



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, October 27, 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** **Administer Oath**
- Swearing-In of Jill Adams (*Superintendent Meyer*)
- 6:10pm** **Agenda Discussion/Approval** (*President Taylor/Superintendent Meyer*)
- 6:12pm** **Meeting Minutes Review**
- September 22, 2022 Regular Meeting
 - October 13, 2022 Special Meeting
- 6:14pm** **Consent Agenda**
- Personnel Report
 - Payroll and Vouchers
 - Budget Status Report
 - Capital Projects Acceptance of Contracts as Complete
 - Highly Capable Program FP217
 - Extended Field Trip Request – THS Band/Orchestra
 - Tumwater Education Association (TEA)/TSD Negotiated Agreement
- 6:15pm** **Public Hearing**
- 2022-2028 Capital Facilities Plan (*Mel Murray*)

BOARD OF DIRECTORS
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

“Continuous Student Learning in a Caring, Engaging Environment”

- 6:30pm Student Rep Reports**
- Jocelyn Hepp, CHS
 - Alex Loveless, BHHS
 - Ameiya Brown, THS
- 6:40pm Recognition**
- Maverick Collins, BHHS Student
 - Best of South Sound Winners – EOE, TMS & BHHS
- 6:50pm 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*)
- 7:20pm Reports to the Board**
- CTE Overview and 5 Year Plan (*Brian Hardcastle*)
 - School Resource Officer (SRO) Presentation (*Shawn Batstone*)
 - BHHS Wrestling Barn Donation (*Don Farler & Shawn Batstone*)
 - LINCS Portable Update (*Mel Murray*)
 - 1st Reading, Policy 1630 - Evaluation of the Superintendent NEW!
(*Superintendent Meyer*)
 - 1st Reading, Policy 1810 - Annual Governance Goals and Objectives NEW!
(*Superintendent Meyer*)
 - 1st Reading, Policy 1822 - Training and Professional Development for Board Members NEW! (*Superintendent Meyer*)
 - 1st Reading, Policy 2029 - Animals as Part of the Instructional Program NEW!
(*Shawn Batstone*)
 - 1st Reading, Policy 6625 - Private Vehicle Transportation NEW! (*Shawn Batstone*)
 - 1st Reading, Policy 3112 - Social Emotional Climate NEW! (*Shawn Batstone*)
 - 1st Reading, Policy 2190 Highly Capable Programs REVISED (*Shawn Batstone*)
 - 1st Reading, Policy 5117 - Civility NEW! (*Beth Scouller*)
- 7:50pm Action Items**
- Recommended Approval of Resolution 03-22-23, 2022-2028 Capital Facilities Plan (*Mel Murray*)
- 8:00pm Superintendent's Report** (*Superintendent Meyer*)
- 8:10pm Board Committee Reports**
- Legislative Update (*Director Kaikkonen*)
- 8:20pm Adjourn Regular Meeting**

NEXT BOARD MEETING: Regular Board Meeting on November 10, 2022.
The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

MEETING MINUTES

- September 22, 2022 Regular Board Meeting
- October 13, 2022 Special Meeting



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

Tumwater School District School Board Meeting Minutes

Location: District Office & YouTube
621 Linwood Ave. SW
Tumwater, WA 98512
September 22, 2022
6:00 pm

Board Members Present: Casey Taylor, Scott Killough, Melissa Beard, Darby Kaikkonen, 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.

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.

Consent Agenda

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

New Hire:				
Erin Neklason	Office Professional 6	MTS	Continuing (2022-2023)	TOPA
Gretchen Archuleta	Teacher	BLE	1.0 FTE, One Year Only (2022-2023), effective September 8, 2022	TEA

BOARD OF DIRECTORS
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

“Continuous Student Learning in a Caring, Engaging Environment”

Jaime Cheeka	Paraprofessional	EOE	One Year Only (2022-2023)	TAP
Austin Whalen	Teacher	EOE	1.0 FTE Continuing (2022-2023), effective September 15, 2022	TEA
Michal Pannkuk	Paraprofessional	PGS	One Year Only (2022-2023)	TAP
Evahleigh Hedin-Baughn	Paraprofessional	TVA	One Year Only (2022-2023)	TAP
Jim Barr	Substitute Maintenance	B&G	Effective September 8, 2022	PSE
Tram Hoang	Assistant Cook	BHHS	Continuing (2022-2023), effective September 26, 2022	PSE
Christian Dilworth	Assistant Cook	BMS	Continuing (2022-2023), effective September 19, 2022	PSE
Linda Dalzell	Substitute Bus Driver	Transportation	Effective September 6, 2022	PSE
Linda Dalzell	Substitute Food Service Worker	Food Services	Effective September 19, 2022	PSE
Katherine McCann	Teacher	BLE	0.2 FTE, Continuing (2022-2023), effective October 3, 2022	TEA
Pamela Detzler	School Nurse	Special Services	1.0 FTE, One Year Only (2022-2023), effective September 26, 2022	TEA
Adjusted:				
Melanie Heatherington	Office Professional 5	TMS	From Paraprofessional (TMS) to Office Professional 5 (TMS), effective September 12, 2022	TOPA
Kailyn Nygren	Teacher	TMS	Returning to 1.0 FTE PE (TMS) for the 2022-2023 school year, effective September 7, 2022	TEA
Asher Mann	Teacher	MTS	From 1.0 at TVA to 0.8 TVA and 0.2 MTS for the 2022/2023 school year	TEA
Seana Ditterline	Counselor	BHHS	From 1.0 FTE (TMS) to 0.5 FTE (BHHS) for One Year Only (2022-2023), effective September 26, 2022. Retaining rights to a 1.0 FTE Continuing position at TMS	TEA
Sharilyn Howell	Human Resource Specialist II	Human Resources	From a Temporary Human Resource Specialist 1 to a Temporary Human Resource Specialist II, effective September 12 2022	NON-REP

Andie Hart	Cook	THE	Add 0.5 hours/day for One Year Only (2022-2023), effective September 12, 2022	PSE
Patricia McCleary	Cook	THE	Add 0.5 hours/day for One Year Only (2022-2023), effective September 12, 2022	PSE
Benjamin McGray	Paraprofessional	BMS	From 6 hours to 6.5 hours effective September 14, 2022	TAP
Alyssa Parrish	Assistant Cook	BHHS	From 3 hours to 6 hours, effective September 19, 2022	PSE
Sabrina Bowes	Assistant Cook	LRE	Adding 0.75 hours/day, effective September 19, 2022	PSE
Joshua Theobald	Teacher	BHHS/THS	Adding 0.4 FTE, One Year Only (2022-2023), effective September 19, 2022	TEA
Leaves:				
Seana Ditterline	Counselor	TMS	0.5 FTE Leave of Absence for the 2022-2023 school year, effective September 12, 2022	TEA
Teresa Anderson	Teacher	LINCS	Leave of Absence beginning September 5, 2022, returning September 19, 2022	TEA
Susan Jones	Office Professional 3	Transportation	Intermittent leave starting September 19, 2022 through out the 22-23 school year	TOPA
Laura Elway	Paraprofessional	LINCS	Leave of Absence from position at LINCS to TVA effective October 3, 2022	TAP
Anna Michel	Teacher	TVA	Leave of Absence for the 2022/2023 school year, effective September 20, 2022	TEA
Kristin Jewell	Teacher	THS	Leave of Absence beginning September 19, 2022, returning November 1, 2022	TEA
Kailyn Nygren	Teacher	TMS	0.4 FTE Leave of Absence beginning February 7, 2023, returning to 1.0 FTE for the 2023-2024 school year	TEA
Resignations:				
Anthony "Scott" Robbins	Behavior Therapist	SL	Effective August 31, 2023	TEA

Alicia Chamberlin	Bus Driver	Transportation	Effective September 19, 2022	PSE
Co-Curricular:				
Jordan Owen	Assistant Activities Coordinator	BMS	Effective 2022-2023 school year	N/A
Madison Stauffer	Assistant Volleyball Coach	THS	Effective September 2, 2022	N/A
Jacob Simmons	Assistant Football Coach	BHHS	Effective August 24, 2022	N/A
Patrick Kot	Head Football Coach	TMS	Effective August 31, 2022	N/A
Karmella Gearhart	Assistant Volleyball Coach	THS	Effective September 12, 2022	N/A
Elizabeth Armour	Assistant Cheer Coach	THS	Effective September 19, 2022	N/A
Cassidy McQuiston	Secondary Self-Contained Team Lead	SS	Effective September 19, 2022	TEA
Steve Jensen	Secondary Resource SPED Team Lead	SS	Effective September 19, 2022	TEA
Michael Cousino	Split Class Stipend	BLE	Effective 2022-2023 school year	TEA
Katie Campbell	Split Class Stipend	BLE	Effective 2022-2023 school year	TEA
Recommend Approval:				
Recommend approval to issue Pamela Detzler a conditional certificate for her role as a School Nurse				
Correction:				
Correction to Rebecca Moody, was on approved as a one year only new hire at Board Meeting on September 8, 2022, need to correct effective date to September 15, 2022				

- Budget Status Report
- 22-22 Tumwater Association of Paraprofessionals (TAP) Contract
- Capital Projects – Acceptance of Contract as Complete – BHHS Bldg. B Science Re-roofing.
- Capital Projects – Contract Change Orders - #1, #2, #3 and #4 for BHHS Exterior Painting Project.

Recess Regular Meeting

- Redistricting Proposal Hearing – The Regular Meeting recessed at 6:02 PM. Superintendent Meyer presented the Redistricting Proposal. There was no public comment.

Reconvene Regular Meeting

- The Regular Meeting reconvened at 6:05 PM.

Public Comment

- Agenda and Non-Agenda Items: Becky Parsons stated that one person signed up to address the Board. Elizabeth (Liz) Fusselman spoke about bus driver frustrations.

Action Items

- 2nd Reading and Recommended Approval Policy 6114 (formerly 4004) – Gifts and Donations: Melissa Richter presented. No motion necessary. Policy 6114 passed unanimously.
- 2nd Reading and Recommended Approval – Redistricting Proposed Population Results: Superintendent Meyer presented. No motion necessary. The Redistricting Proposed Population Results passed unanimously.
- Recommended Approval of the 2022-23 School Board Meeting Schedule: Superintendent Meyer presented. No motion necessary. The meeting schedule passed unanimously.

Superintendent's Report

Superintendent's Report: Superintendent Meyer reported that herself and the Board met with 2 of the 3 student board reps for training tonight. She also shared again that our district was able to donate thousands of school supplies to our students in need. Dr. Meyer also reported that Tumwater received full certification from the State Board of Education because our district is in compliance of the provision of basic education for the 22-23 school year. She provided an enrollment update and reported that we hit our projections.

Board Member Comments

- President Taylor: He encourages this energy regarding transportation be directed to state representatives as they start the legislative session. He also thanked district staff for all the hard work that is needed to start school.
- Director Kaikkonen: She appreciates hearing all of the feedback and comments about transportation. She'd like to hear more about the overall process because she's seeing gaps within her own family. She'd like gain a good solid understanding about bidding and putting in a request. What are the next steps?
- Director Beard: She's heard positive reactions to strong start conferences. She apologized for stepping out of the meeting, but she had a transportation issue in her district; transportation issues are happening across the state.
- Director Killough: He read a statement regarding involuntary staffing transfers and negotiated agreements. He encourages everyone to remember for something to

be collectively bargained, there has to be two teams present. Staff should reach out to their union reps because both the district team and staff team have signed off on the collective bargaining agreement.

Adjourn Regular Meeting:

With no further business coming before the Board, the Regular Board Meeting adjourned at 6:27 PM.

Recorded by:
Becky Parsons

Signed this 27th day of October 2022.

Board Member

Board Secretary



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

**Tumwater School District
School Board Special Meeting Minutes**

Location: District Office & YouTube
621 Linwood Ave. SW
Tumwater, WA 98512
October 13, 2022
6:00 pm

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

Board Member Excused: Darby Kaikkonen

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.

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.

Board Discussion

- Director District 1 Position – the Board engaged in a discussion of the interview process and five candidates. It was unanimous that the Board thought Jill Adams was the best candidate for the position.

Action Items

- Recommended Appointment of Jill Adams for the Director District 1 candidate: Superintendent Meyer took a roll call vote of the Board members present:
 1. President Taylor – yes
 2. Director Killough – yes
 3. Director Beard – yes

The appointment of Jill Adams to the Director District 1 position until the next election cycle in November 2023 is approved as presented.

BOARD OF DIRECTORS
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

“Continuous Student Learning in a Caring, Engaging Environment”

Adjourn Regular Meeting:

With no further business coming before the Board, the Regular Board Meeting adjourned at 6:06 PM.

Recorded by:
Becky Parsons

Signed this 27th day of October 2022.

Board Member

Board Secretary

CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouler.
- Payroll and Vouchers: Questions can be directed to Melissa Richter.
- Budget Status Report: Questions can be directed to Melissa Richter.
- Capital Projects Acceptance of Contracts as Complete – BHHS Exterior Painting, BHHS Boilers & Chiller Replacement and PGS Solar System Install: Questions can be directed to Mel Murray.
- Highly Capable Program FP217: Questions can be directed to Shawn Batstone.
- Extended Field Trip Request – THS Band/Orchestra to Athol, ID Silverwood Theme Park
- Tumwater Education Association (TEA)/TSD Negotiated Agreement: Questions can be directed to Beth Scouler.



Tumwater School District

621 Linwood Avenue SW, Tumwater, WA 98512-6847

(360) 709-7000

www.tumwater.k12.wa.us

Carole Meyer
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

October 27, 2022

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

Preliminary

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

BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN

"Continuous Student Learning in a Caring, Engaging Environment"

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
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
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
Resignations:				
Darlene Beecroft	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
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

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 September 2022.

DATE: October 27, 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		\$ 1,326,277.76
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:		\$ -

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



Tumwater School District

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

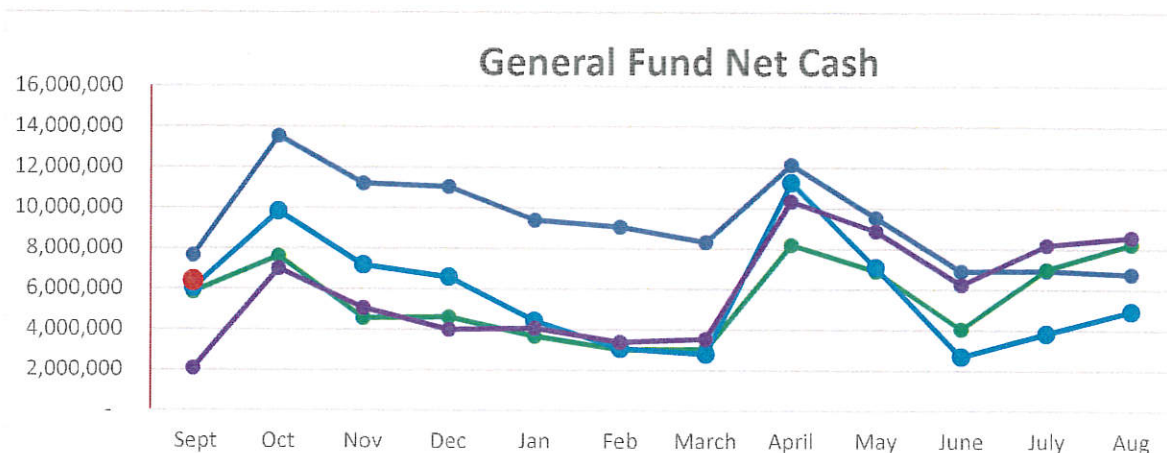
**TO: School Board
Superintendent**

FROM: Melissa Richter, Executive Director of Financial Services

**RE: *Budget Status Reports for September 2022
Updated Cash and Fund Balance Status for September 2022
Enrollment Update October 2022***

Budget Status Reports - Attached are the Budget Status reports for September 2022 for all five operating funds (General Fund, Capital Projects Fund, Debt Service Fund, ASB Fund and Transportation Vehicle Fund). **General Fund will not be final until the end of October when we close the 21-22 fiscal year out.**

General Fund Net Cash Balance (cash less warrants outstanding): The following graph shows the district’s net cash balance for the periods 2018-19 through September 2022, which includes the cash balance of New Market Skill Center **(1,878,029)**.



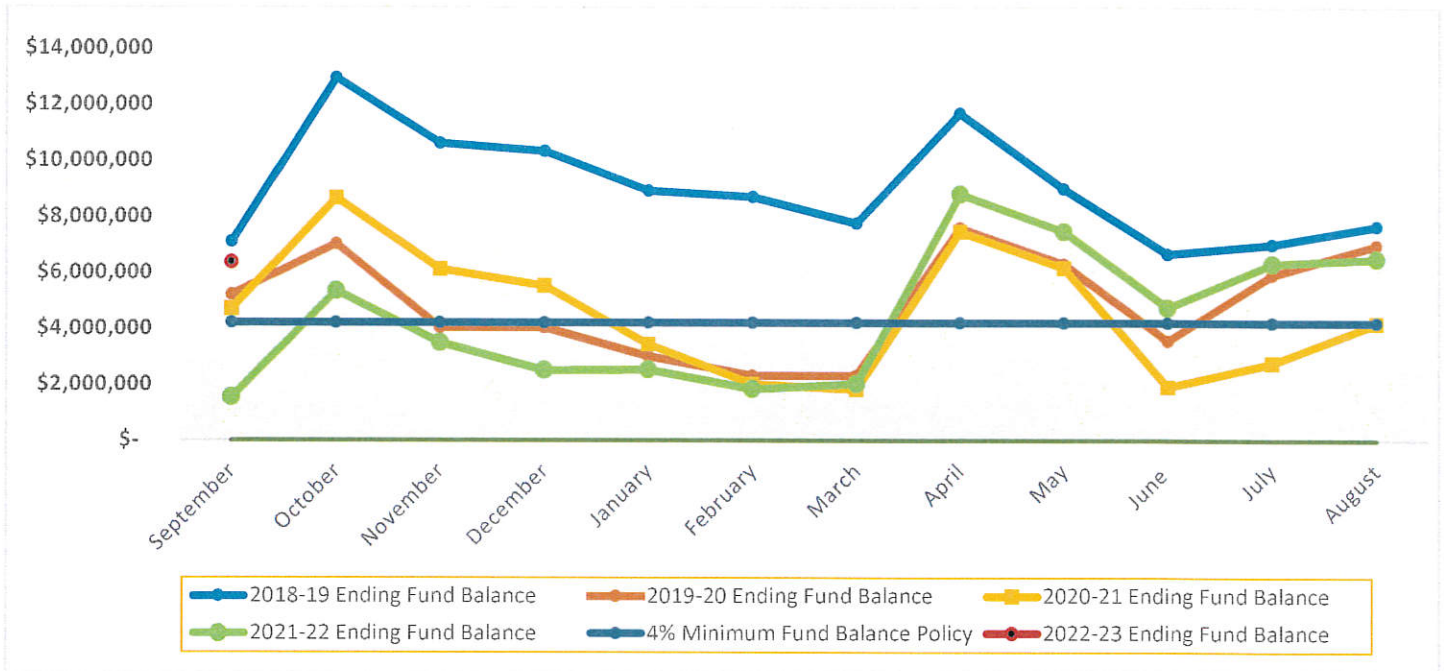
BOARD OF DIRECTORS
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

“Continuous Student Learning in a Caring, Engaging Environment”

General Fund – Fund Balance (Excluding Skills Center):

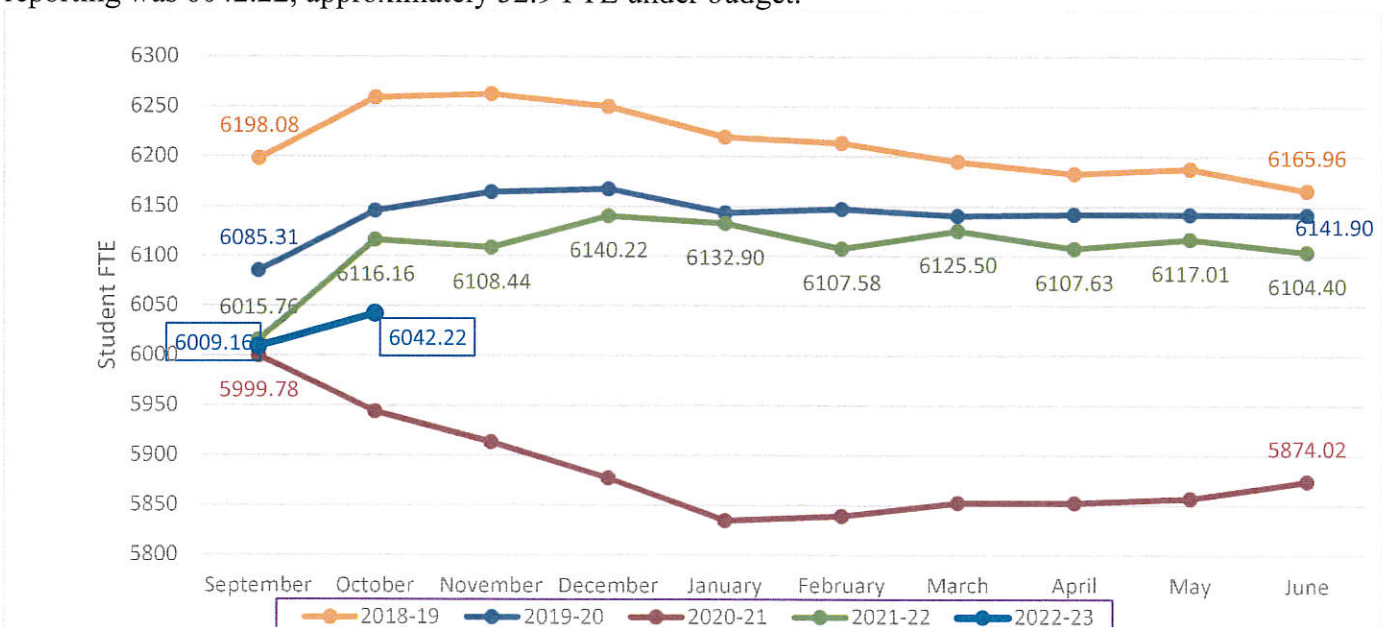
The following chart shows TSD fund balance history as of 9/30/22. The straight line is showing the minimum fund balance policy of 4% of total budgeted expenditures for the 22-23 school year which is \$4,197,960.

The fund balance for the district is: \$6,378,734 which includes \$1,878,029 for Skills Center, leaving our ending fund balance as of 9/30/22 at \$4,500,705.22.



Enrollment Update

The following shows student enrollment for the past four years, updated with October counts as of 10/10/22. These numbers include K-12 Basic Education and ALE and exclude NMSC/RS/OD. We budgeted for an Average Annual FTE (AAFTE) of 6095.12 for funding purposes. Our AAFTE for the month of October reporting was 6042.22, approximately 52.9 FTE under budget.



10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of September, 2022

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	18,184,513	192,431.91	192,431.91		17,992,081.09	1.06
2000 LOCAL SUPPORT NONTAX	1,774,821	49,042.28	49,042.28		1,725,778.72	2.76
3000 STATE, GENERAL PURPOSE	64,123,553	5,717,669.08	5,717,669.08		58,405,883.92	8.92
4000 STATE, SPECIAL PURPOSE	15,100,203	1,238,390.96	1,238,390.96		13,861,812.04	8.20
5000 FEDERAL, GENERAL PURPOSE	50,000	.00	.00		50,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	5,850,810	110,801.37	110,801.37		5,740,008.63	1.89
7000 REVENUES FR OTH SCH DIST	8,000	.00	.00		8,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	100,550	.00	.00		100,550.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	105,192,450	7,308,335.60	7,308,335.60		97,884,114.40	6.95
<u>B. EXPENDITURES</u>						
00 Regular Instruction	55,897,564	5,156,213.16	5,156,213.16	42,222,083.99	8,519,266.85	84.76
10 Federal Stimulus	761,842	11,130.09	11,130.09	198,708.53	552,003.38	27.54
20 Special Ed Instruction	13,639,784	936,770.69	936,770.69	11,189,257.24	1,513,756.07	88.90
30 Voc. Ed Instruction	4,835,433	313,747.32	313,747.32	3,173,129.61	1,348,556.07	72.11
40 Skills Center Instruction	4,511,081	393,668.32	393,668.32	1,294,039.40	2,823,373.28	37.41
50+60 Compensatory Ed Instruct.	4,209,476	245,485.28	245,485.28	2,505,975.12	1,458,015.60	65.36
70 Other Instructional Pgms	307,476	41,085.02	41,085.02	242,268.83	24,122.15	92.15
80 Community Services	632,492	49,401.22	49,401.22	537,635.24	45,455.54	92.81
90 Support Services	20,153,866	2,804,925.32	2,804,925.32	14,781,308.87	2,567,631.81	87.26
<u>Total EXPENDITURES</u>	104,949,014	9,952,426.42	9,952,426.42	76,144,406.83	18,852,180.75	82.04
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	243,436	2,644,090.82-	2,644,090.82-		2,887,526.82-	< 1000-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	5,571,346		9,022,825.33			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	5,814,782		6,378,734.51			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	4,930	4,930.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	50,000	449,178.28
G/L 825 Restricted for Skills Center	758,063	1,878,029.29
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	300,000	294,960.58
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	363,580-	93,478.59
G/L 890 Unassigned Fund Balance	1,235,570	480,957.21
G/L 891 Unassigned Min Fnd Bal Policy	3,829,799	3,177,200.56
<u>TOTAL</u>	5,814,782	6,378,734.51

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of September, 2022

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	5,297,435	53,505.80	53,505.80		5,243,929.20	1.01
2000 Local Support Nontax	850,000	181,251.92	181,251.92		668,748.08	21.32
3000 State, General Purpose	0	180.02	180.02		180.02-	0.00
4000 State, Special Purpose	3,451,450	.00	.00		3,451,450.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>9,598,885</u>	<u>234,937.74</u>	<u>234,937.74</u>		<u>9,363,947.26</u>	<u>2.45</u>
<u>B. EXPENDITURES</u>						
10 Sites	2,300,000	.00	.00	20,385.10	2,279,614.90	0.89
20 Buildings	5,700,000	7,862.39	7,862.39	722,904.86	4,969,232.75	12.82
30 Equipment	1,610,000	.00	.00	635,607.36	974,392.64	39.48
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>9,610,000</u>	<u>7,862.39</u>	<u>7,862.39</u>	<u>1,378,897.32</u>	<u>8,223,240.29</u>	<u>14.43</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	11,115-	227,075.35	227,075.35		238,190.35	< 1000-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	6,740,000		7,796,757.94			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	6,728,885		8,023,833.29			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	110,000	206,197.15
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	971,857	1,096,609.87
G/L 863 Restricted from State Proceeds	930,000	3,089,731.61
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	250,000	264,557.83
G/L 866 Restrictd from Impact Proceeds	2,400,000	2,557,801.02
G/L 867 Restricted from Mitigation Fees	990,000	754,498.57
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	1,077,028	54,437.24
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	6,728,885	8,023,833.29

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of September, 2022

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	11,414,285	117,041.83	117,041.83		11,297,243.17	1.03
2000 Local Support Nontax	50,000	3,967.80	3,967.80		46,032.20	7.94
3000 State, General Purpose	0	403.04	403.04		403.04-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	11,464,285	121,412.67	121,412.67		11,342,872.33	1.06
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	7,445,000	.00	.00	0.00	7,445,000.00	0.00
Interest On Bonds	3,491,425	.00	.00	0.00	3,491,425.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	200,000	.00	.00	0.00	200,000.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	11,136,425	.00	.00	0.00	11,136,425.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	327,860	121,412.67	121,412.67		206,447.33-	62.97-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	8,400,000		8,652,433.94			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	8,727,860		8,773,846.61			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		929,869.09			
G/L 830 Restricted for Debt Service	8,727,860		5,762,423.51			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		2,081,554.01			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	8,727,860		8,773,846.61			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of September, 2022

A. REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	666,840	81,797.10	81,797.10		585,042.90	12.27
2000 Athletics	443,550	61,550.43	61,550.43		381,999.57	13.88
3000 Classes	130,235	1,020.00	1,020.00		129,215.00	0.78
4000 Clubs	182,314	20,944.87	20,944.87		161,369.13	11.49
6000 Private Moneys	30,150	2,524.10	2,524.10		27,625.90	8.37
<u>Total REVENUES</u>	1,453,089	167,836.50	167,836.50		1,285,252.50	11.55
<u>B. EXPENDITURES</u>						
1000 General Student Body	591,182	17,762.75	17,762.75	12,380.86	561,038.39	5.10
2000 Athletics	482,240	41,587.52	41,587.52	19,731.30	420,921.18	12.72
3000 Classes	120,670	.00	.00	0.00	120,670.00	0.00
4000 Clubs	198,944	9,238.59	9,238.59	0.00	189,705.41	4.64
6000 Private Moneys	44,750	70.91	70.91	0.00	44,679.09	0.16
<u>Total EXPENDITURES</u>	1,437,786	68,659.77	68,659.77	32,112.16	1,337,014.07	7.01
<u>C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)</u>	15,303	99,176.73	99,176.73		83,873.73	548.09
<u>D. TOTAL BEGINNING FUND BALANCE</u>	785,000		760,496.92			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE (C+D + OR - E)</u>	800,303		859,673.65			
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	785,000		16,075.00			
G/L 819 Restricted for Fund Purposes	14,428		806,918.52			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		36,680.13			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	799,428		859,673.65			
Differences	875		.00			

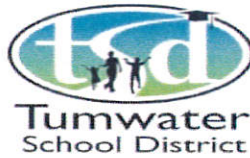
Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of September, 2022

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,000	253.73	253.73		2,746.27	8.46
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	500,000	.00	.00		500,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	<u>503,000</u>	<u>253.73</u>	<u>253.73</u>		<u>502,746.27</u>	<u>0.05</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>503,000</u>	<u>253.73</u>	<u>253.73</u>		<u>502,746.27</u>	<u>0.05</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	600,000	.00	.00	0.00	600,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>600,000</u>	<u>.00</u>	<u>.00</u>	<u>0.00</u>	<u>600,000.00</u>	<u>0.00</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>97,000-</u>	<u>253.73</u>	<u>253.73</u>		<u>97,253.73</u>	<u>100.26-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>667,875</u>		<u>642,039.06</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>570,875</u>		<u>642,292.79</u>			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	570,875		642,292.79			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>570,875</u>		<u>642,292.79</u>			

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



DATE: October 27, 2022
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: Consent Agenda:
Acceptance of Contracts 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.

**Black Hills High School, Exterior Painting
Todd Robinson Painting**

Initial Contract	\$110,250.00
Change Orders	<u>\$ 8,034.78</u>
Contract Total	\$118,284.78
Retainage 10%	\$ 11,828.48

**Black Hills High School, Boilers & Chiller Replacement
Betschart Mechanical, Inc.**

Initial Contract	\$483,500.00
Change Orders	<u>\$ 2,465.00</u>
Contract Total	\$485,965.00
Retainage Bonded	\$ 00.00

**Peter G Schmidt Elementary School, Solar System Install
ATS Automation**

Initial Contract	\$174,174.00
Change Orders	<u>\$ 15,591.00</u>
Contract Total	\$189,765.00
Retainage Bonded	\$ 00.00

District: Tumwater School District
Organization Code: 34033
ESD: Capital Region ESD 113

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2022-23 school year.

- **Page 1 must be UPDATED ANNUALLY:** District indicates if accepting Highly Capable funds, corrects all contact information as needed, corrects dates to current school year, and signs assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page. Page 7 is to be updated annually.

REMINDER: The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2022-23), click **Print All**, to the right of Save. (WAC 392.170.025).

Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under RCW 28A.150.220(3)(g)3.

Updated Pages

Updates have been made to the following pages:

- Page 2
- Page 3
- Page 4
- Page 5
- Page 6
- Page 7

Assurances: Comply with State Law and Regulation

NOTE: As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See [RCW 28A.185.020](#) (1) and (2).

Please check only one box below:

LEA accepts Highly Capable allocation for 2022-23 school year. LEA agrees to the comply with:

- a. [RCW 28A.150.220\(3\)\(g\)\(3\)](#)
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. [RCW 28A.185.020](#)
Highly Capable program requirements provided in state law.
- c. [WAC 392-170-012](#)
Highly Capable program requirements provided under OSPI rules. [WAC 392-170](#)
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

LEA DOES NOT accept Highly Capable allocation for the 2022-23 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. *Annually report the students served in the district's Highly Capable program in CEDARS.*
- b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*
- c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- e. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

District officials have read, and the district complies with, the laws and regulations above.

Authorized Representative Name:	Shawn Batstone
Authorized Representative Title:	Assistant Superintendent
Date: (MM/DD/YY)	10/07/22

Highly Capable Program Coordinator	
Contact Name:	Jodi Schaefer
Contact Organization:	Tumwater School District
Contact Email:	jodi.schaefer@tumwater.k12.wa.us
Contact Phone:	360.709.7057
Contact Name:	
Contact Organization:	Tumwater School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contact Name:	Tanna Foss
Contact Organization:	HiCap Parent Organization
Contact Email:	fosstanna@gmail.com
Contact Phone:	360.920.5462

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170 | [035](#) | [036](#)

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

Yes No

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification [WAC 392-170-042](#)

Assurances

- Public notification for parents and students before any major identification activity.

Public Notification

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process [WAC 392-170-045](#) | [055](#)

Assurances

- District uses a specific process to refer students for the Highly Capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission [WAC 392-170-047](#)

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- District gets permission to assess.
- District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>
Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>

D. Screening Procedures **OPTIONAL** [WAC 392-170-045](#) | [055](#) | [060](#) | [075](#)

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes No

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E.**

Do Not Lose Your Data - Click Save!

Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances

Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented screening process.
- All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data

Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process."

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process [WAC 392-170-055](#) | [060](#)

Assurances

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented assessment process.
- All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests*.

Instructions

Use **up-to-date assessment tools**. Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT 7-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 8-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 7-Full Battery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 8-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaufman Test of Educational Achievement (KTEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i-Ready or IXL

Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Selection [WAC 392-170-075](#)

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

Shall be based on a selection system that determines which students are the most Highly

Capable as defined under WAC 392-170-055, and other data collected in the assessment process.”

Assurances

- District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) WAC 392-170- 070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- The district’s MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

HCP Services: Continuum and Variety
RCW 28A-185-030, WAC 392-170-030

A. Program Services Management [WAC 392-170-078](#) | [080](#)

Assurances

- District provides educational opportunities that take into account each student’s needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student’s needs and capabilities.

B. Variety and Continuum of Program Services [WAC 392-170-078](#) | [080](#)

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation							<input checked="" type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							
<input type="checkbox"/> Independent study							<input checked="" type="checkbox"/> Independent projects							

<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
---	--

<input type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

A. District Program Goals [WAC 392-170-030](#)

Assurance

District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance [WAC 392-170-095](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	Review annually the district policy/procedures.
Program Expenditures	<input checked="" type="checkbox"/>	Review annually the program expenditures.
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee.
District Procedures	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee.
Goals for District Program	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee and parent group.
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	Reviewed annually (district/state assessment data, surveys).
Communications	<input checked="" type="checkbox"/>	Reviewed as needed with the parent group and principals.
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee and parent group.
Continuum of Services	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee and parent group.
Other: Name(s)	<input type="checkbox"/>	

C2. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review

Grades and Tests

AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Spring	Fall
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Fall, Winter, Spring Fall, Winter, Spring	Fall, Winter, Spring Fall, Winter, Spring
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	January, June January, June	January, June January, June
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	annually annually	annually annually
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Qualitative Data

Staff Anecdotal Observation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Reflection	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)Parent meeting input	<input checked="" type="checkbox"/> Elementary	January	January

Secondary

January

January

Surveys

Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Parent	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	March March	March March
Student	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	March March	March March
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Other Data Sources

Attendance	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Fall, Winter, Spring Fall, Winter, Spring	Fall, Winter, Spring Fall, Winter, Spring
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Program Participation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	June June	June June
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

School Board Annual Approval of District Comprehensive Plan: iGrants 217
WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve [WAC 392-170-030](#)

Instructions

Estimate the number of students your district expects to serve at each grade — across the district’s total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	3	2	23	22	26	31	22	27	29	20	18	31	257

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
[WAC 392-170-020](#) | [025](#)

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 10/27/2022

Upload meeting minutes that show **annual board approval of iGrants FP 217.**

File names: do not use symbols or special characters.

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Jodi Schaefer and Shawn Batstone

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2022-23 identification cycle.

We screen all students in grade 2 and those referred during the school day. We also provide nomination materials in multiple languages. Our screening committee considers several data points when considering students for HiCap placement, including teacher observations, and a variety of assessments. We have found this to be a successful way to balance the identification to reflect our overall district percentages of low-income, Multilingual, and other students from special populations.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2021-22 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.
- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

We consider the following data when selecting students for highly capable services:

- * Academic achievement data including district and state assessment scores
- * Cognitive abilities to include the CogAT
- * Exceptional creativity to include the Renzulli scale

No single item is used to identify students for services, and no single item is used to disqualify students from consideration. The committee uses all of the information to try and get a holistic view of each student, as well as to ensure that a student from a low-income or multilingual background is not excluded from consideration. Our process uses local norms, which are reviewed on an annual basis.

TUMWATER HIGH SCHOOL
FIELD TRIP REQUEST

NAME OF ORIGINATOR: Peter Klinzman

DEPARTMENT (If applicable) BAND/Orchestra

Date of request: 9/6/22

Destination (City and Specific Location (address):

ATMOL ID. Silverwood theme Park

Departure date: 6/16/23

Departure time: 9 am

Return date: 6/18/23

Return time: 2 pm

Mode of travel:

Charter Bus

Number of students involved: 40-50 Number of chaperones: 1 per 10 (4-5)

Plans for providing adequate supervision (Should have at least 1 supervisor/10 students):

1 chaperone per 10 students

Total cost of trip (If applicable): \$ 7,000 ^{Appx} Total cost per pupil: Appx \$130 /ASB

Method of financing (Explain, if necessary; i.e., department, ASB, students paying, etc.)

Student Funded Trip. NOT mandatory
students only attend if they wish

Description of trip's relationship to learning goals:

Historically a trip we have done every 2 years
for last 22 or so. This would be the
first since COVID.

Principal's Approval: [Signature]

Date: 9/27/22

need sub for 6/18/22

THS Band/Orchestra Spring trip

Purpose: the band/orchestra spring trip is an end of year celebration. Band and orchestra students work hard performing during the year and the spring trip is an acknowledgement of that hard work.

History: The band/orchestra has traveled to Silverwood Theme Park every 2 years for approximately 20 years. That cycle was obviously interrupted by COVID. This year would be the first trip in 4 years.

Nuts & Bolts: This is a student financed trip, there is no cost to the district. It is not a requirement, only students who wish to go on the trip attend. Students will travel by charter bus on a Friday to Spokane, we will stay in a HS gym (TBD) students are well supervised with a very strict "boys on one side girls on the other" at lights out. Friday is laser tag at LaserQuest in downtown Spokane. Saturday is all day at Silverwood, with a second night at the high school gym. Sunday we will get up and travel back to Tumwater.

Expenses: Students are responsible for meals (we usually provide at least one meal usually the first evening. A meal is included in the ticket price at Silverwood.

This is a relatively low cost trip, the bus plus Silverwood is usually around \$130.00, based on how many students go on the trip. If a student really wants to go and cannot afford the cost we always find a way to get that students on the trip.



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

TO: Tumwater School District
Board of Directors

FROM: Beth Scouler, Executive Director Human Resources

RE: TEA/TSD Negotiated Agreement

The District recommends Board approval of a one year (2022-23) negotiated agreement between Tumwater Education Association (TEA) and Tumwater School District (TSD). This tentative agreement represents a one-year contract which will expire August 31, 2023 and was ratified by TEA on October 10, 2022 with an 85% majority vote.

Below please find a summary of the negotiated tentative agreements. If you have any questions, please don't hesitate to contact me at beth.scouler@tumwater.k12.wa.us or (360)709-7020.

Section/Article	Proposed Changes	Notes
Article 2 Section D District Committees	Replace District Affirmative Action Committee with District Diversity Committee	
Article 3 Section 5 Long-Term Substitutes	Designates BA+1 salary for long-term substitutes	
Article 3 Section 5 Long-Term Substitutes	One-year pilot of paying substitutes an additional \$25 for Monday assignments	
Article 6 Section L Preparation	Defines what type of "homeroom" or "advisory" qualifies as an additional preparation period.	
Article 23 Section B Payments and Warrants	Salary: 5.5% state-funded increase to salary	
Article 23 Section B Payments and Warrants	Eliminate BA-0 row of salary schedule.	
Article 26 Section I Longevity Leave	Increases the cash-out value of a longevity day from the current curriculum rate to per diem pay.	Increases day from \$396 to an average of \$472. Places value on staff attendance to support consistent instruction.

BOARD OF DIRECTORS
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

Section/Article	Proposed Changes	Notes
Article 26 Section I Longevity Leave	Increases the ability to cash-out accumulated personal days from two to three.	Places value on staff attendance to support consistent instruction.
Article 27 Section A Employee Facilities	Identifies requirements for a location for pumping breastmilk. Addresses energy efficiency requirements regarding any future limitations on dorm-size refrigerators.	
Article 27 Section F Employee Facilities	Provides guidance for classroom visitation.	
Article 29 Position Recruitment	Adds two self-directed supplemental enrichment days for employees who submit intent to retire no later than February 15 th .	Encourages timely notification to HR of intent to retire, supporting effective staffing and budgeting projections.
Article 29 Section H Involuntary Transfer/Reassignment	Replaces Washington State seniority with building or worksite seniority in the case of an involuntary transfer.	
Article 35 Section B Professional Enrichment Days	Provides communication deadline for dates of Tumwater U.	
Article 37 Section E 4 Secondary Class Size	Increases daily impact pay from \$4.00 to \$4.40.	
Article 37 Tumwater Virtual Academy	Agreement between TEA and TSD to continue working on a Memorandum of Understanding to address TVA working conditions.	
Article 38 Section H 2	Provides a \$750 dollar annual stipend for Occupational/Physical Therapists, Speech Language Pathologists and Registered Nurses who maintain optional Department of Health licensing.	
Article 38 Section H 3 Preschool Program	Increases daily impact pay from \$8.50 to \$11.00.	Aligns preschool impact pay with elementary at the half-day equivalent.
Article 38 Section H 4 Resource Room	Increases daily impact pay from \$8.50 to \$12.00.	More closely aligns resource room impact pay with elementary, while still recognizing the fluid nature of resource special education programs.

Section/Article	Proposed Changes	Notes
Article 38 Section H 6 Emotionally/Behavior Disorder	Increases daily impact pay from \$8.50 to \$22.00.	Aligns EBD self-contained program impact pay with full-day elementary.
Article 38 Section H 7 Life Skills	Increases daily impact pay from \$8.50 to \$22.00.	Aligns Life Skills self-contained program impact pay with full-day elementary.
Article 38 Section H 9 LINCS	Increases daily impact pay from \$8.50 to \$22.00.	Aligns LINCS (TSD's self-contained program serving 18-21 year old students) impact pay with full-day elementary.
Article 42 Student Health Supports (new)	Provides initial agreements regarding counseling, social work and mental health support for students in compliance with ESSB 5030.	