: <https://drive.google.com/file/d/1q10UtDmCa11b8nCTQn3XYCurdLc7-dmW/view?usp=sharing>

Other Staff Survey Responses

Staff Survey

96 responses

Save as PDF

Compared to others nationally

Percent Favorable

Topic

Well-being

68%

60th-79th percentile

School Climate

63%

40th-59th percentile

Belonging

59%

20th-39th percentile

TSD Staff Wellness details: https://drive.google.com/file/d/1pv9jTW_QaUaogDgpdBU4fjH9OWsKlnLY/view?usp=sharing

Teacher & Staff Survey Free Responses

Login to Panorama to view results or open [this link](#) to the excel doc for each

TEACHER-

FREE RESPONSES:

Free responses

What is the most effective thing that you do to model social-emotional learning for your students?

View 199 responses about **mistakes, feelings, talk, model, practice ...**

 [Export Responses](#)

What can school or district leaders do to better support your well-being?

View 190 responses about **plc time, listen, support, stop, subs ...**

What has helped you most in managing work-related stress?

View 195 responses about **exercise, weekends, friends, work, husband ...**

Free responses

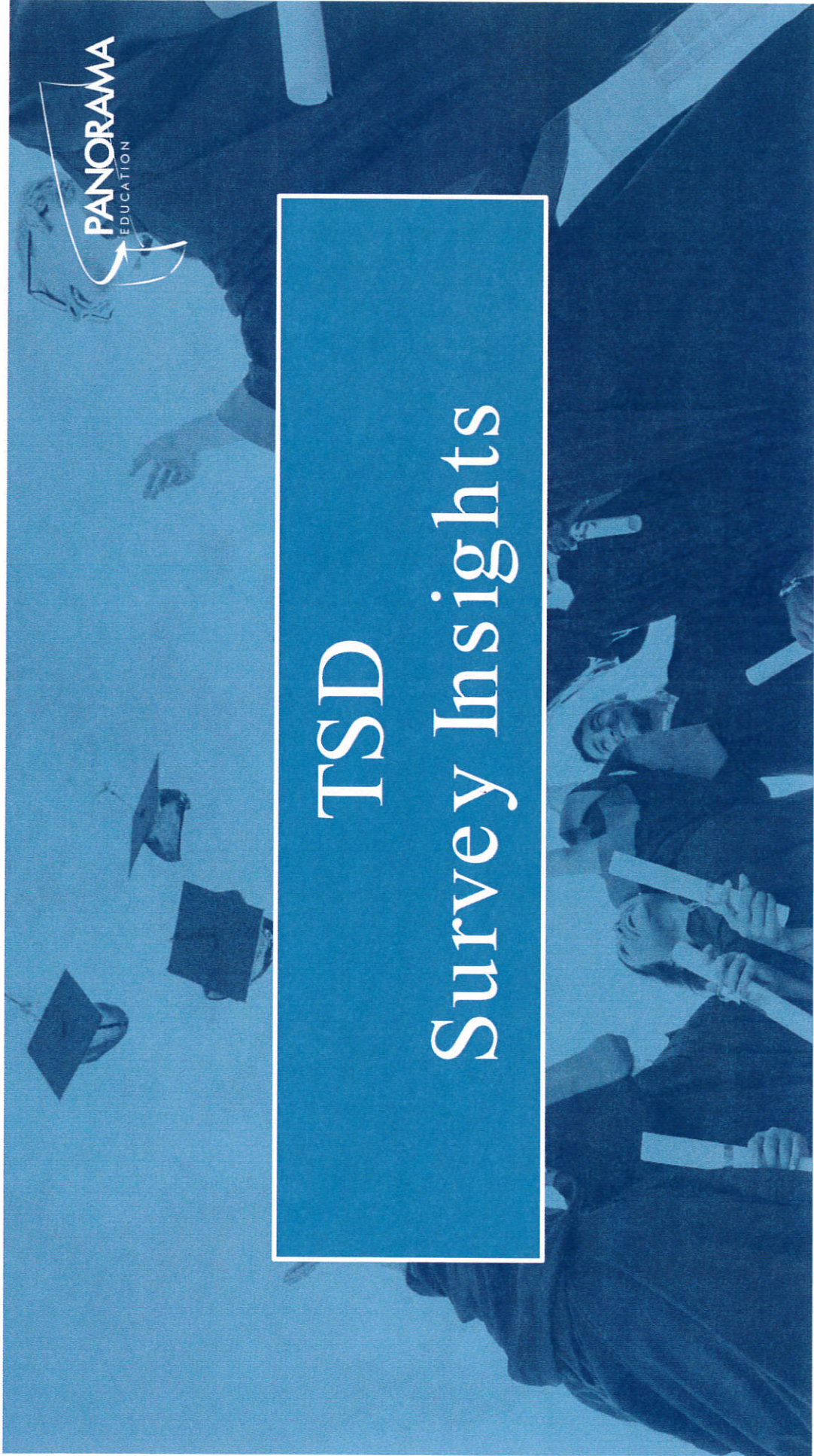
What can school or district leaders do to better support your well-being?

View 63 responses about **para support, mental health, communicate, day, continue ...**

 [Export Responses](#)

What has helped you most in managing work-related stress?

View 60 responses about **exercise, apple watch, health apps, work, coworkers ...**

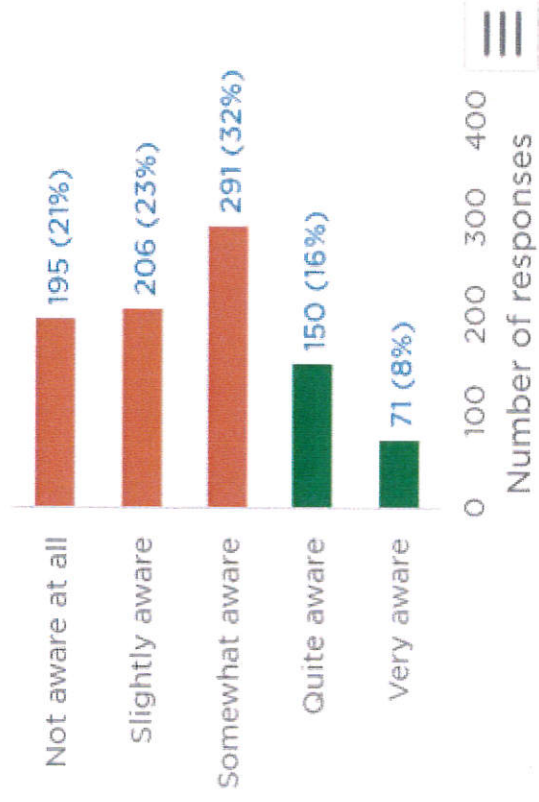


TSD Survey Insights

Insight #1 - Families are not aware of how we are supporting social emotional learning at their school

Only 24% of families are aware of what their student's school is doing to support social emotional learning.

An increase from 21% last fall.



Related SEL question in topic: Readiness for Learning

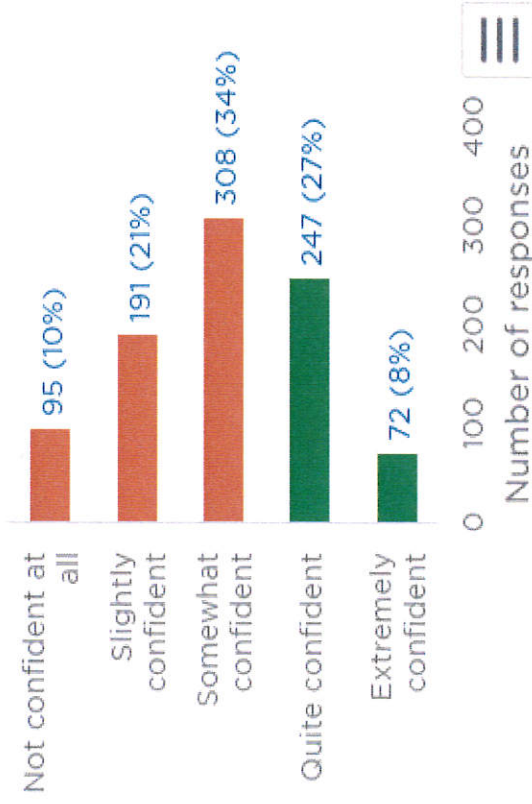
QUESTION

✓ How confident are you that your child's school is supporting them socially and emotionally?

35%
responded favorably

▲ 5

from Spring
2022 Surveys



Insight 2 - Supportive Relationships, gr. 6-12

Supportive Relationships remained about the same (from 78% to 80%), but increased in national percentile (from 30th to 40th).

Deeper dive: after reviewing the questions in this section, two of six questions had 70% or less favorable response (the others re: friends and family were all above 84%)

The two questions:

- 70% (69% Fall'21 & Spr'22) have an adult at school you they can count on for help, no matter what
- 60% (56% Fall'21 & 59% Spr'22) have an adult at school who they can be completely themselves around

Insight #3 - Sense of Belonging, gr 6-12

In the Equity survey, only **36%** of our secondary students reported feeling like they are valued members of the school community in the Sense of Belonging section of the Equity survey.

Breakdown 

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION

How well do people at your school understand you as a person?

Fall '21
30%
responded favorably

Fall '22

32%
responded favorably

QUESTION

How connected do you feel to the adults at your school?

Fall '21
23%
responded favorably

25%
responded favorably

QUESTION

How much respect do students in your school show you?

Fall '21
42%
responded favorably

39%
responded favorably

QUESTION

Overall, how much do you feel like you belong at your school?

Fall '21
48%
responded favorably

46%
responded favorably

Family Survey

School Fit-

How much sense of belonging does your child feel at school? 58% say quite a bit, but 42% report only “some” sense of belonging

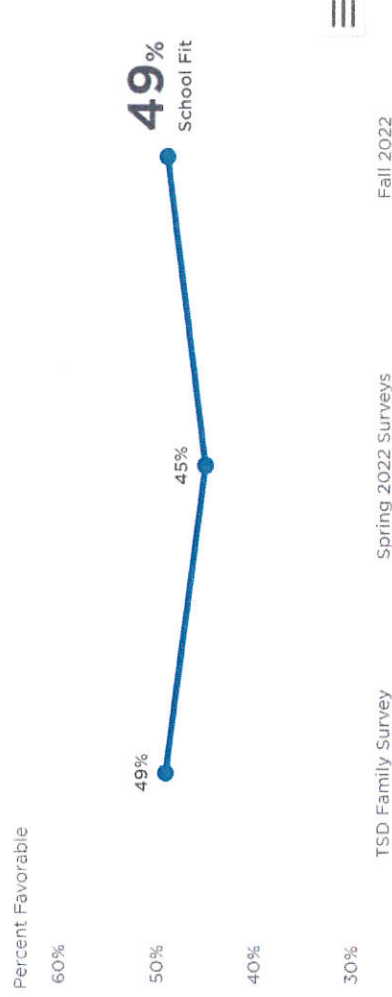
How comfortable is your child in asking for help from school adults? 42% report feeling quite comfortable, but 58% are only “somewhat” comfortable or less in asking adults for help at school

School Fit

Based on 927 responses

Families' perceptions of how well a school matches their child's developmental needs.

How have results changed over time?

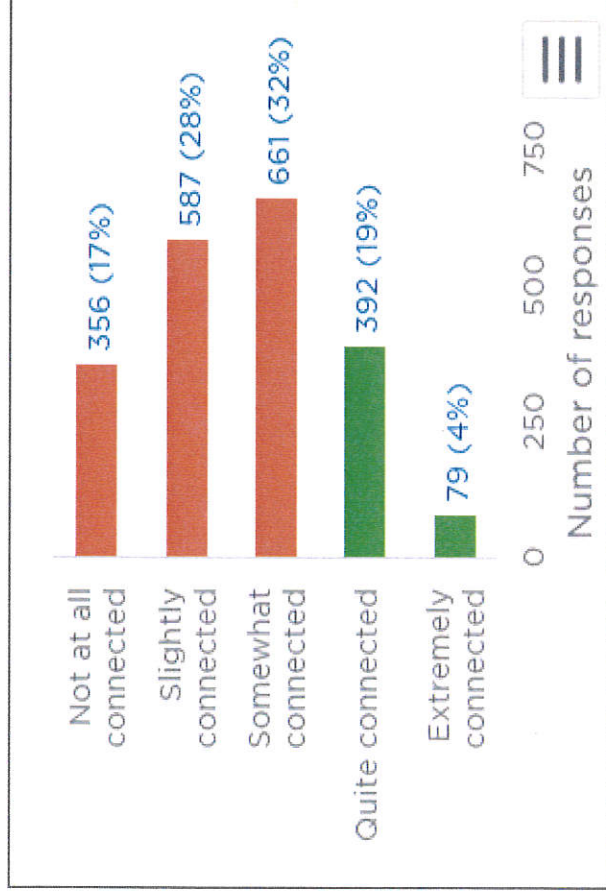


Breakdown by What grade is your child in?

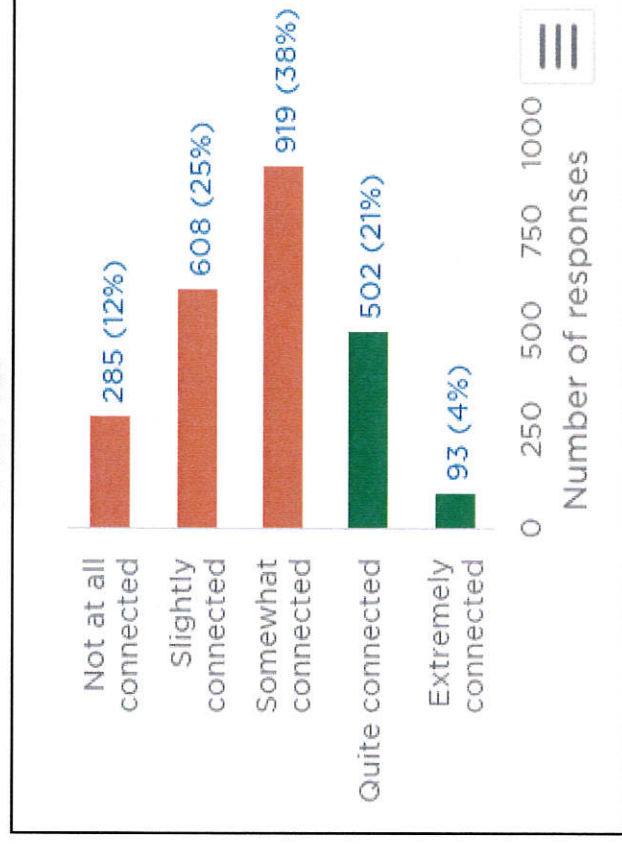


Insight #3 continued - Connectedness to Adults at School

FALL '21

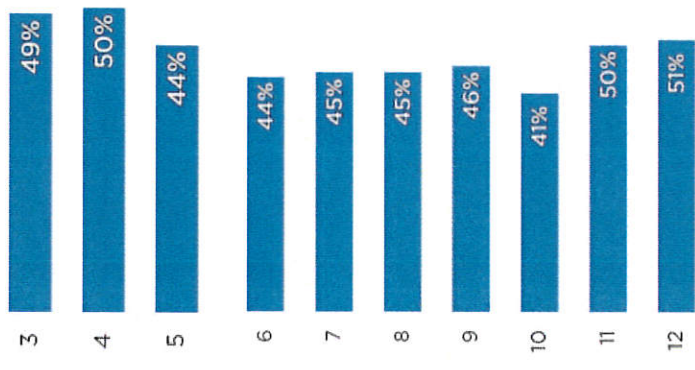


FALL '22



Insight #4: Emotion Regulation

Lowest SEL Topic for both 3-5 & 6-12. See breakdown of topic questions below:



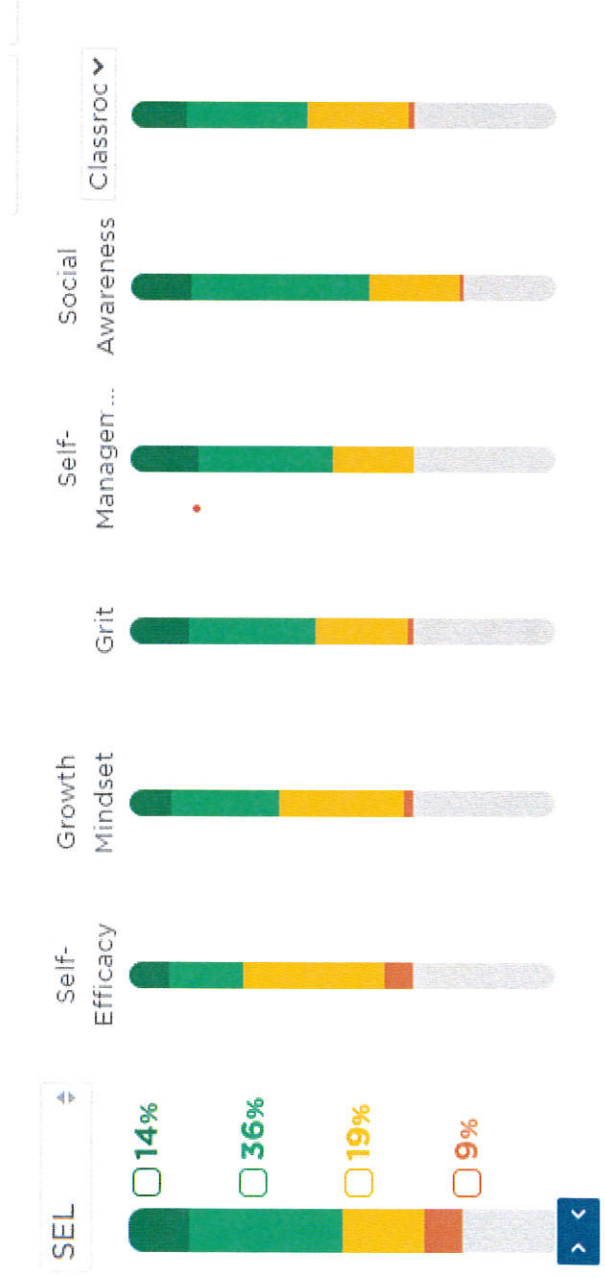
	Grades 6-12	Grades 3-5
QUESTION ➤ How often are you able to pull yourself out of a bad mood?	35% responded favorably	45% responded favorably
QUESTION ➤ How often are you able to control your emotions when you need to?	55% responded favorably	57% responded favorably
QUESTION ➤ When things go wrong for you, how calm are you able to remain?	46% responded favorably	44% responded favorably

Strategy- DATA DIVE to STUDENT VIEW

Each building has access to their school specific survey data (Family pK-12; & SEL 3-12; Equity 6-12) with comparables to district data and notes that help identify areas of greatest opportunity.

14 Schools

- BLACK LAKE ELEMENTARY**
- Black Hills High School
- CASCADIA HIGH SCHOOL
- EAST OLYMPIA ELEMENTARY
- George Bush Middle School
- LITTLEROCK ELEMENTARY
- MICHAEL T SIMMONS ELEMENTARY
- NEW MARKET HIGH



Strategy - Action Planning

1. Using an Action Planning tool, such as Data Analysis Protocol, to review data and develop a SMARTIE goal.

1. Utilize available TSD resources:

- a. Panorama Playbook
- b. GALE eLibrary
- c. SEL Curriculums:
 - i. Character Strong
 - ii. Sanford Harmony
 - iii. Second Step
 - iv. Steps to Respect

iNoticed
Panorama Education
★★★★☆
iNoticed is an activity that offers students a space to note observations, without judgment or opinions, in order for both teachers and students to gain...

Support Through Positive Narration
Panorama Education
★★★★☆
Teachers can further strengthen the student teacher relationship while also supporting positive classroom management through the use of narration - a...

The Weight We Carry
Panorama Education
★★★★☆
Students and teachers alike carry the unseen weight of many things on their shoulders. In this activity, students will first share how they feel they are...

Morning Meeting
Panorama Education
★★★★☆
Morning meetings, as described here <https://www.panoramamed.com/blog/morning-meeting>, are a school-wide classroom management practice used to address...

Culture Boxes
Panorama Education
★★★★☆
Students and educators collect a set of artifacts that represent their culture and compile these objects into their own culture box. Creating culture boxes...

"Get To Know You" User Guides
Panorama Education
★★★★☆
In this activity, students and adults complete user guides and share them with their classroom (always to the extent they feel comfortable). A "user guide" ...

See all

Next Steps

- ✓ Continue MTSS development to create equity in services and coordinate support structures (leadership team is currently focusing in Student Support Teams).
- ✓ Professional development for data analysis, action planning, and implementation of evidence-based prevention and interventions.
- ✓ Share results with families and improve communication prior to surveys being deployed.
- ✓ SEL Action Planning: Survey tool (Panorama contract renewal?); SSB5030 Comprehensive School Counseling Plan implementation; TOGETHER contract; SEL curriculum & training; access to evidencebased prevention & intervention tools



Use SEL data to improve the impact of our MTSS work

How can we use survey data to inform 1-on-1 supports?



How can we use survey data to drive group supports?



How can we use survey data to drive supports for all students?





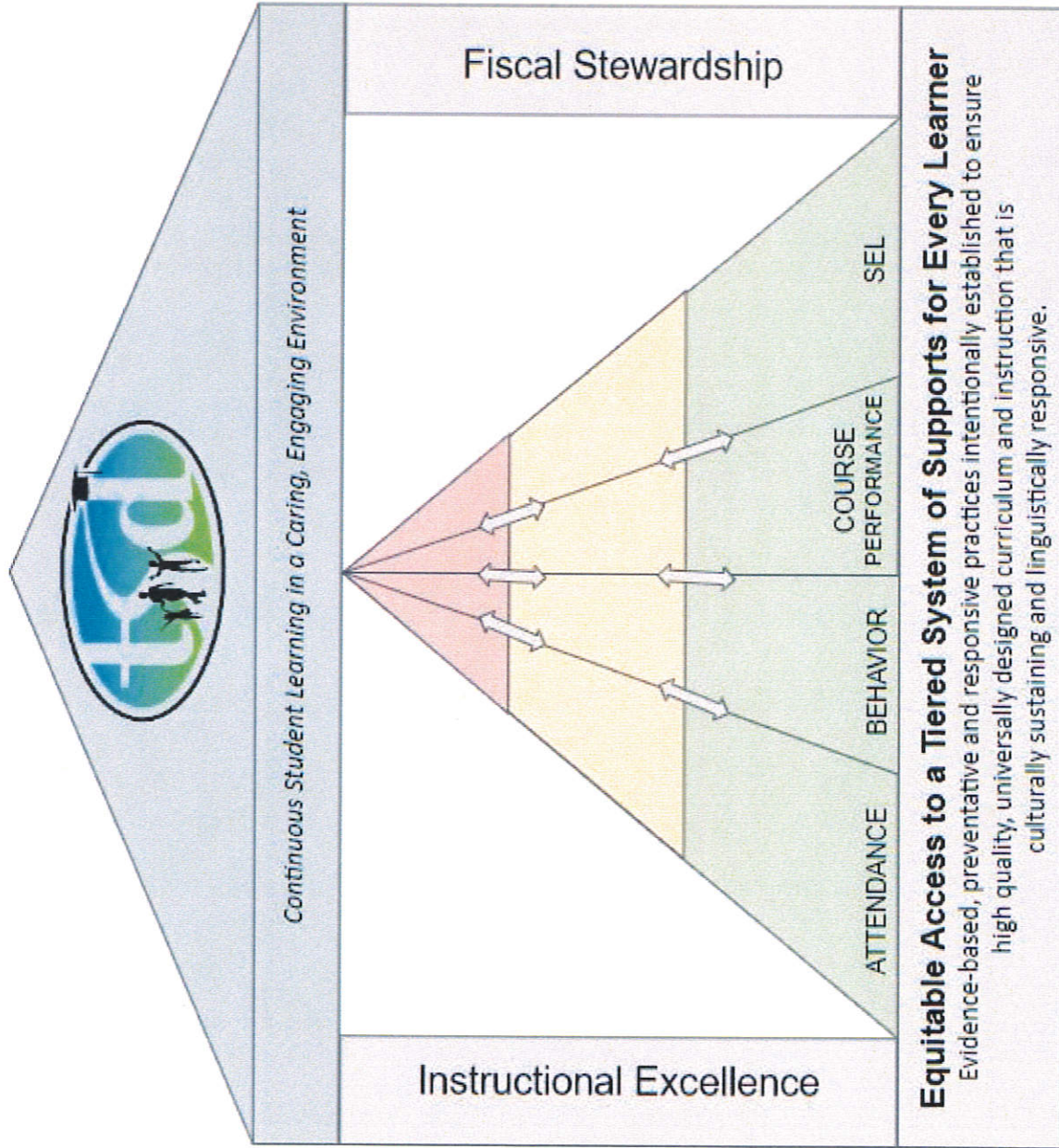
Strategic Priorities

School Board Report

Nov. 2022

Shawn Batstone

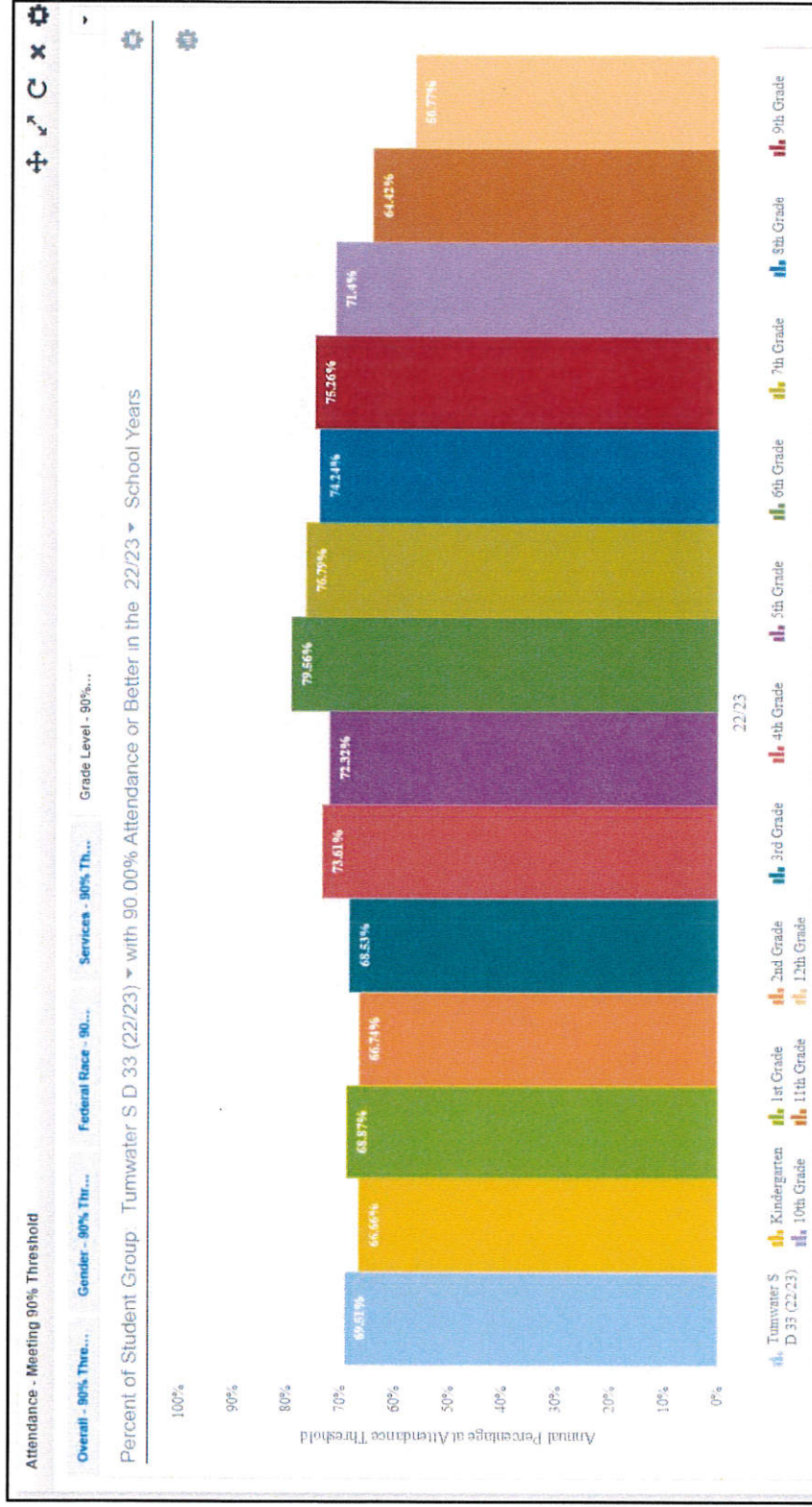
EQUITY is the intentional effort and energy that drives all functions of our TSD structure and informs our strategic priorities. It is vital to the development and successful functioning of our structure (system) in providing continuous student learning in a caring, engaging environment for **EVERY STUDENT.**



ATTENDANCE

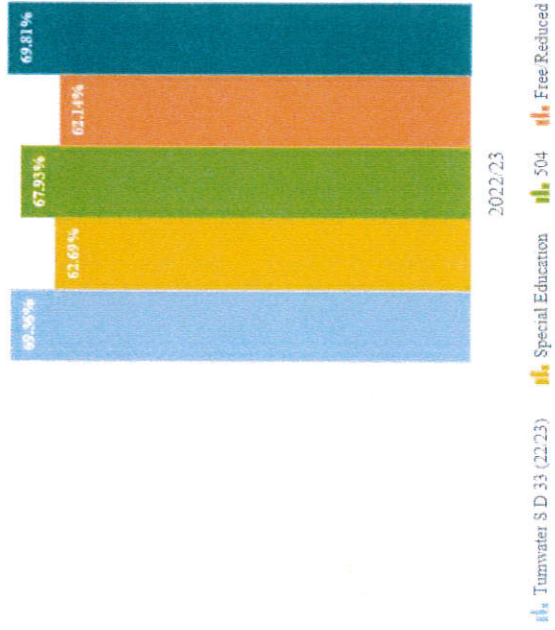
(meets or exceeds 90% attendance by grade level)

<p>2022-2023</p>	<p>ATTENDANCE</p> <ul style="list-style-type: none"> SST referral Administrative referral Home visit Interagency case management Housing stability supports Community Engagement Board referral Community-based, non-criminal truancy court (BECOA petition) Individualized learning and success plan leading to graduation 	<p>TERMINAL SUPPORT (TMS)</p> <ul style="list-style-type: none"> School Counselor referral Common community and school barriers identified and addressed Attendance Agreement Family meeting Check in, check out Expanded learning opportunities Restorative alternatives to discipline and suspension Attendance data- sent to building administrators monthly by TSD Student Learning Office 	<p>UNIVERSAL INSTRUCTION AND SUPPORT (UIS)</p> <ul style="list-style-type: none"> Homeroom advisory for 6-12 Clear, concise and consistent communication about schedules and behavior expectations (PBIS) Routines rituals and celebrations related to school engagement Personalized communication to families when students are absent Recognition of good and improved attendance Impact of attendance on whole child widely understood Connection to a caring adult in the school Data management training for attendance secretaries Data management training for building administrators to access and analyze attendance data
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Attendance (meets or exceeds 90% attendance) by Program & Federal Race

33 (22/23) During 2022/23 Who Meet or Exceed 90% Attendance



Percent of Students of Tumwater S D 33 (22/23) During 2022/23 Who Meet or Exceed 90% Attendance By Federal Race

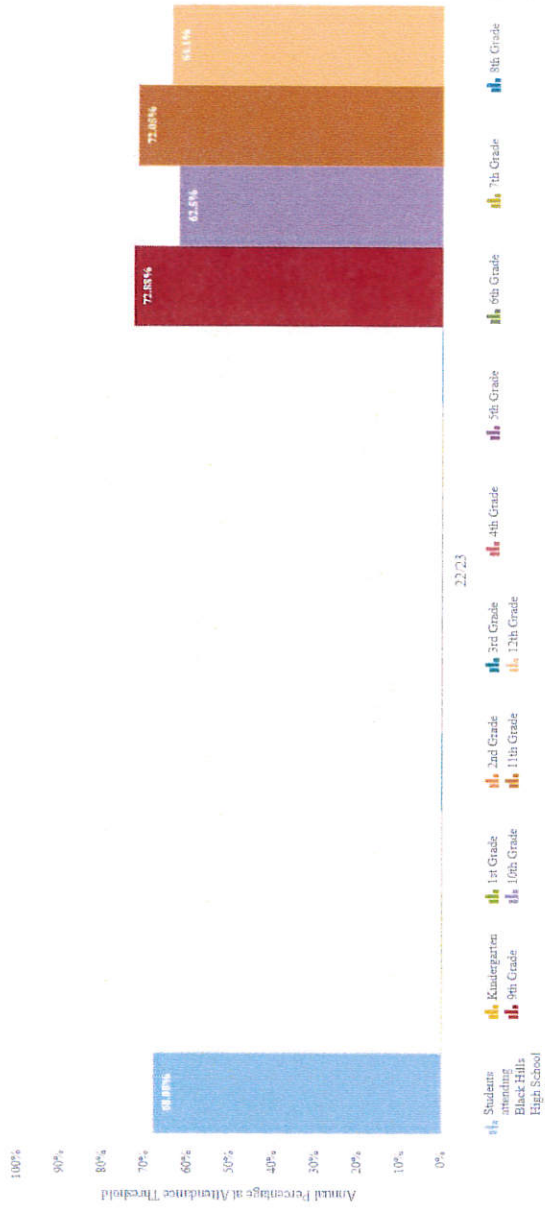


ATTENDANCE-SITE examples

Attendance - Meeting 90% Threshold

Overall - 90% Thre... Gender - 90% Thre... Federal Race - 90... Services - 90% Th... Grade Level - 90%...

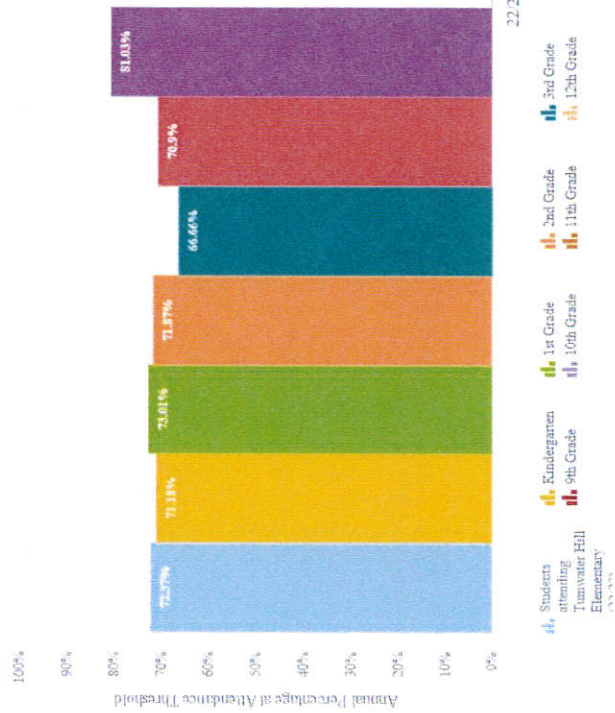
Percent of Student Group: Students attending Black Hills High School (22/23) ~ with 90.00% Attendance or Better in the 22/23 ~ School Years



Attendance - Meeting 90% Threshold

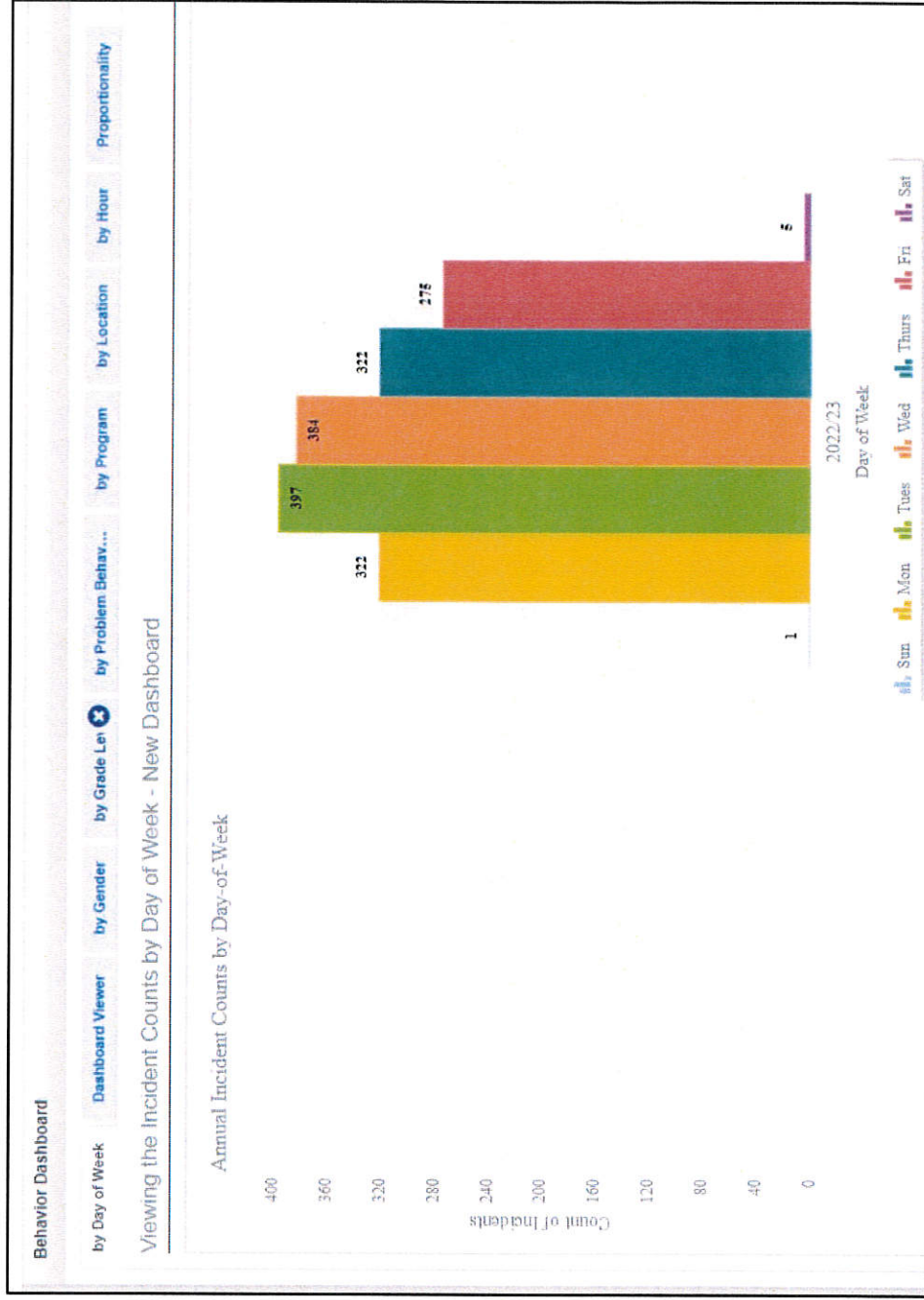
Overall - 90% Thre... Gender - 90% Thre... Federal Race - 90... Services - 90% Th... Grade Level - 90%...

Percent of Student Group: Students attending Tumwater Hill Elementary (22/23) ~ with 90...



BEHAVIOR

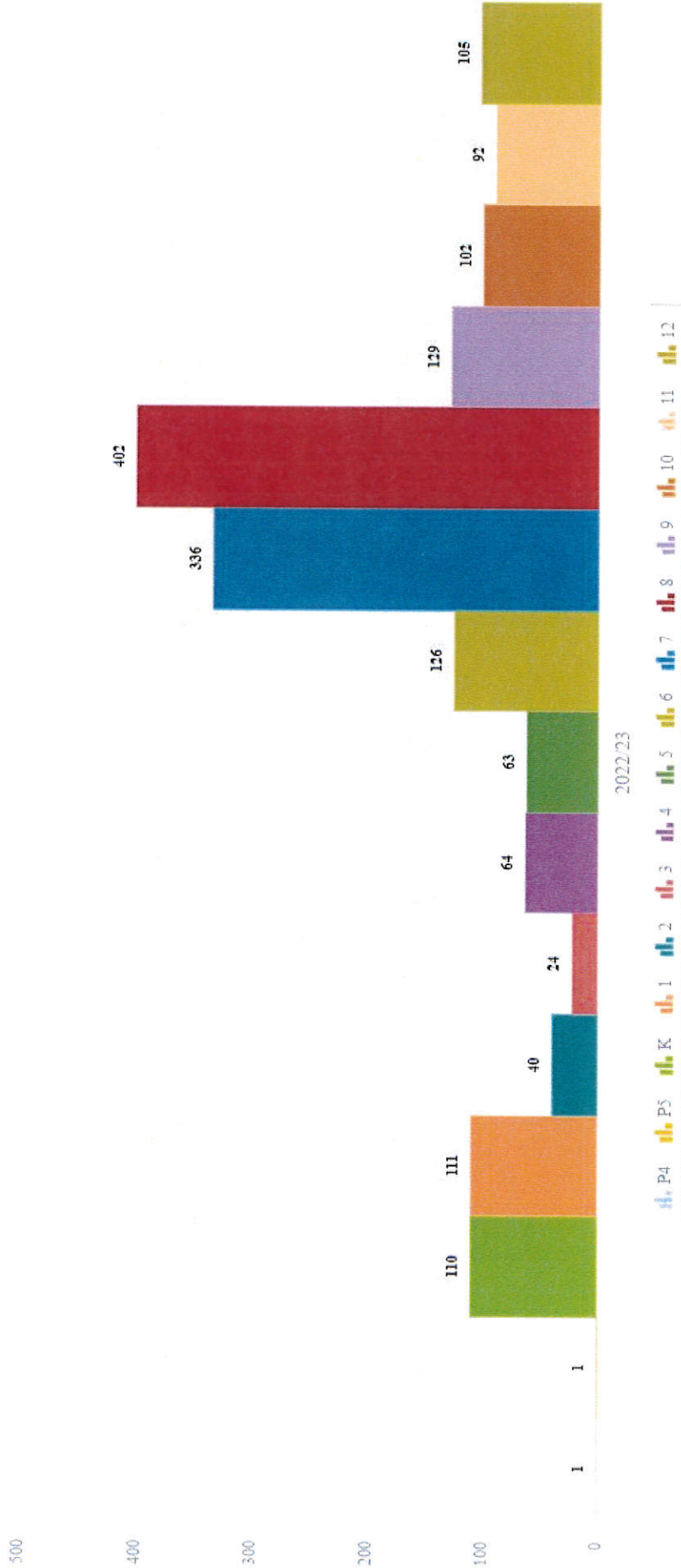
T3	<p>BEHAVIOR/PBIS</p> <ul style="list-style-type: none"> SST referral Administrative Conference FBA/BIP Threat Assessment Alternative scheduling and/or program options Restitution, Restorative Circle, Re-Entry Conference
T2	<ul style="list-style-type: none"> Restorative alternatives to discipline and suspension Behavior Contract School Counselor referral Restorative Circle Peer Mediation Small Group referral Family meeting Check in, check out Positive phone calls SITE teams to review data
T1	<ul style="list-style-type: none"> Homeroom advisory for 6-12 Clear, concise and consistent communication about schedules and behavior expectations (PBIS) Routines, rituals and celebrations related to school engagement Opportunity Time 1-2x/week Data management training for secretaries Data management training for building administrators to access and analyze behavior data Restorative Practice training for building administrators Discipline policy and procedure training for building administrators



BEHAVIOR

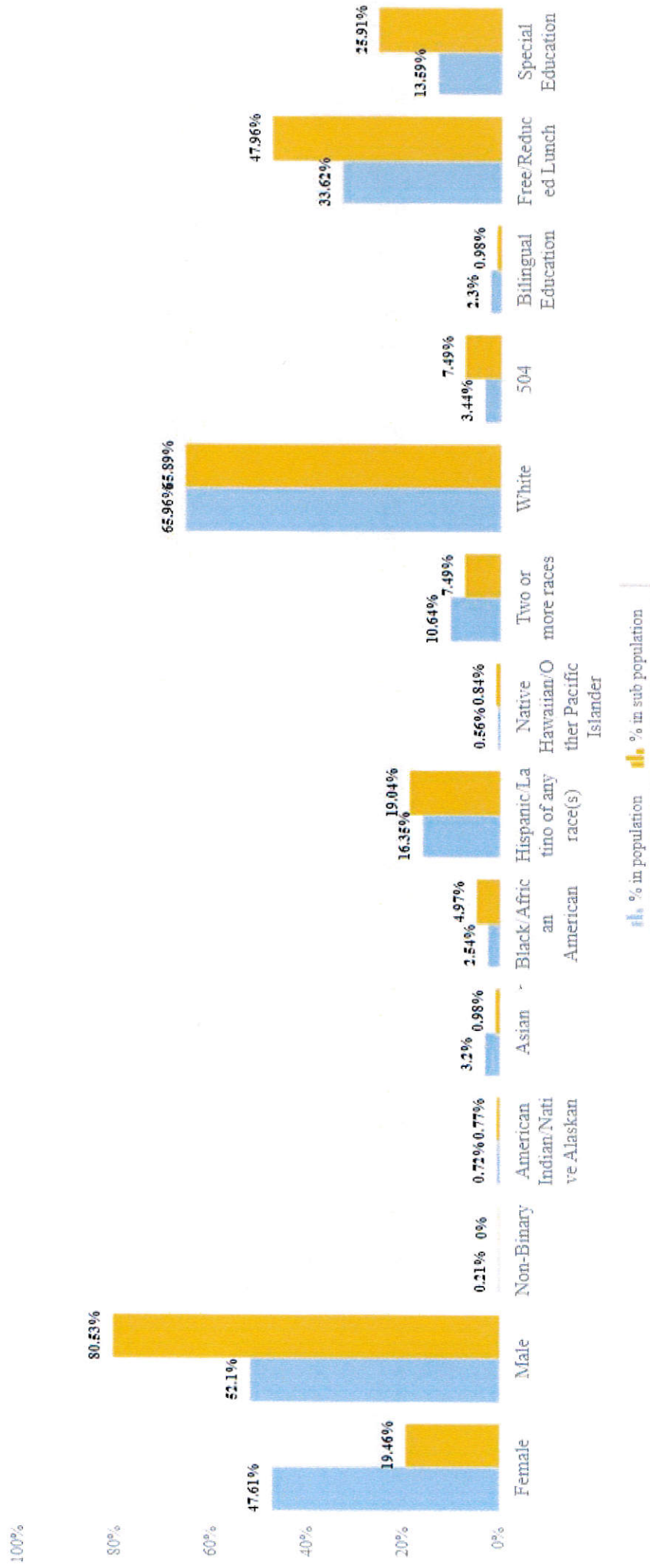
Viewing the Incident Counts by Grade Level - New Dashboard

Annual Incident Counts by Grade-Level



BEHAVIOR

Viewing the Discipline Proportionality Chart Dashboard



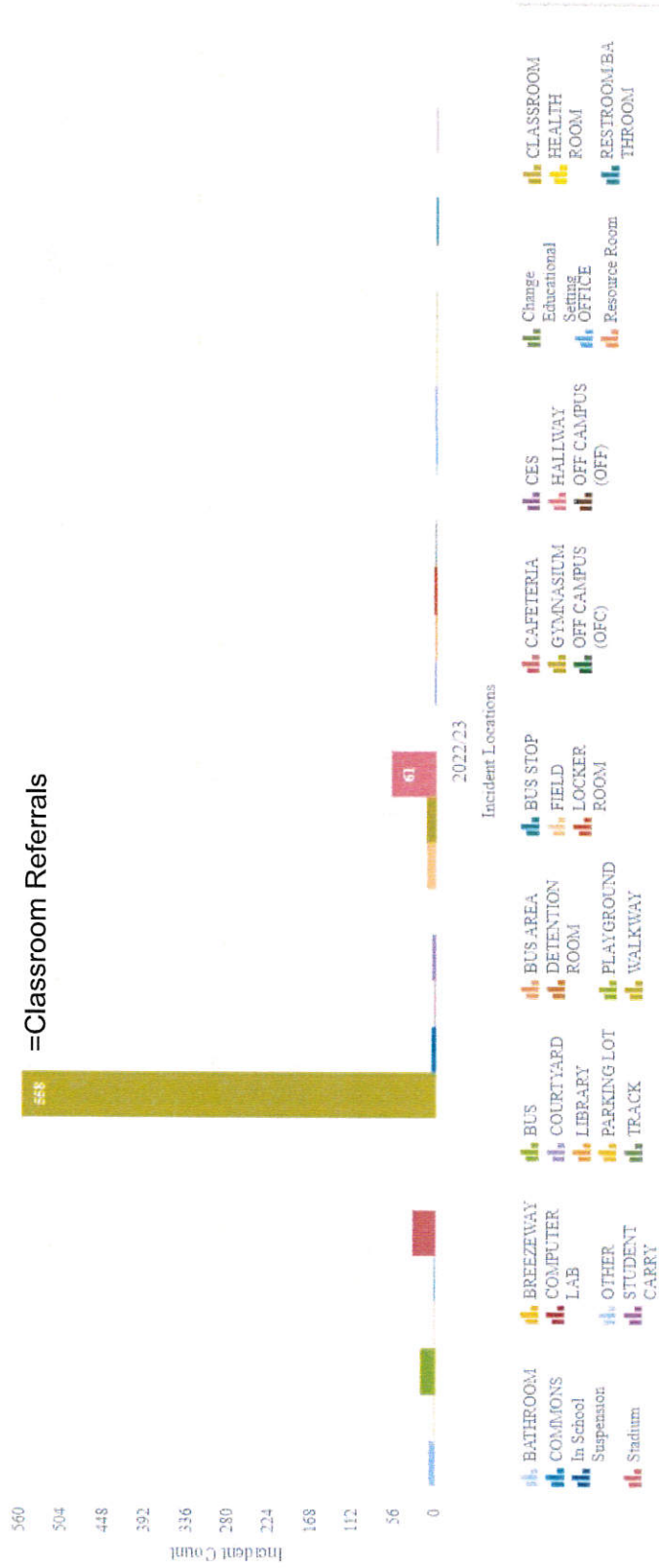
BEHAVIOR- SITE example

Behavior Dashboard

- by Day of Week
- Dashboard Viewer
- by Gender
- by Grade Level
- by Problem Behav...
- by Program
- by Location
- by Hour
- Proportionality

Viewing the Incident Counts By Location By Group - New Dashboard

Annual Incident Counts by Location - Middle School Students (22/23)




COURSE/CONTENT PERFORMANCE


	COURSE/CONTENT PERFORMANCE
T3	<ul style="list-style-type: none"> • SST referral • Alternative scheduling and/or program options • Individual Success Plan • Plan for increased intensity for instruction and practice
T2	<ul style="list-style-type: none"> • Student Intervention Team referral • Student Planner check • Additional Instruction • School Counselor referral • Team meeting • Family meeting • Small Group referral: study skills, self management, etc. • Tutoring • DCs to review schoolwide & department data
T1	<ul style="list-style-type: none"> • Homeroom advisory, 6-12: High School & Beyond Planning • Weekly professional collaboration time (ACT) • Core Curriculum • Literacy Frameworks • Universal Screeners: • Cycle of Inquiry: Plan, Do, Study, Act • District PD Focus on UDL • Equity Lens- Data Analysis Protocol and key question driving work: Who's benefiting and who is not? • Opportunity Time 1-2x/week • Grade level teaming, pK-8 • Universally Design for Learning • Data management training for building administrators to access and analyze academic data • Transition activities 5-6, 8-9, 12th beyond


COURSE/CONTENT PERFORMANCE




Risk Index

K - 5 Risk 3 - 5 Wellness 6 - 8 Risk 9 - 12 Risk 6 - 12 Wellness 2023 Attendance Sem 1 Ds & Fs

Risk Details from: Risk Index (Elementary School) ▾ For Students in the Group: Tumwater S D 3... 

Risk Detail (2766 records) 

Student  Enrollments

Name  Current Grade Level  Current Predict 

* _ _ * _ _

Graduation Monitor- used by school counselors

Grad Req Year	Credits as of June 2021			PATHWAY			HSBP				Services				Failed Course & Next Level/MBC Course	Transcript	If Alternative Pathway, what courses were used to meet this pathway (DENA will highlight in YELLOW when Skyward entry is complete)	
	24 Credits Progress	Earned Credits	Lost Credits	Other Program	SBA Math 2595+	SBA ELA 2548+	Alternative (Note Col 2)	WASH	NAV	RESUME	COM SERV	EXIT	504	EL				F/R
2022	At Risk	0	0				WAIVER doc	Met	Met	Met	MET		Yes	Yes		Yes	PPR- Marketing & Applied Stats	Marketing & Applied Stats
2022	Planned	23.1	0					Met	Met	Met	MET							Running Start
2022	Planned	19.5	0					Met	Met	Met	MET							Nutrition & Ind Living
2022	Planned	18.5	0					Met	Met	Met	MET	Yes						Into Eng Design & Physics Flight
2022	Planned	18.5	0.5					Met	Met	Met	MET							
2022	Planned	19	0.15					Met	Met	Met	MET			Yes				
2022	At Risk	17.5	1					Met	Met	Met	MET							
2022	Planned	19.5	0.5					Met	Met	Met	MET	Yes						
2022	Planned	18.5	1					Met	Met	Met	MET	Yes						
2022	Planned	18	0					Met	Met	Met	MET							

SEL & MENTAL WELLNESS

<p>SEL & MENTAL WELLNESS</p>	<p>T3</p> <ul style="list-style-type: none"> SST referral Individual Social Skills instruction Suicide Screening & Safety Plan Interagency case management TSD Critical Response Team
<p>T2</p> <ul style="list-style-type: none"> School Counselor referral Small Group referral: grief, friendship, service, affinity, etc. Family meeting Check in, check out Student Support Plan Outside counseling referral TSD Emotional & Behavioral Distress Plan Guide SITE teams to review data 	<p>T1</p> <ul style="list-style-type: none"> Homeroom Advisory, 6-12: SEL Curriculum: <ul style="list-style-type: none"> Character Strong, 6-12 Sanford Harmony, K-5 Steps to Respect, ___ Adult SEL and Self-Care training Data management training for building administrators to access and analyze school climate data Transition activities Suicide Prevention <ul style="list-style-type: none"> 6-9 Health classes School Counselor training School Admin training

SEL Topic: Emotion Regulation


Lowest topic for 3-12 (Gr3-5= 48% & Gr6-12= 45%)

Breakdown of topic questions below:

	Grades 6-12	Grades 3-5
<p>QUESTION</p> <p>How often are you able to pull yourself out of a bad mood?</p>	<p>35% responded favorably</p>	<p>45% responded favorably</p>
<p>QUESTION</p> <p>How often are you able to control your emotions when you need to?</p>	<p>55% responded favorably</p>	<p>57% responded favorably</p>
<p>QUESTION</p> <p>When things go wrong for you, how calm are you able to remain?</p>	<p>46% responded favorably</p>	<p>44% responded favorably</p>


Collaboration Time-

[ACT Calendar Link](#)



TSD ACT CALENDAR

2022-2023



Administrators: Prior to September 16th, please be sure to create a shared PLC folder within your school's Google Drive with a subfolder for each PLC team. Within each subfolder, include a copy of the [PLC Working Agenda 2022-2023](#) (new format, make a copy) for teams to monitor their progress and communicate needs and/or questions.

Gale eLibrary Login:	PLC+ Playbook (link in Gallo)
1. URL https://link.gale.com/libraries /libreflex333.gale.com	→ PLC+ Team Development Modules: M1 Activity 1, PLC Defined, M1 Activity 2, Six Characteristics of an Effective PLC, M1 Activity 3, PLC+ Guiding Questions, M2 Characteristics, Values, & Responsibilities to Grow Your PLC+ Team, M3 The Plus is You, M4 Collaborative Efficiency & Accountability
2. Access Code: turnwater (no caps)	→ M30: Who Benefits? Who Did Not? Equity Audit Protocol
3. Bookmark to your toolbar	• "TSD DAP Template"


NOTE (8.26.22): The modified plan for K-12 Specialists is outlined below

- Elementary, & Secondary Specialists (Music, PE, Library, Technology, ESAs) The first PLC Friday of each month, specialists will stay at their site to support building level PLCs and/or to support content collaboration (consult with your administrator). The second PLC Friday of each month (if there is one) will be focused on districtwide planning- 10/21, 3/17, and 5/19
- NOTE: High School Music is the exception, they will meet collectively during every PLC time
- NOTE: Jodi Schaefer & Andrea KB will help identify activators for each specialist group.

SEPTEMBER	OCTOBER
16 SITE Intro to ACT and Expectations	7 PLC & MBLG gr 6-8 Grant
23 PLC & MBLG gr 6-8 Grant	14 DISTRICT DAP & Panorama
30 DISTRICT - SEL & Panorama (slides), Grading Task Force mtg	21 PLC & MBLG gr 6-8 Grant
	28 SITE


NOVEMBER	DECEMBER
4 NO ACT - half day for students Conferences K-8 SITE Directed PD 9-12	2 PLC & MBLG gr 6-8 Grant
11 NO SCHOOL - Veterans Day	9 DISTRICT CCDEI - Module 3
18 SITE	15 SITE
25 NO SCHOOL - Thanksgiving	23 & 30 NO SCHOOL- Winter Break

[PLC Agenda Template Link](#)



PLC Working Agenda '22-23

Document: Student Learning in a Complex, Engaging Environment



Please make a copy, add this date to your title, and save it in your PLC Google folder.

Date:	PLC GROUP:	PLC Attendance & Role: <small>Team Members: _____ Air Traffic Controller: _____ and/or Active Participant</small>
		NORMS (add yours below): • _____ • _____ • _____ • _____

What ABCS are you focused on today?

<input type="checkbox"/> Attendance	<input type="checkbox"/> Content/Course Completion
<input type="checkbox"/> Behaviors	<input type="checkbox"/> Social-Emotional Learning (SEL)

Based on your data

What Data or Learning is Being Measured? (box will expand as you fill it in)


Who is Benefiting? (box will expand as you fill it in)

Who is NOT Benefiting? (box will expand as you fill it in)

What steps will your PLC take to change this? (box will expand as you fill it in)


OTHER PLC TOPICS: (box will expand as you fill it in)

[Data Analysis Protocol Link](#)
(Overview on 9.30 & DAP Video on 10.14)



TSD DATA ANALYSIS PROTOCOL (DAP)

2022-2023



INTRO: The Data Analysis Protocol (DAP) focuses on the guiding question, "Who is benefiting from our instruction and who is not?" The DAP not only supports our work around student growth goals, but our collaborative efforts to support increased levels of student learning and achievement for all of the students in our care. [Resource - TSD DAP INTRO VIDEO LINK](#)

SECTION 1
Complete the information below to include the assessment title or description and the targeted learning standards to be assessed.

Teacher: _____ Grade(s): _____ Subject: _____

This analysis is based on my use and review of the following common unit assessment. [Resource - Student Learning Data Analysis](#)

Essential Learning Standards Assessed (see resource below):

- _____
- _____

Resource: The criterion for the selection of Essential Learning Standards includes: Evidence (when the standard represents learning that goes beyond one course or grade level and is representative of a concept or skill that is important in life); **Leverage** (when the standard represents learning that is applied both within the content area and in other content areas); **Relevance** (when the standard represents learning that is essential for success in a new job, course or job, or grade level); **Additional Learning Standards** or **Report Card**, 2022

SECTION 2
After administration of the pre and post assessment, use the Student Performance Data Sheet (see Appendix A) or use your own document with a similar format to list each student's name and their respective pre and post assessment scores along with your notes.


SECTION 3
Use the Equity Audit table (see Appendix B) to record the name of each student by identified category in the cell that corresponds to the level of proficiency level and identified student category. Categories to consider should include SES, Gender, Race, or Disability Status (IEP/504). These may be available to you in the HomeRoom Student Data System, indicators for IEP/504 are visible directly from your Skyward class roster.

As you reflect on the data, select a category to examine further:

- SES - What is the distribution of pre and post assessment scores for each category?
- Gender - What is the distribution of pre and post assessment scores for each category?
- Race - What is the distribution of pre and post assessment scores for each category?
- Disability Status - Do students with an identified disability progress and achieve in this classroom/subject?

Post Test: _____

School Improvement Planning [link](#)



TSD School Improvement Plan Template 2022-23
Continuous Student Learning in a Caring, Engaging Environment

School:

School Improvement Plan Focus Areas:

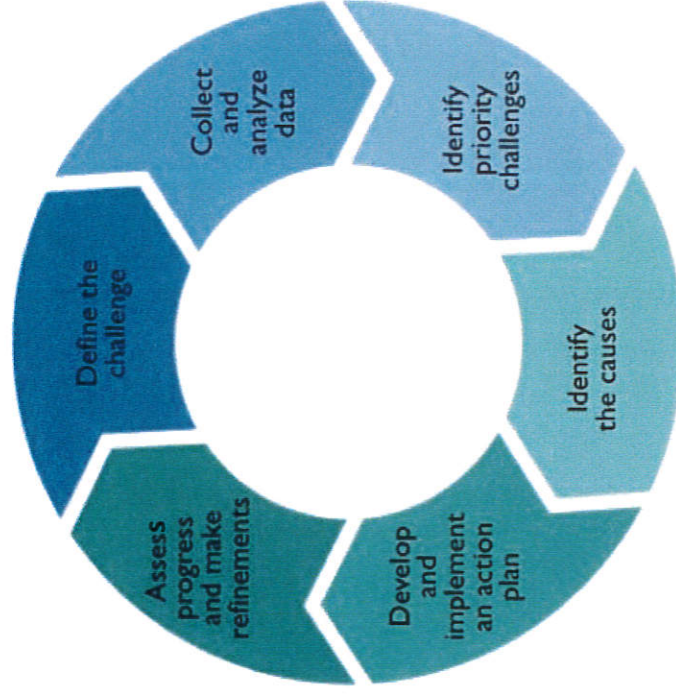
- Attendance
- Behavior
- Content/Course Performance/Completion
- Social-Emotional Learning (SEL)

School Goals to Address Areas of Need That Result in Improved Student Learning and Achievement:

- School SMART Goal #1 to address Attendance
- School SMART Goal #2 to address Behavior
- School SMART Goal #3 to address Content/Course Performance/Completion
- School SMART Goal #4 to address Social-Emotional Learning (SEL)

School SMART GOAL	Strategies and Action Steps	Who is Responsible	Progress Monitoring Target, Date or Timeline	Evidence of Effectiveness
Attendance				
Our Current Reality:				
Our SMART Goal:				
School SMART GOAL				
Behavior				
Our Current Reality:				
Our SMART Goal:				

DATA-BASED INQUIRY CYCLE



ACTION ITEMS

- 2nd Reading and Recommended Approval - Policy 5117, Civility: Questions can be directed to Beth Scouler.

**Tumwater School District
Board Policy**

revised from
1st reading

CIVILITY

The Tumwater School District believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student's ability to learn and a school's ability to educate its students.

The Tumwater School District Board of Directors encourages administrators, faculty, staff, students, volunteers, and other community members to participate in maintaining a clear expectation of civil conduct and problem-solving throughout the school district.

In support of this policy, the Board expects its members and all stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable judgment in handling interpersonal disputes;
- Demonstrate respect for the cultural background of others;
- Refrain from use of abusive language;
- Reduce actions which might provoke fear and alienation;
- Address incivility when it is observed; and,
- Seek to understand others' points of view and perspective.

Definition of Uncivil Conduct

For the purposes of this policy, "uncivil conduct" may include, but not be limited to, the following:

- Directing vulgar, obscene or profane gestures or words at another individual;
- Taunting, jeering, or inciting others to taunt or jeer at an individual; ~~repeatedly or in a substantially disruptive manner, interrupting another individual who is speaking at an appropriate time or place; gossiping about others when such gossip is detrimental to the work environment;~~
- Using personal epithets or slurs;
- Gesturing in a manner that puts another in fear for his/her personal safety, including physically blocking an individual's exit from a room or location or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave or other similar disruptive conduct; and,
- Violating the privacy of another individual's belongings, except for lawful searches by district officials conducted in connection with the administration of district rules and applicable laws;

Uncivil conduct does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as:

1. The ideas are presented in a respectful manner and at a time and place that are appropriate, and
2. Such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Thus, this policy is not intended to deprive any person of his/her right to freedom of expression.

Additionally, uncivil conduct does not include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans of improvement or probation.

Strategies when addressing Uncivil Conduct include:

- Calmly caution any speaker who is engaged in uncivil conduct. If the conduct does not cease, calmly end the conversation.
- If feasible, attempt to resolve differences in a private conversation. If that is not successful or feasible, request the assistance of an appropriate administrator.
- Resolve personal or professional complaints by requesting a problem-solving conference. Such conference may include an impartial third party or Association representative.
- Report uncivil behavior to an appropriate administrator in order to reduce instances and communicate the impact of that behavior.

Individuals who have demonstrated uncivil conduct shall be subject to the appropriate administrative action in accordance with school district policy/procedures, law, student rights and responsibilities, and/or any applicable collective bargaining agreements.

No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

If any part of this policy or its related procedures is found to be unlawful or unenforceable by a court of competent jurisdiction, the remaining provisions shall remain in full force and effect to the full extent permitted by law.

ADOPTION DATE:

Tumwater School District Board Policy

CIVILITY

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