

REPORTS TO THE BOARD

- CTE Overview and 5 Year Plan: Questions can be directed to Brian Hardcastle.
- School Resource Officer (SRO) Presentation: Questions can be directed to Shawn Batstone.
- BHHS Wrestling Barn Donation: Questions can be directed to Shawn Batstone or Mel Murray.
- LINCS Portable Update: Questions can be directed to Mel Murray.
- 1st Reading, Policy 1630 – Evaluation of the Superintendent (NEW!): Questions can be directed to Superintendent Meyer.
- 1st Reading, Policy 1810 – Annual Governance Goals and Objectives (NEW!): Questions can be directed to Superintendent Meyer.
- 1st Reading, Policy 1822 – Training and Professional Development for Board Members (NEW!): Questions can be directed to Superintendent Meyer.
- 1st Reading, Policy 2029 – Animals as Part of the Instructional Program (NEW!): Questions can be directed to Shawn Batstone.
- 1st Reading, Policy 6625 – Private Vehicle Transportation (NEW!): Questions can be directed to Shawn Batstone.
- 1st Reading, Policy 3112 – Social Emotional Climate (NEW!): Questions can be directed to Shawn Batstone.
- 1st Reading, Policy 2190 – Highly Capable Programs (REVISED): Questions can be directed to Shawn Batstone.
- 1st Reading, Policy 5117 – Civility (NEW!): Questions can be directed to Beth Scouller.

	<p>9. Naviance 6th-12th, articulated launch C2022/A</p>	<p>options (LOTT, City of Olympia, Port of Olympia partnership alliance) <ul style="list-style-type: none"> Contract with ESD 113 to Showcase BHHS and THS (Programs-to-Pathways-to-Careers) (show example) Add Inspiring Girls Now in Technology Evolution (IGNITE) to both middle schools https://www.igniteforall.org/ (MP) Support CTISO Technology Student Association (TSA) at both middle schools (MP) </p>	<p>Review Precision Exam data <ul style="list-style-type: none"> Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Establish longitudinal cohort (Class of 2025) to track enrollment in year 13 programs Two-year data review on Class of 2023 with follow up feedback tool Review job outlook data Develop and implement student feedback tools for post course completion Increase student agency at the middle level by increasing voice and choice regarding elective credits (Youth Council Advisory (GSP) Great Schools Partnership) Staff complete OSH Program Review template </p>	<p>1. Review Precision Exam Data C/O 2. Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Numerics C/O 3. Expand 21st Century Skills/Habits of Success to other departments NC 4. Review job outlook data C/O 5. Align, modify, and implement Common Assessments C/O</p>	<p>Data & Accountability (Criteria 5)</p>
	<p>1. Complete review of equipment repairs and replacement (annually) C/O 2. MSDS annual update C/O 3. Review CTE liability with supervision, student access and equipment use C/O 4. Implement OSHA 10 Certification (Sp '03 w/ NNSC) C/O 5. Review safety practices for a FieldSTEM-based program (6-8 PEI) O</p>	<p>Complete review of equipment repairs and replacement (annually) <ul style="list-style-type: none"> MSDS annual update Food Handler certification (Culinary and Nutrition classes) Review CTE liability with supervision, student access and equipment use Restrict access to manufacturing and shop equipment (6-8 PEI) with PEI Implement OSHA 10 Certification (Sp '03 w/ NNSC) BHHS Manufacturing and THS Construction https://www.osha.gov/training/outreach </p>	<p>• Review Precision Exam data <ul style="list-style-type: none"> Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Establish longitudinal cohort (Class of 2025) to track enrollment in year 13 programs Two-year data review on Class of 2023 with follow up feedback tool Review job outlook data Develop and implement student feedback tools for post course completion Increase student agency at the middle level by increasing voice and choice regarding elective credits (Youth Council Advisory (GSP) Great Schools Partnership) Staff complete OSH Program Review template </p>	<p>1. Monitor equipment and facility needs C/O 2. Aerospace Manufacturing NNSC summer satellite A 3. Support Elementary PLTW development (K-12STEM) O 4. Purchase scaffolding and Tiny Home trailer C 5. Add eight pottery wheels for Ceramics Class C 6. FIELDSTEM C 7. Purchase FIELDSTEM equipment for environmental studies C/O</p>	<p>Safety & Practices (Criteria 6)</p>
	<p>1. Monitor equipment and facility needs <ul style="list-style-type: none"> Medical Intervention (materials and supplies) (PLTW) MS Garden materials Purchase additional equipment based on 6-8 FieldSTEM/Outdoor Learning opportunities </p>	<p>• Complete review of equipment repairs and replacement (annually) <ul style="list-style-type: none"> MSDS annual update Review CTE liability with supervision, student access and equipment use </p>	<p>• Review Precision Exam data <ul style="list-style-type: none"> Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Establish longitudinal cohort (Class of 2025) to track enrollment in year 13 programs Two-year data review on Class of 2023 with follow up feedback tool Review job outlook data Develop and implement student feedback tools for post course completion Increase student agency at the middle level by increasing voice and choice regarding elective credits (Youth Council Advisory (GSP) Great Schools Partnership) Staff complete OSH Program Review template </p>	<p>1. Review Precision Exam Data C/O 2. Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Numerics C/O 3. Expand 21st Century Skills/Habits of Success to other departments NC 4. Review job outlook data C/O 5. Align, modify, and implement Common Assessments C/O</p>	<p>Equipment & Facilities (Criteria 7)</p>
	<p>1. Review Precision Exam Data C/O 2. Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Numerics C/O 3. Expand 21st Century Skills/Habits of Success to other departments NC 4. Review job outlook data C/O 5. Align, modify, and implement Common Assessments C/O</p>	<p>• Monitor equipment and facility needs <ul style="list-style-type: none"> Medical Intervention (materials and supplies) (PLTW) MS Garden materials Purchase additional equipment based on 6-8 FieldSTEM/Outdoor Learning opportunities </p>	<p>• Complete review of equipment repairs and replacement (annually) <ul style="list-style-type: none"> MSDS annual update Review CTE liability with supervision, student access and equipment use </p>	<p>1. Review Precision Exam Data C/O 2. Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Numerics C/O 3. Expand 21st Century Skills/Habits of Success to other departments NC 4. Review job outlook data C/O 5. Align, modify, and implement Common Assessments C/O</p>	<p>Equipment & Facilities (Criteria 7)</p>
	<p>1. Review Precision Exam Data C/O 2. Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Numerics C/O 3. Expand 21st Century Skills/Habits of Success to other departments NC 4. Review job outlook data C/O 5. Align, modify, and implement Common Assessments C/O</p>	<p>• Monitor equipment and facility needs <ul style="list-style-type: none"> Medical Intervention (materials and supplies) (PLTW) MS Garden materials Purchase additional equipment based on 6-8 FieldSTEM/Outdoor Learning opportunities </p>	<p>• Complete review of equipment repairs and replacement (annually) <ul style="list-style-type: none"> MSDS annual update Review CTE liability with supervision, student access and equipment use </p>	<p>1. Review Precision Exam Data C/O 2. Review subgroup data in courses; academic success, certifications, and completer and concentrator growth Numerics C/O 3. Expand 21st Century Skills/Habits of Success to other departments NC 4. Review job outlook data C/O 5. Align, modify, and implement Common Assessments C/O</p>	<p>Equipment & Facilities (Criteria 7)</p>

<p>Leadership & Employability (Criteria 9)</p>	<p>1. MS CTSO Leadership to Regional Summit for PLTW NC-Subs NC 2. Expand service learning through CTOS with classroom connection 3. CTOS Leadership course in each HS NC 4. Continue working with district partners in developing a JROTC-CADET Program 5. 8th grade STEM Showcase 6. Send middle school parents/students CTOS information and encourage/select participation as they transition to 9th grade</p>	<p>• CTSO Advisors expectations for a High-Quality CTE Career and Technical Education Organizations HQ-CTSOs Expand service learning through CTOS (monthly CTOS Leaders Connection) • All CTOS required to market and fundraise • 8th grade Career Launch Thurston County Chamber Regional Partnership now 2022-23 SY (Chinook MS)(MP) • Send middle school parents/students CTOS information and encourage/select participation as they transition to 9th grade (MP) adding videos</p>	<p>• CTSO Leadership to Regional Summit for PLTW • Expand service learning through CTOS with classroom connection • Add Theplans to CTOS opportunities per outcome of 22-23 decision • CTOS participation and opportunities review • 9th grade job interview • Support staff WACTE sub groups support (covering costs)</p>	<p>• Monitor CTOS and Equivalency Programs of Work • Extend entrepreneurial endeavors into the classrooms • 10th grade ACT Business and Industry tours • Add WCTSMa CTOS (Sports Medicine) • 11th grade Community Service/Volunteerism & 12th grade Senior Presentation (HSEB Preparation, Pathway (POS), Reflection Paper, Presentation)</p>
<p>Community & Advisory (Criteria 11)</p>	<p>1. Expand business partnerships 2. Support TSD Fall Kickoff and SPSCC Advisory 3. Develop TSD WBL for career and classroom support (scope, sequence and articulation) 4. CTE Month Promo (20 days of messaging) 5. Expand/Discuss adding pollinators (honey) to FRESH program 6. Recruit and build MS STEM Advisory</p>	<p>• Support TSD Fall Kickoff and SPSCC Advisory participation with TSD staff • Expand/Discuss adding pollinators (honey) to FRESH program (City of Tumwater) • Support business to youth partnerships Career Connect Washington (ESD 113) • Add Local Advisory members as needed to reflect program input and growth based on labor market demands • Plan for Evening of Excellence highlighting 9-12 outstanding PLTW scholarship winners, concentrators, completers, 21st Century Skills, CTOS, staff awards, school awards, etc. with business and advisory invitations (appreciation and fruits of labor) (TW) • TSD WBL for career and classroom support (scope, sequence and articulation) (Google Doc) • CTE Month Promo align to Program Areas (staff input) • Recruit and build MS STEM Advisory (MP)</p>	<p>• Host showcase events for students to connect classroom and post-secondary options • Engage potential students, parents and community in career pathway choices • Evening of Excellence • Expand MS Advisory reflective of PLTW pathways (Engineering, Computer Science, Environmental Studies, and Health Sciences) • Link CTOS leads to SPSCC/</p>	<p>• Add Instructional WBL w/ Office Professionals course • Expand CTE Summer School certifications • Maintain and/or expand dual credit options with CTC partners • Continue developing workforce events • Launch Summer School certification sessions • Coordinate onsite visits to education and employment providers</p>
<p>Programs of Study, Dual Credit, Certification</p>	<p>1. Increase our Dual Credit Articulations 2. Expand course certifications 3. Add pathway designation to diploma by Program Area (template, ex share) 4. Review AP Studio Art (capstone) Art 3 C 5. Review AP Environmental Science and Sustainability 6. Develop Summer Certification Courses with MISC Forestry and PEI 7. Refine Program Area recognition for students who have a concentrated study with pathway courses (Program area Cord designation)</p>	<p>• Data, refine, and adjust re: Summer Certification Courses • Review International Baccalaureate Career and Technical Education Programs • Research and review Summer Certification Courses • Offer the PLTW Biomedical Biotechnology Assistant Credential (need PBS, HBS, MI) • Add AP Environmental Science (capstone) • Add Biomedical Innovation PLTW PLUS programs • Develop database of students who have dropped out of Plan Summer Certification sessions • Advocate for adding pathway designation to diploma</p>	<p>• Maintain and/or expand dual credit options with CTC partners • Continue developing workforce events • Coordinate onsite visits to education and employment providers • Launch Summer School certification sessions • Add pathway designation to diploma by Program Area (template, ex share) • Plan for Instructional WBL</p>	<p>• Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.) • Share community resources with counselors about certification, apprenticeships and technical training options • Hire HS CTE TOSA • Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.) • Train counselors and staff on tools for career pathway opportunities</p>
<p>CC Readiness (Criteria 12 & 13)</p>	<p>1. Career Center balance b/wn certification, internships, apprenticeships, technical and community college options 2. ESD 113 CTE Marketing and Outreach Plan Launch Phase 1 and 2 (MSHS) (BHS) (JO) 3. Start Friday (ACT) for students to visit industry (bus trip) NC 4. Counselor workshop series development (CTE Graduation Option, Dual Credit for College Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.)</p>	<p>• Career Center balance b/wn certification, internships, apprenticeships, technical and community college options • Develop database of students who have dropped out of 2yr and 4 yr programs — teach out to connect to career and technical pathway • Expand social media platforms and community events to share the word • Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.)</p>	<p>• Career Center balance b/wn certification, internships, apprenticeships, technical and community college options • Develop database of students who have dropped out of 2yr and 4 yr programs — teach out to connect to career and technical pathway • Expand social media platforms and community events to share the word • Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.)</p>	<p>• Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.) • Invite counselor representative(s) to CTE meetings and conferences that will expand connections to workforce needs • Hire HS CTE TOSA • Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.) • Train counselors and staff on tools for career pathway opportunities</p>
<p>Counseling (Criteria 14)</p>	<p>1. Career Center balance b/wn certification, internships, apprenticeships, technical and community college options 2. ESD 113 CTE Marketing and Outreach Plan Launch Phase 1 and 2 (MSHS) (BHS) (JO) 3. Start Friday (ACT) for students to visit industry (bus trip) NC 4. Counselor workshop series development (CTE Graduation Option, Dual Credit for College Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.)</p>	<p>• Career Center balance b/wn certification, internships, apprenticeships, technical and community college options • Develop database of students who have dropped out of 2yr and 4 yr programs — teach out to connect to career and technical pathway • Expand social media platforms and community events to share the word • Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.)</p>	<p>• Career Center balance b/wn certification, internships, apprenticeships, technical and community college options • Develop database of students who have dropped out of 2yr and 4 yr programs — teach out to connect to career and technical pathway • Expand social media platforms and community events to share the word • Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.)</p>	<p>• Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.) • Invite counselor representative(s) to CTE meetings and conferences that will expand connections to workforce needs • Hire HS CTE TOSA • Provide a counselor workshop series development (CTE Graduation Option, Dual Credit, Equivalency and the 2 for 1, How CTE is Funded, Student Pathways, etc.) • Train counselors and staff on tools for career pathway opportunities</p>

<p>Professional Development (Criteria 16)</p>	<ol style="list-style-type: none"> 1. Target Summer WACTA Summer Conference for CTE Instructional Leaders to attend as a district team CO 2. New staff K-12 PLTW pathway training CO 3. Offer CPR/First Aid Training CO 4. Offer one day release to each CTE staff to visit a business or state/federal agency related to course offerings aligning industry standards and expectations O 5. Support professional learning related to job assignment CO 6. Offer externship opportunities for staff NC 7. Increase and support TSD CTE as staff presenters to local and national conferences/summits CO 	<ul style="list-style-type: none"> Target Summer WACTA Summer Conference for CTE Instructional Leaders to attend as a district team MSHS PLTW Regional Conference New staff K-12 PLTW pathway training Investigate IB CTE (West Ada, Idaho) Offer CPR/First Aid Training Offer one day release to each CTE staff to visit a business or state/federal agency related to course offerings aligning industry standards and expectations Support professional learning related to job assignment Increase and support TSD CTE as staff presenters to local and national conferences/summits Support Elementary PLTW development by training 24 K-5 teachers in PLTW Launch (K-12STEM) https://www.pltw.org/our-programs/pltw-launch-curriculum 6-8 staff Notebooking in STEM (PEI) Targeted support for .6< CTE FTE for certification (move off of Conditional status) 	<ul style="list-style-type: none"> Target Summer WACTA Summer Conference for CTE Instructional Leaders to attend as a district team MSHS PLTW Regional Conference New staff K-12 PLTW pathway training Investigate IB CTE (West Ada, Idaho) Offer CPR/First Aid Training Require one day release to each CTE staff to visit a business or state/federal agency related to course offerings aligning industry standards and expectations Support professional learning related to job assignment Increase and support TSD CTE as staff presenters to local and national conferences/summits Offer externship opportunities for staff Develop new CTE teacher mentor program Targeted support for .6< CTE FTE for certification (move off of Conditional status) 	<ul style="list-style-type: none"> Offer CPR/First Aid Training in May/June assignment based on funding availability Increase Summer CTE Conference participation Increase State Program Area membership (ex. WITEA) Develop summer externships for staff Targeted support for .6< CTE FTE for certification (move off of Conditional status) 	<ul style="list-style-type: none"> Targeted support for .6< CTE FTE for certification (transition to CTE Cert status) Offer summer externships for staff Offer CPR/First Aid Training in May/June Support workshops and trainings related to job assignment based on funding availability Increase Summer CTE Conference participation Increase State Program Area membership (ex. WITEA)
---	---	--	--	---	--

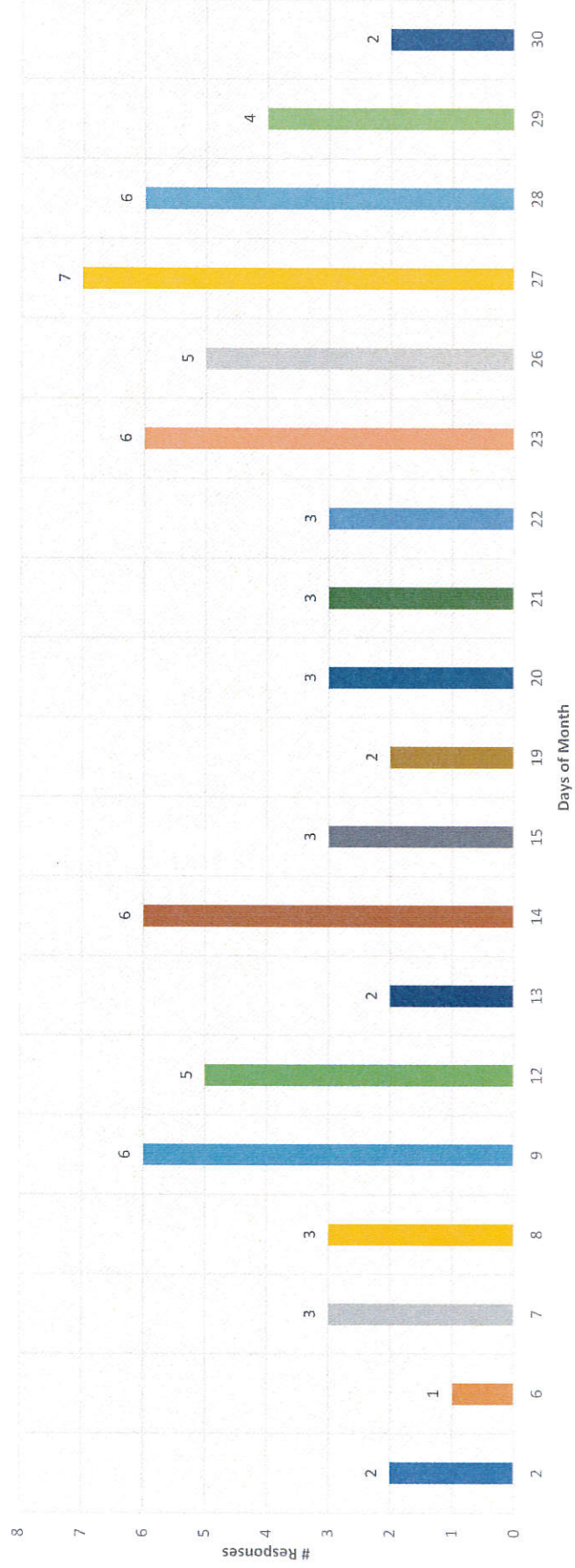
Tumwater School District

SRO Report

September 2022

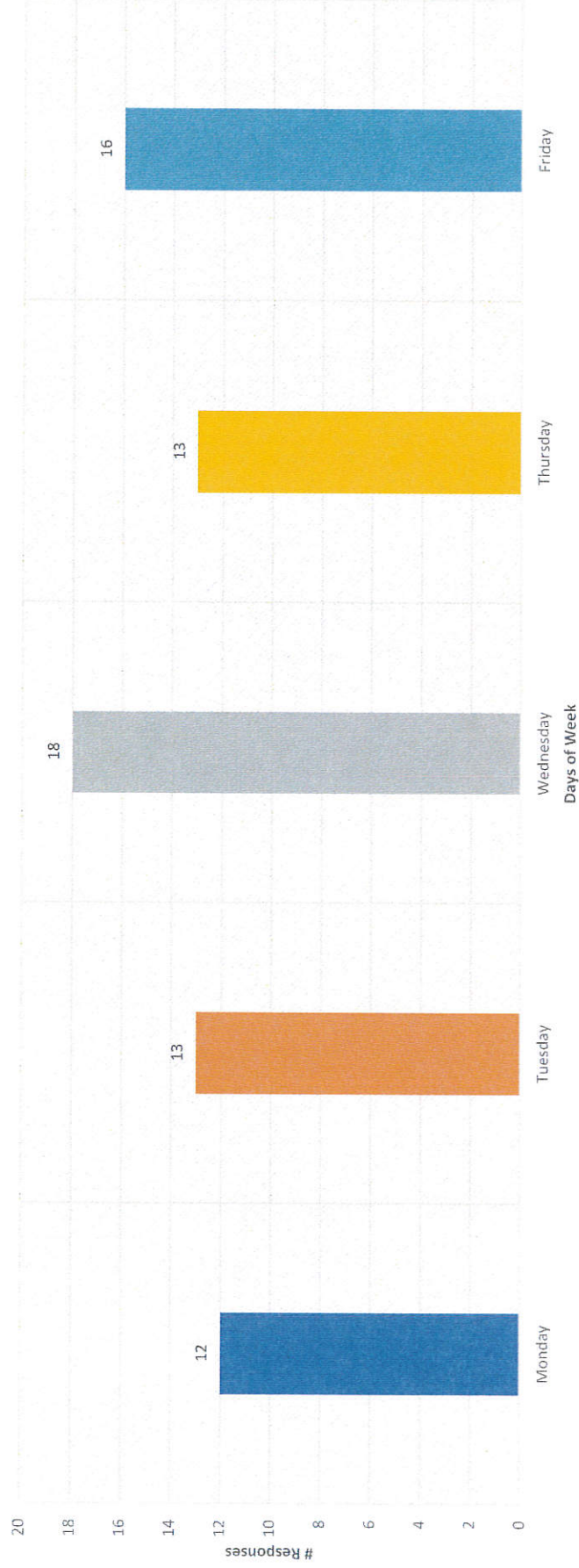
Days of the Month the SRO Responded

SRO Activity for September 2022 Day of Month



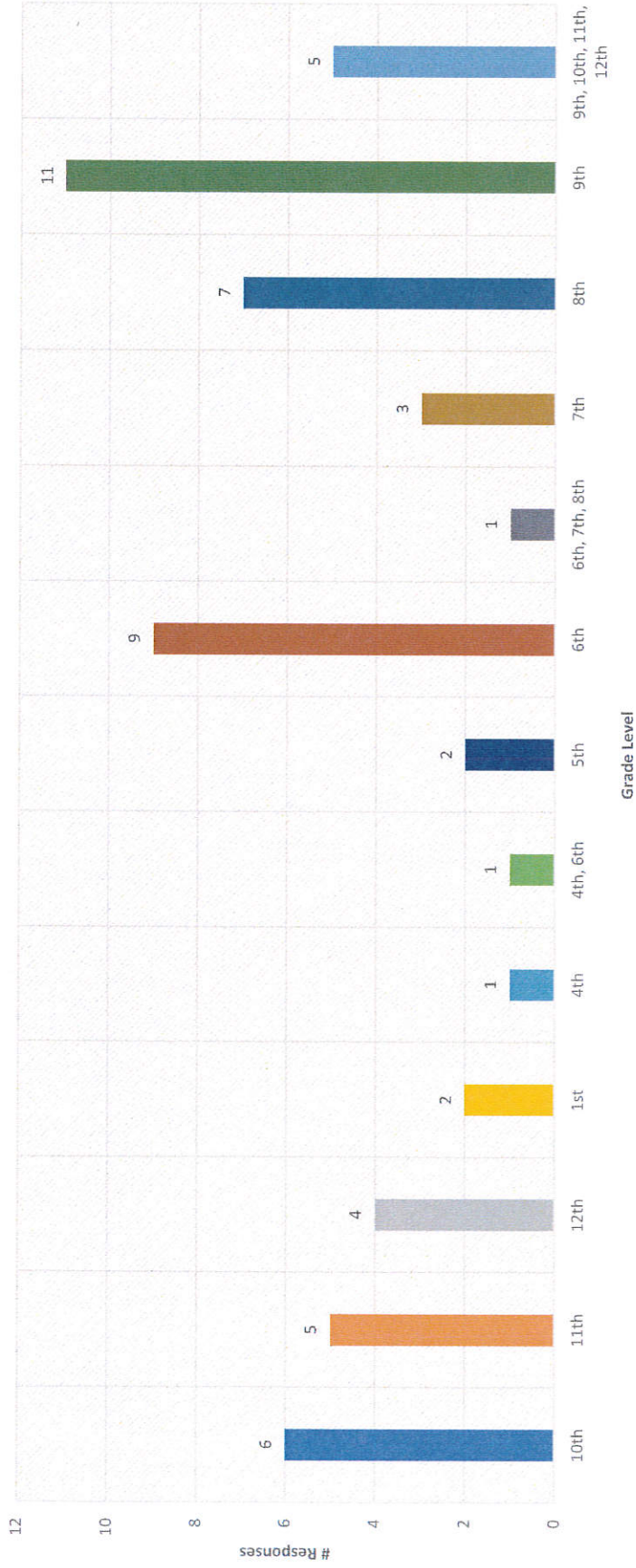
Day of the Week SRO Responded

SRO Activity for September 2022 Day of Week



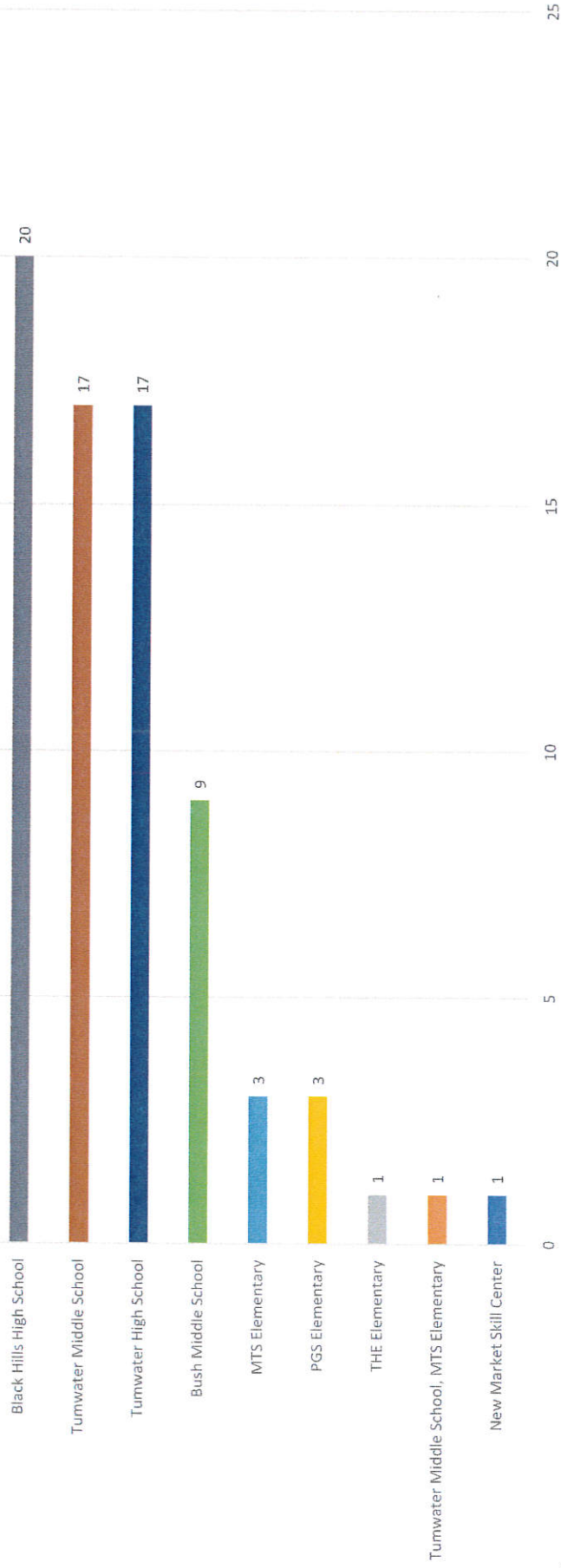
SRO Activity By Grade Level

SRO Activity for September 2022 by Grade Level



SRO Activity By Location

SRO Activity for September 2022 by Location

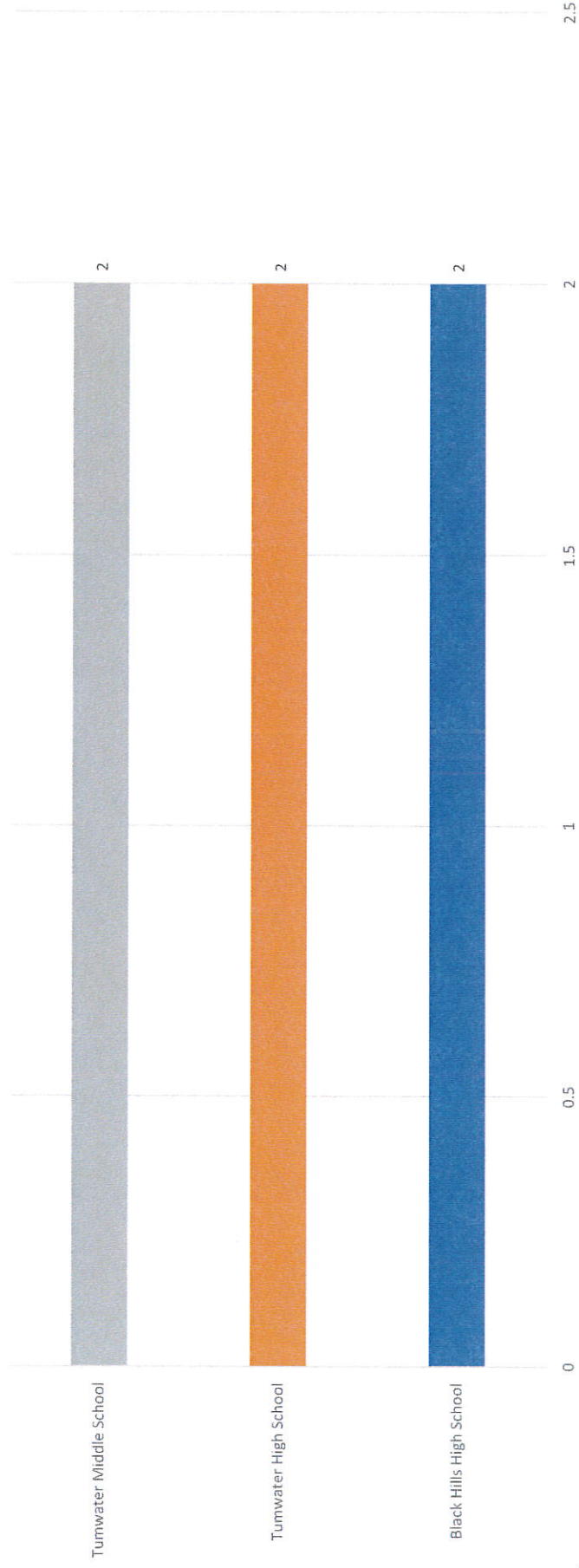


Student Activity Demographics

Students	FEMALE	MALE	Total
504			
WHITE	1	3	4
IEP			
WHITE		5	5
BLACK		1	1
Race Ethnicity			
WHITE	2	2	4
AMERICAN INDIAN & WHITE		1	1
BLACK & WHITE	1	1	2
WHITE & HISPANIC		1	1
Grand Total	4	14	18

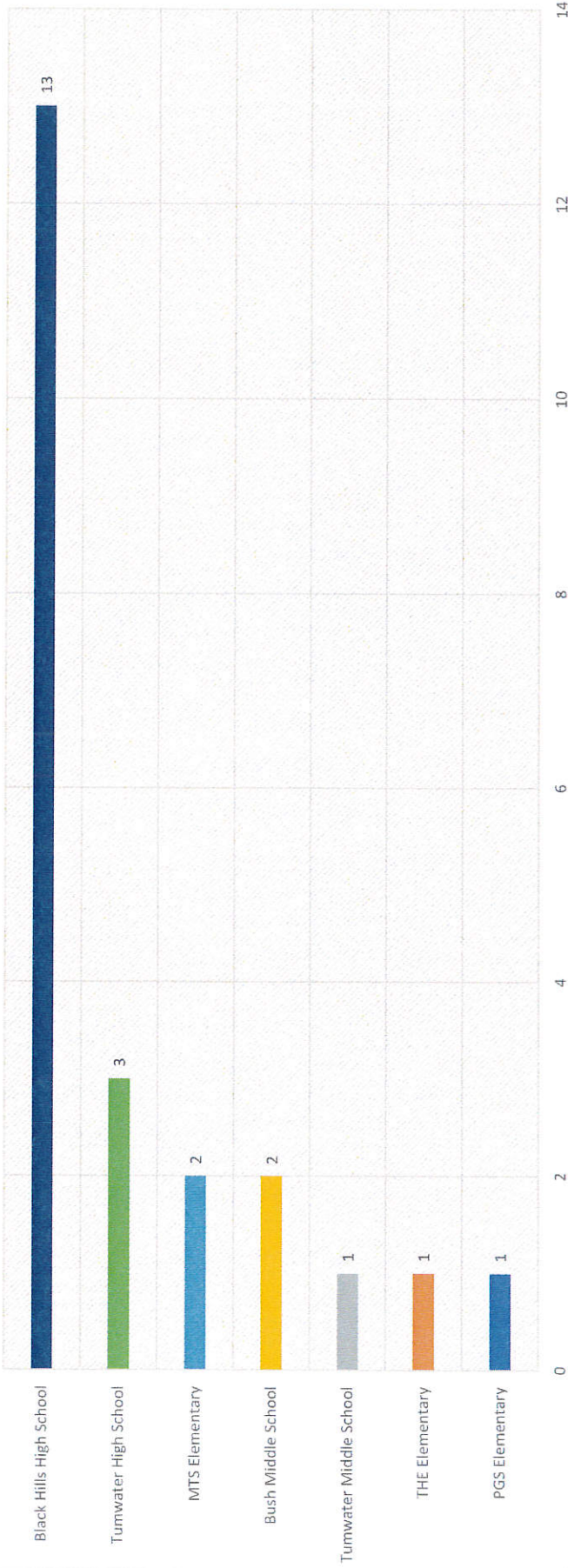
SRO Cybersecurity Activity By Location

SRO Activity for September 2022 Cybersecurity/Internet Safety - General Conduct Support by Location



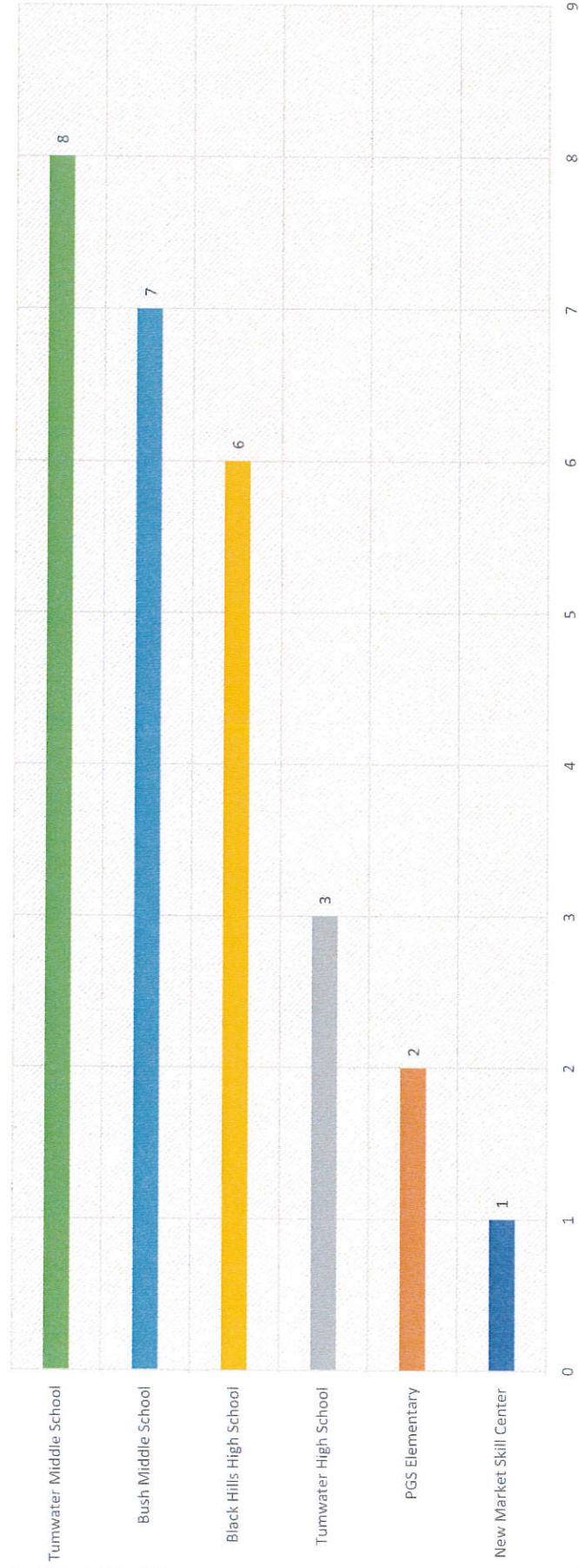
SRO Criminal Investigation By Location

SRO Activity for September 2022 Criminal Investigation by Location



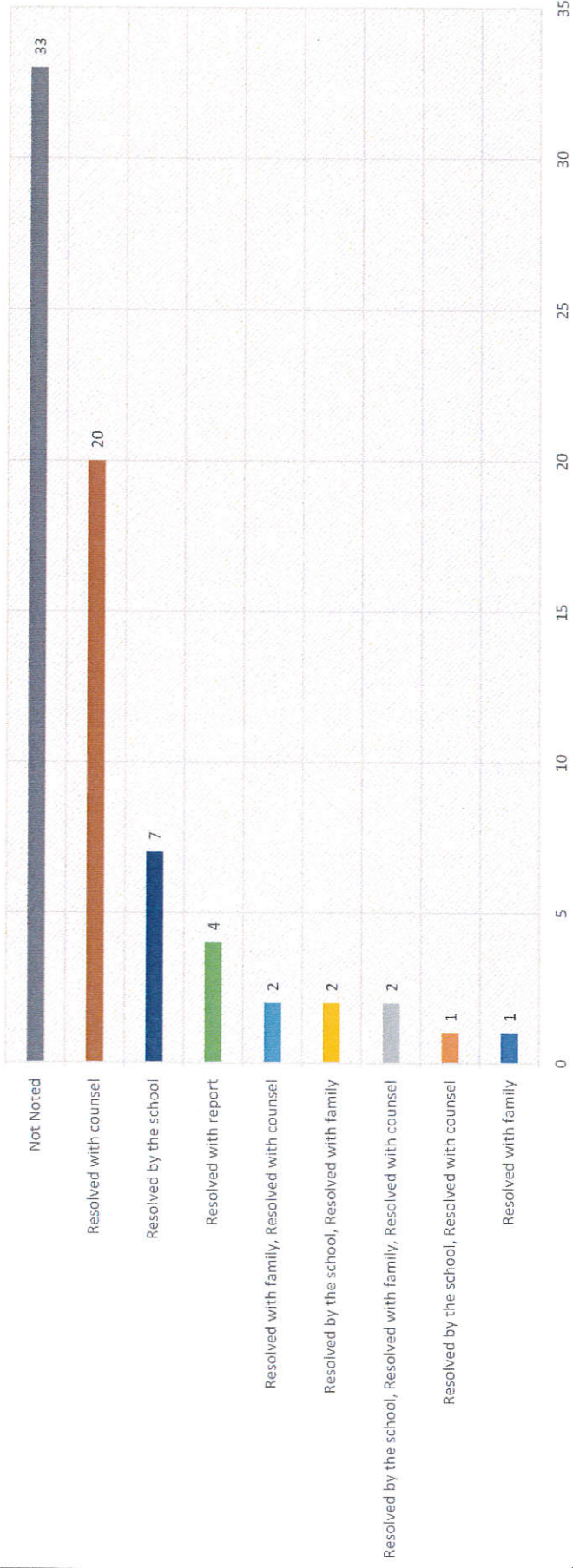
SRO SEL Support By Location

SRO Activity for September 2022 by SEL Support by Location



SRO Resolutions

SRO Activity for September 2022 (N=72) by # Responses by Resolution



SRO Community Outreach

Community Outreach/Support	Notes on Community Outreach/Support
Assembly	Assisted with assembly
Assembly	Attended the BHHS spirit assembly
Assist with office during meeting	Staff were in a meeting and I assisted with phones and notes for late students
Check in at THS	Check in with staff for recent events.
Courtesy transport	Provided courtesy ride for both students to their mothers work.
Delivered backpack	Dad dropped off sons backpack at Bush Middle School, forgetting that son now attends Tumwater High school. I delivered back back to high school for student
Fire Drill	Assisted with the all-school fire drill
Freshman orientation	(blank)
Lock down drill	Assisted with lockdown drill
Medical event	Assisted with having EMS at the school for a medical event
Missing students, transportation issues	(blank)
Picked up lost lunch from Transportation and brought back for student	(blank)
Safety Team Meeting	(blank)
Sporting event	(blank)
Sporting event	Attended the BHHS football game against Montesano.
Sporting event	BHHS football game
Sporting event	THS football game
Teaching lesson	Run hide fight quick presentation for students during class meeting. 5 minutes
Teaching lesson	Spoke with Junior class during class meeting. Gave quick overview/reminder of the run, hide, fight concept. Advised all if they had questions they could come and speak with me. 5-10 minute lesson
Teaching lesson	Spoke with several sixth grade classes after lockdown drill was completed. Answered various questions for students that were new to the middle school. Total time 30 minutes
Teaching lesson, Run hide fight lesson. Quick overview. 5 minutes	(blank)
Traffic issues	Issues with an aggressive parent in the parking lot
Walk through	Present for end of first day of school to talk with students and assist with pick-up.

City of Tumwater Community Survey

School Resource Officer (SRO) Survey

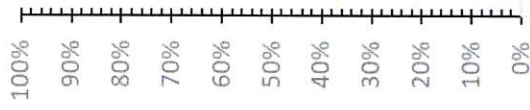
Total of 1,339 Responses

The School Resource Officer (SRO)

For several years, the Tumwater Police Department and the Tumwater School District have partnered to have school resource officers (SROs) present in our middle and high schools to improve safety

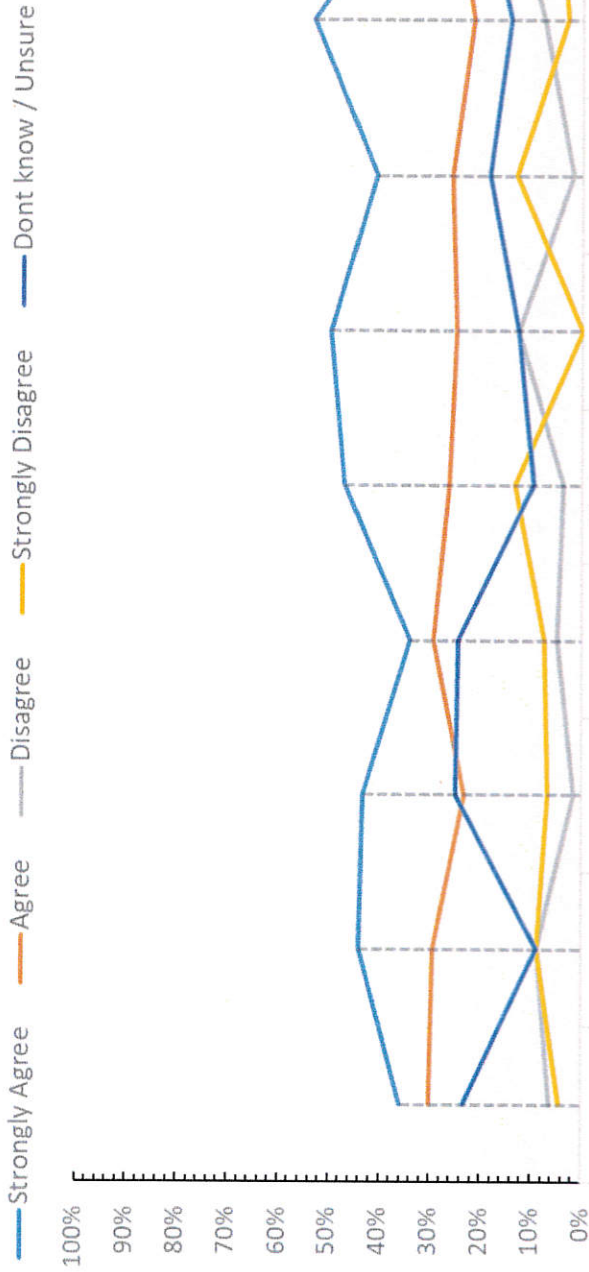
The SRO makes our schools a safer place (N=1339):

— Strongly Agree
 — Agree
 — Disagree
 — Strongly Disagree
 — Dont know / Unsure



	White / Caucasian	Prefer not to say	Other	Native Hawaiian / Pacific Islander	Native American Indian / Alaska Native	Hispanic or Latino/a	Black / African American	Biracial or Multiracial	Asian or Asian American
Strongly Agree	39.7%	55.3%	36.8%	50.0%	50.9%	48.3%	50.0%	40.7%	34.1%
Agree	30.0%	21.2%	31.6%	37.5%	22.6%	25.0%	29.4%	27.8%	34.1%
Disagree	5.4%	6.5%	5.3%	6.3%	5.7%	1.7%	5.9%	0.0%	4.9%
Strongly Disagree	4.2%	2.9%	5.3%	0.0%	11.3%	6.7%	8.8%	13.0%	7.3%
Dont know / Unsure	20.7%	14.1%	21.1%	6.3%	9.4%	18.3%	5.9%	18.5%	19.5%

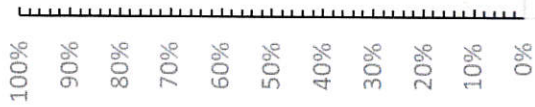
The SRO makes the community safer (N=1339):



	White / Caucasian	Black / African American	Hispanic or Latino/a	Asian or Asian American	Native American Indian / Alaska Native	Native Hawaiian / Pacific Islander	Biracial or Multiracial	Prefer not to say	Other
Strongly Agree	35.8%	44.1%	43.3%	34.1%	47.2%	50.0%	40.7%	53.5%	31.6%
Agree	30.2%	29.4%	23.3%	29.3%	26.4%	25.0%	25.9%	21.8%	26.3%
Disagree	6.3%	8.8%	1.7%	4.9%	3.8%	12.5%	1.9%	7.6%	15.8%
Strongly Disagree	4.5%	8.8%	6.7%	7.3%	13.2%	0.0%	13.0%	2.9%	5.3%
Dont know / Unsure	23.2%	8.8%	25.0%	24.4%	9.4%	12.5%	18.5%	14.1%	21.1%

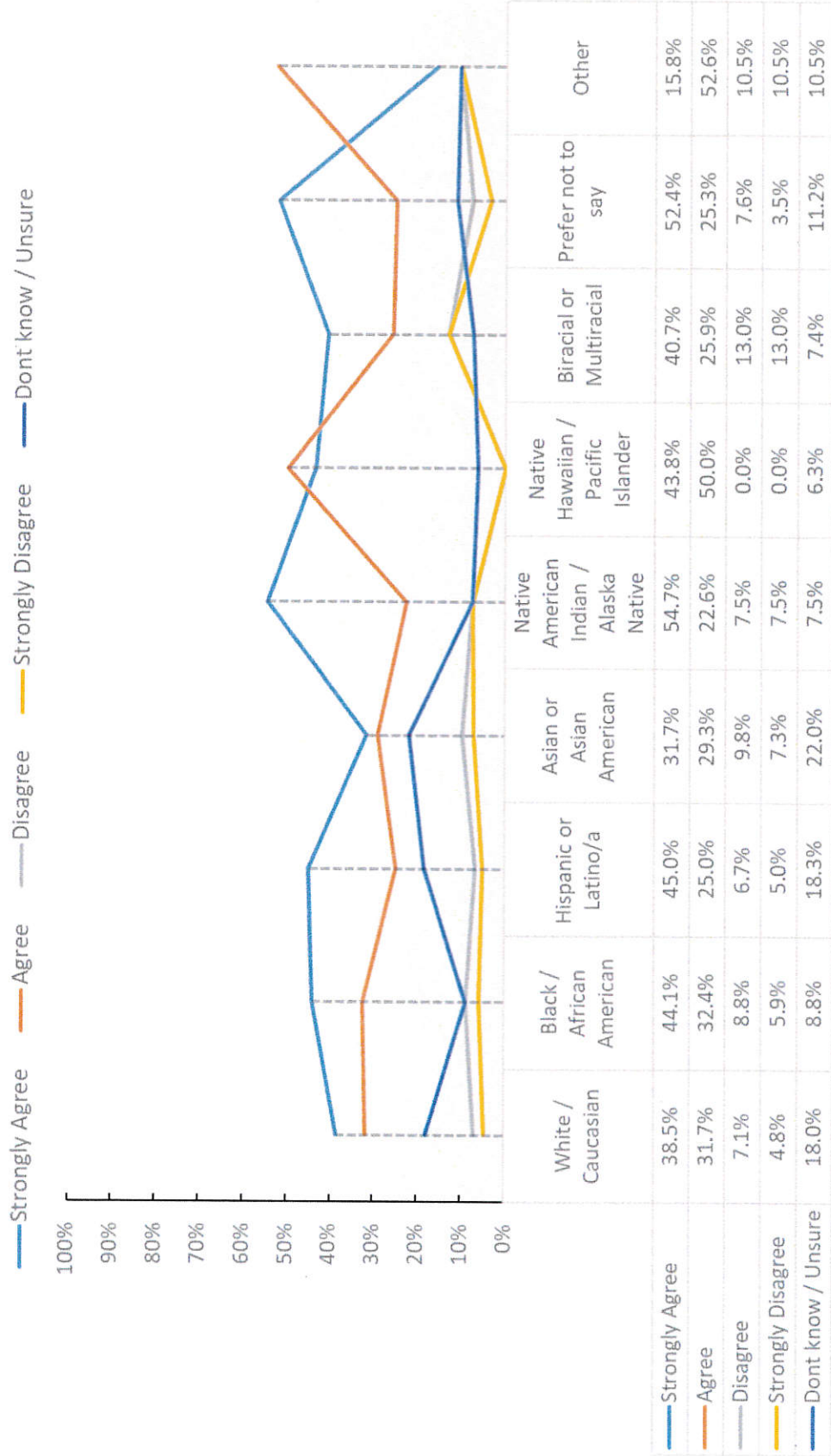
I'd prefer to see our taxes invested in other ways (N=1339):

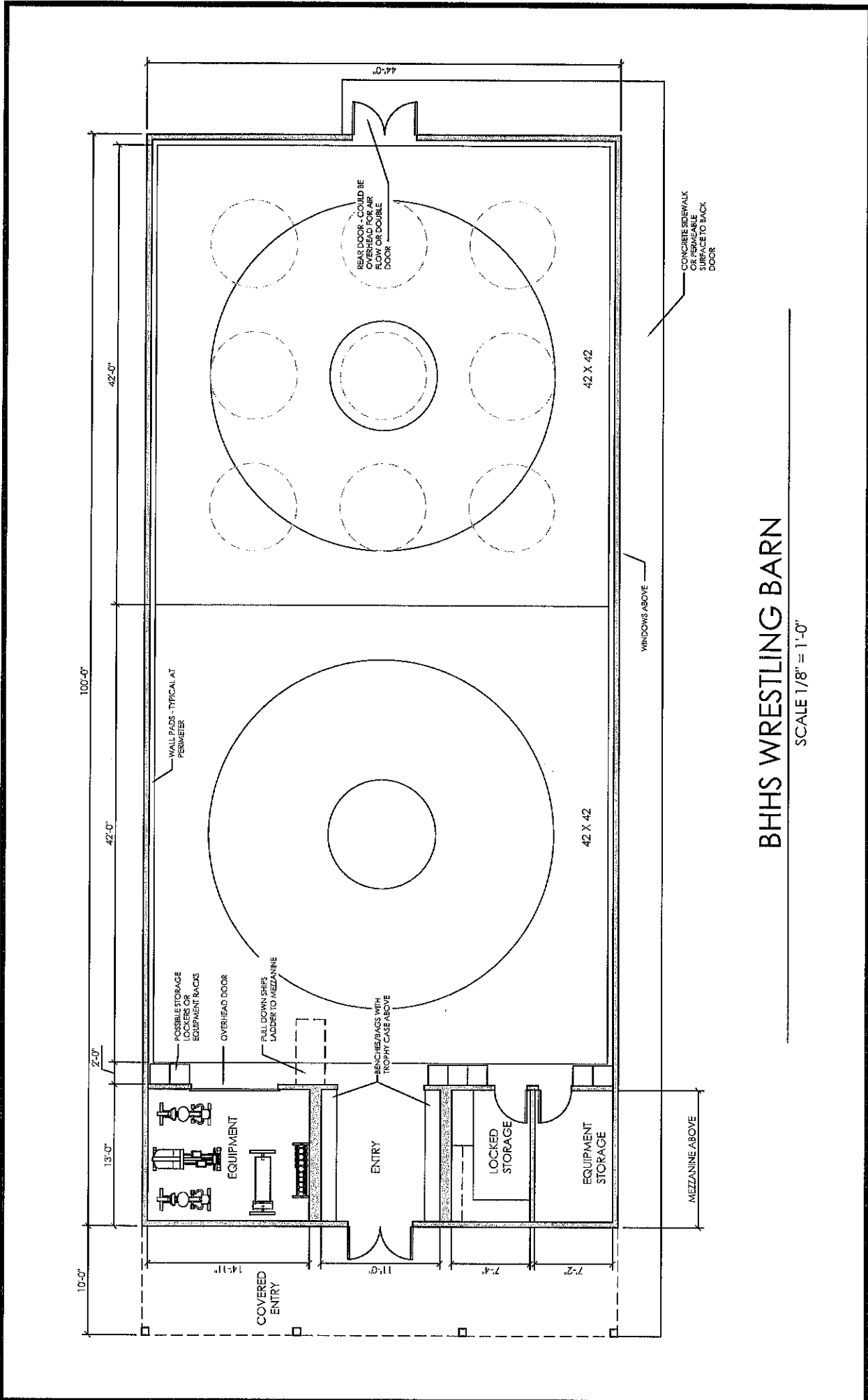
— Strongly Agree
 — Agree
 — Disagree
 — Strongly Disagree
 — Dont know / Unsure



	White / Caucasian	Black / African American	Hispanic or Latino/a	Asian or Asian American	Native American Indian / Alaska Native	Native Hawaiian / Pacific Islander	Biracial or Multiracial	Prefer not to say	Other
Strongly Agree	10.1%	17.6%	15.0%	19.5%	20.8%	6.3%	22.2%	11.2%	5.3%
Agree	10.9%	14.7%	15.0%	22.0%	5.7%	6.3%	18.5%	7.1%	36.8%
Disagree	30.6%	20.6%	23.3%	22.0%	26.4%	43.8%	7.4%	27.6%	21.1%
Strongly Disagree	27.8%	38.2%	30.0%	22.0%	35.8%	31.3%	40.7%	41.2%	21.1%
Dont know / Unsure	20.7%	8.8%	16.7%	14.6%	11.3%	12.5%	11.1%	12.9%	15.8%

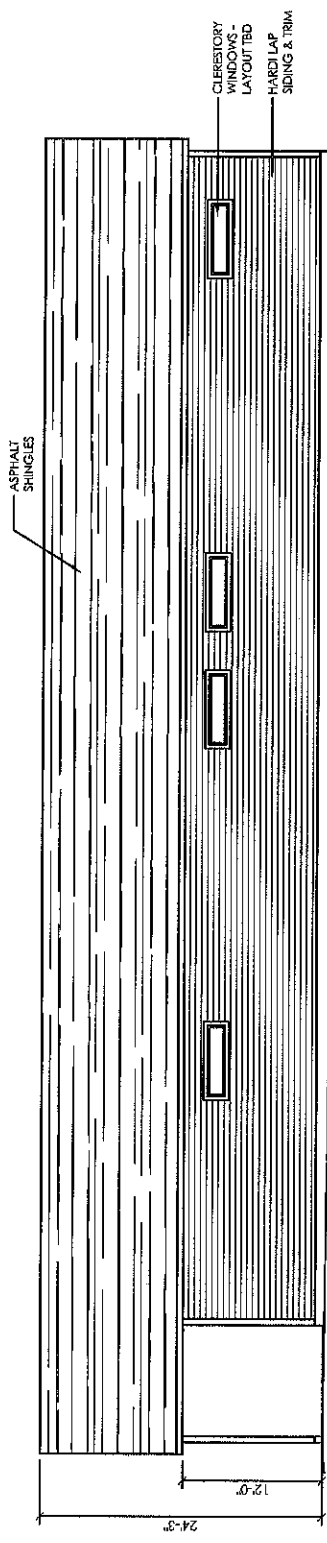
I'm happy that my City and School District are investing in the SRO (N=1339):



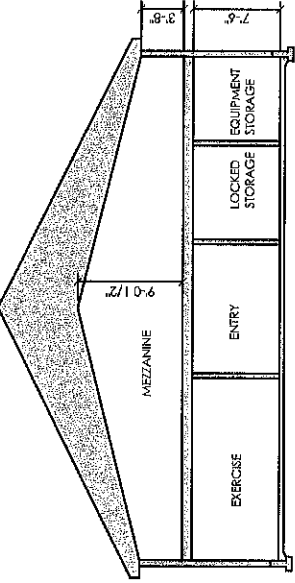


BHHS WRESTLING BARN

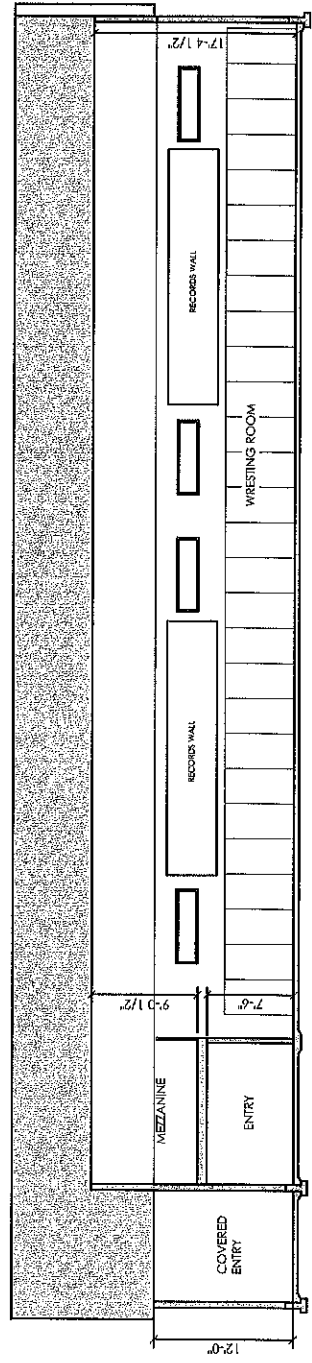
SCALE 1/8" = 1'-0"



SIDE ELEVATION



FRONT ELEVATION



BUILDING SECTION

BHHS WRESTLING BARN SCALE: $\frac{3}{16}'' = 1'-0''$



Existing Fire Pit

Proposed 44' x 110'
structure with
sidewalk to parking
lot

Existing drainage
swale to remain

Existing
greenhouse

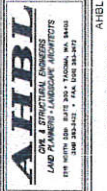
AG West Black Hills High School



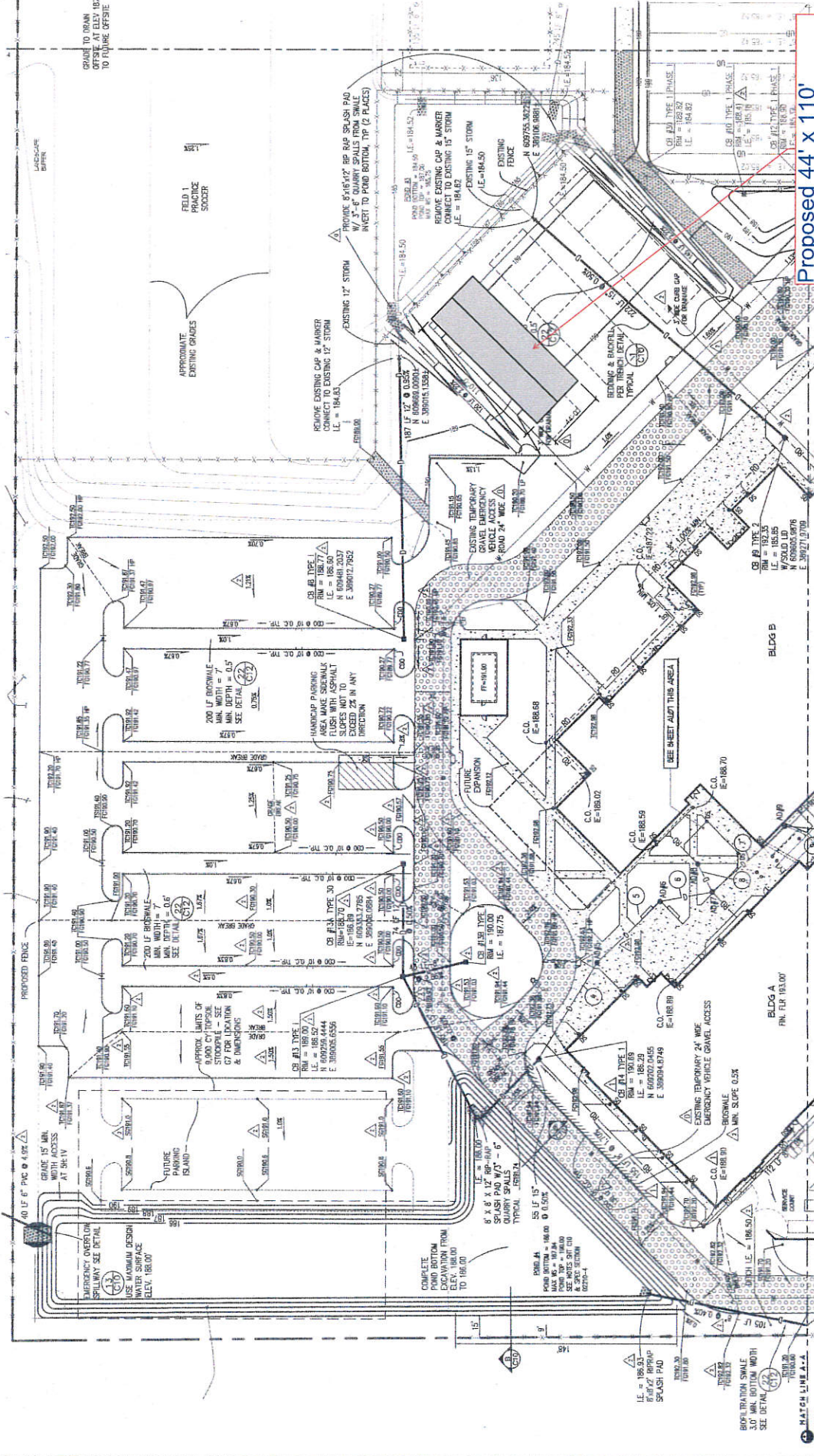
CONCEPT RENDERING

BHHS WRESTLING BARN

NOT TO SCALE

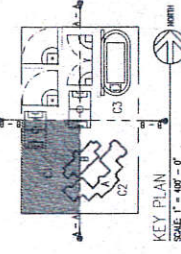


SECTIONS 8 & 9, TWP. 17 N., RGE. 2 W., W.M., THURSTON COUNTY, WASHINGTON



Proposed 44' x 110'
 structure with sidewalk to
 parking lot

CALL 48 HOURS
 BEFORE YOU DIG
 1-800-424-5555



- NOTES**
1. SET LANDSCAPE ARCHITECT PLANTS FOR TYPICAL AND SEEDING REQUIREMENTS.
 2. SEE SHEET C02 FOR ADDITIONAL LEGEND OF THIS PLAN SET.
 3. SEE SHEETS C01, C02 & C03 FOR TOWN NOTES AND DETAILS.
 4. SEE SHEET C04 FOR TYPICAL DETAILS.
 5. SEE SHEET C05 FOR TYPICAL DETAILS.
 6. SEE SHEET C06 FOR TYPICAL DETAILS.
 7. SEE SHEET C07 FOR TYPICAL DETAILS.
 8. SEE SHEET C08 FOR TYPICAL DETAILS.
 9. SEE SHEET C09 FOR TYPICAL DETAILS.
 10. SEE SHEET C10 FOR TYPICAL DETAILS.
 11. SEE SHEET C11 FOR TYPICAL DETAILS.
 12. SEE SHEET C12 FOR TYPICAL DETAILS.
 13. SEE SHEET C13 FOR TYPICAL DETAILS.
 14. SEE SHEET C14 FOR TYPICAL DETAILS.
 15. SEE SHEET C15 FOR TYPICAL DETAILS.
 16. SEE SHEET C16 FOR TYPICAL DETAILS.
 17. SEE SHEET C17 FOR TYPICAL DETAILS.
 18. SEE SHEET C18 FOR TYPICAL DETAILS.
 19. SEE SHEET C19 FOR TYPICAL DETAILS.
 20. SEE SHEET C20 FOR TYPICAL DETAILS.
 21. SEE SHEET C21 FOR TYPICAL DETAILS.
 22. SEE SHEET C22 FOR TYPICAL DETAILS.
 23. SEE SHEET C23 FOR TYPICAL DETAILS.
 24. SEE SHEET C24 FOR TYPICAL DETAILS.
 25. SEE SHEET C25 FOR TYPICAL DETAILS.
 26. SEE SHEET C26 FOR TYPICAL DETAILS.
 27. SEE SHEET C27 FOR TYPICAL DETAILS.
 28. SEE SHEET C28 FOR TYPICAL DETAILS.
 29. SEE SHEET C29 FOR TYPICAL DETAILS.
 30. SEE SHEET C30 FOR TYPICAL DETAILS.
 31. SEE SHEET C31 FOR TYPICAL DETAILS.
 32. SEE SHEET C32 FOR TYPICAL DETAILS.
 33. SEE SHEET C33 FOR TYPICAL DETAILS.
 34. SEE SHEET C34 FOR TYPICAL DETAILS.
 35. SEE SHEET C35 FOR TYPICAL DETAILS.
 36. SEE SHEET C36 FOR TYPICAL DETAILS.
 37. SEE SHEET C37 FOR TYPICAL DETAILS.
 38. SEE SHEET C38 FOR TYPICAL DETAILS.
 39. SEE SHEET C39 FOR TYPICAL DETAILS.
 40. SEE SHEET C40 FOR TYPICAL DETAILS.
 41. SEE SHEET C41 FOR TYPICAL DETAILS.
 42. SEE SHEET C42 FOR TYPICAL DETAILS.
 43. SEE SHEET C43 FOR TYPICAL DETAILS.
 44. SEE SHEET C44 FOR TYPICAL DETAILS.
 45. SEE SHEET C45 FOR TYPICAL DETAILS.
 46. SEE SHEET C46 FOR TYPICAL DETAILS.
 47. SEE SHEET C47 FOR TYPICAL DETAILS.
 48. SEE SHEET C48 FOR TYPICAL DETAILS.
 49. SEE SHEET C49 FOR TYPICAL DETAILS.
 50. SEE SHEET C50 FOR TYPICAL DETAILS.
 51. SEE SHEET C51 FOR TYPICAL DETAILS.
 52. SEE SHEET C52 FOR TYPICAL DETAILS.
 53. SEE SHEET C53 FOR TYPICAL DETAILS.
 54. SEE SHEET C54 FOR TYPICAL DETAILS.
 55. SEE SHEET C55 FOR TYPICAL DETAILS.
 56. SEE SHEET C56 FOR TYPICAL DETAILS.
 57. SEE SHEET C57 FOR TYPICAL DETAILS.
 58. SEE SHEET C58 FOR TYPICAL DETAILS.
 59. SEE SHEET C59 FOR TYPICAL DETAILS.
 60. SEE SHEET C60 FOR TYPICAL DETAILS.
 61. SEE SHEET C61 FOR TYPICAL DETAILS.
 62. SEE SHEET C62 FOR TYPICAL DETAILS.
 63. SEE SHEET C63 FOR TYPICAL DETAILS.
 64. SEE SHEET C64 FOR TYPICAL DETAILS.
 65. SEE SHEET C65 FOR TYPICAL DETAILS.
 66. SEE SHEET C66 FOR TYPICAL DETAILS.
 67. SEE SHEET C67 FOR TYPICAL DETAILS.
 68. SEE SHEET C68 FOR TYPICAL DETAILS.
 69. SEE SHEET C69 FOR TYPICAL DETAILS.
 70. SEE SHEET C70 FOR TYPICAL DETAILS.
 71. SEE SHEET C71 FOR TYPICAL DETAILS.
 72. SEE SHEET C72 FOR TYPICAL DETAILS.
 73. SEE SHEET C73 FOR TYPICAL DETAILS.
 74. SEE SHEET C74 FOR TYPICAL DETAILS.
 75. SEE SHEET C75 FOR TYPICAL DETAILS.
 76. SEE SHEET C76 FOR TYPICAL DETAILS.
 77. SEE SHEET C77 FOR TYPICAL DETAILS.
 78. SEE SHEET C78 FOR TYPICAL DETAILS.
 79. SEE SHEET C79 FOR TYPICAL DETAILS.
 80. SEE SHEET C80 FOR TYPICAL DETAILS.
 81. SEE SHEET C81 FOR TYPICAL DETAILS.
 82. SEE SHEET C82 FOR TYPICAL DETAILS.
 83. SEE SHEET C83 FOR TYPICAL DETAILS.
 84. SEE SHEET C84 FOR TYPICAL DETAILS.
 85. SEE SHEET C85 FOR TYPICAL DETAILS.
 86. SEE SHEET C86 FOR TYPICAL DETAILS.
 87. SEE SHEET C87 FOR TYPICAL DETAILS.
 88. SEE SHEET C88 FOR TYPICAL DETAILS.
 89. SEE SHEET C89 FOR TYPICAL DETAILS.
 90. SEE SHEET C90 FOR TYPICAL DETAILS.
 91. SEE SHEET C91 FOR TYPICAL DETAILS.
 92. SEE SHEET C92 FOR TYPICAL DETAILS.
 93. SEE SHEET C93 FOR TYPICAL DETAILS.
 94. SEE SHEET C94 FOR TYPICAL DETAILS.
 95. SEE SHEET C95 FOR TYPICAL DETAILS.
 96. SEE SHEET C96 FOR TYPICAL DETAILS.
 97. SEE SHEET C97 FOR TYPICAL DETAILS.
 98. SEE SHEET C98 FOR TYPICAL DETAILS.
 99. SEE SHEET C99 FOR TYPICAL DETAILS.
 100. SEE SHEET C100 FOR TYPICAL DETAILS.



SAGE MATH:

- 25-30 STUDENTS
- 50-60 YEAR LIFESPAN
- USES 45% LESS ENERGY
- TAKES 1/3 LESS TIME TO BUILD
- 2-4 TIMES MORE NATURAL LIGHT

Portland State's SAGE classroom was the recipient of a 2013 SEED (Social Economic Environmental Design) award.



Specially formed wax cells in the walls conserve energy.



Ceiling height and oversize fans aid in ventilation and energy efficiency.



HVAC provides clean, healthy air.



Classrooms have sinks for students' convenience.

Further your education about SAGE Classrooms: Call: 800.225.6539 Visit: pacificmobile.com/sage

About Pacific Mobile Structures Family owned since 1983, Pacific Mobile Structures is a west-coast company that leases and sells exceptional mobile office space, and builds innovative modular structures. With eight branch offices, we provide relocatable classrooms, as well as modular structures for office buildings, medical clinics, community centers and workforce housing throughout the west. Our modular construction process typically reduces construction times by 35%. In addition, we're recognized for high-quality, award-winning designs—with customer service that's dedicated and professional.



**Tumwater School District
Board Policy**

EVALUATION OF THE SUPERINTENDENT

The board will establish evaluative criteria and will be responsible for evaluating the performance of the superintendent.

The superintendent will have the opportunity for confidential conferences with the board members on no less than three occasions in each year, for the purpose of aiding the superintendent in his/her performance. The board, on the basis of the evaluation, may terminate, renew or extend the superintendent's contract for periods not to exceed three years.

Legal References: RCW 28A.400.010

Employment of superintendent —
Superintendent's qualifications, general
powers, term, contract renewal

ADOPTION DATE:

**Tumwater School District
Board Policy**

ANNUAL GOVERNANCE GOALS AND OBJECTIVES

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

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

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

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

ADOPTION DATE:

**Tumwater School District
Board Policy**

**TRAINING AND PROFESSIONAL DEVELOPMENT FOR
BOARD MEMBERS**

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

Required Training for School Board Directors

There are two areas of training required by Washington state:

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

Open Government Training

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

Cultural Competency, Equity, Diversity and Inclusion Training

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

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

Recommended Professional Development for School Directors

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

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

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

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

ADOPTION DATE:

**Tumwater School District
Board Policy**

ANIMALS AS PART OF THE INSTRUCTIONAL PROGRAM

Requests to include animals in the instructional program of the classroom or school will be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff will be addressed before permission is given to allow the animal in the school.

If the instructional program involving the animal is ongoing and the animal will remain at school when school is not in session, appropriate arrangements for the animal's care must be made.

Animals will not be transported in a school vehicle.

Animals that are part of the instructional program will be under the control of their adult-owner, the teacher or designated students at all times.

This policy does not apply to service animals for the disabled.

Cross References: 2030 - Service Animals in Schools

Management Resources: Policy News, February 2002 Animals as Part of the Instructional Program

ADOPTION DATE:

**Tuwmat School District
Board Policy**

PRIVATE VEHICLE TRANSPORTATION

The board authorizes the use of private vehicles under the following circumstances:

- A. Under unusual circumstances, the district may request parents, or a responsible adult, to drive children to school in their own vehicles on a per-mile cost reimbursable basis. The transportation department determines when "in-lieu" transportation would be advantageous to the district and arranges its implementation. In cases where car pools are formed by families, reimbursement will be provided only to the parent whose car is used to transport the students to school; or
- B. Upon written approval of the principal **supervisor**, staff may transport students **under the following circumstances**: when a student's welfare is involved; **or** when due care dictates prompt action, ~~when engaged in occasional field trip activity or when engaged in an occasional extracurricular activity.~~ **Prior to transporting students in their private vehicle,** the staff member will acknowledge that he/she agrees to assume full responsibility for any liability, ~~or~~ property damage, comprehensive or collision **claim**, made by or against the driver/owner of the vehicle. The district's liability insurance will cover the risk assumed by the district. The mileage of the staff member will be reimbursed by the district.

The superintendent will establish procedures for the use of private auto transportation.

Legal References: RCW28A.160.030 Authorizing individual transportation or other arrangements
 WAC392-143-070 Other vehicles used to transport students

ADOPTED:

**Tumwater School District
Board Policy**

SOCIAL EMOTIONAL CLIMATE

Goal

The Tumwater School District Board's goal for this policy and its accompanying procedure is to support and promote school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students.

Nurturing a Positive Social Emotional Climate

The Tumwater School District believes that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high quality relationships.

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate. This collaborative role extends to the planning, implementation, and continuous improvement process around school climate and social emotional learning.

The Board therefore directs the superintendent to work with district schools to implement the accompanying procedures, which provide a framework for an effective climate improvement process, including a continuous cycle of 1) planning and preparation, 2) evaluation, 3) action planning, and 4) implementation. This framework is aligned with the social emotional learning standards and benchmarks developed by the social emotional learning committee created under RCW 28A.300.477. The framework is designed to support the district and district schools in developing research-supported action plans that work to meet the Board's goal for this policy.

Cross References: 2000 - Student Learning Goals
 3241 - Student Discipline
 4130 - Title 1 Parent and Family Engagement

Legal References: Chapter 28A.345.085 – Model Policy and procedure for nurturing a positive social and emotional school and classroom climate

ADOPTED:

DRAFT

**Tumwater School District
Board Policy**

HIGHLY CAPABLE PROGRAMS

In order to develop the abilities of each Highly Capable Program student, the district will offer a ~~highly capable program~~ **an array of highly capable programs and services** which provides **selective** kindergarten through twelfth grade students ~~selected for the program~~ access to basic education program that accelerates learning and enhances instruction. The framework for such programs **and services** will encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The Board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation; a fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

Legal References: RCW 28A.185.030

WAC 392-170

Programs — Authority of local school districts — Selection of students
Special service program — Highly capable students

Management Resources:

Policy & Legal News, 9-2013

Policy News, 4-2008

Highly Capable Program WAC overhauled
Highly Capable Programs

ADOPTION DATE: October 11, 2001

Tumwater School District Board Policy

CIVILITY

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

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

For the purposes of this policy, "uncivil conduct" may include, but not be limited to, the following: directing vulgar, obscene or profane gestures or words at another individual; taunting, jeering, or inciting others to taunt or jeer at an individual; repeatedly or in a substantially disruptive manner, interrupting another individual who is speaking at an appropriate time or place; gossiping about others when such gossip is detrimental to the work environment; using personal epithets; gesturing in a manner that puts another in fear for his/her personal safety; physically blocking an individual's exit from a room or location; remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave; violating the privacy of another individual's belongings, except for lawful searches by district officials conducted in connection with the administration of district rules and applicable laws; or other similar disruptive conduct.

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

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

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

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

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

ADOPTION DATE:

ACTION ITEMS

- Recommended Approval of Resolution 03-22-23, 2022-2028 Capital Facilities Plan: Questions can be directed to Mel Murray.

RESOLUTION 03-22-23

**A RESOLUTION ADOPTING THE TUMWATER SCHOOL DISTRICT
CAPITAL FACILITIES PLAN 2022-2028**

WHEREAS, the Tumwater School District No. 33 (hereinafter referred to as "the District") is responsible for providing public educational services at the elementary, middle, and high school levels to students now residing or who will reside in the District; and

WHEREAS, new residential developments have major impacts on the public school facilities in the District; and

WHEREAS, the Growth Management Act (GMA) authorizes a local government to collect impact fees to ensure that adequate facilities are available to serve new growth and development; and

WHEREAS, the State Subdivision Act requires that subdivisions make adequate provisions for schools and school grounds; and

WHEREAS, the District desires to cooperate with the City of Tumwater and Thurston County in implementation of the State Subdivision Act in imposing appropriate mitigating conditions upon development; and

WHEREAS, the District has studied the need for additional school facilities to serve new developments and has developed a Six-Year Capital Facilities Plan for the years 2022-2028; and

WHEREAS, the District has reviewed the cost of providing school facilities needed to serve new development and evaluated the need for new revenues to finance additional facilities; and

WHEREAS, the District has determined there is not sufficient capacity at many of the existing school facilities to accommodate additional students that will be generated by new development unless additional land is acquired and new schools are built; and

WHEREAS, the cumulative effect of additional development is to create additional demand and need for school facilities which cannot be met without the imposition of school impact fees; and

WHEREAS, the impact fee calculations are consistent with methodologies meeting the conditions and tests of RCW 82.02 and the City of Tumwater and Thurston County school impact fee ordinances; and

WHEREAS, the District has determined that the District's Capital Facilities Plan provides for a schedule of impact fees for each type of development activity set forth in the Capital Facilities Plan;

NOW, THEREFORE, IT IS RESOLVED by the Board of Directors of the Tumwater School District No. 33, Thurston County, Washington, as follows:

1. The Board of Directors of Tumwater School District No. 33 hereby adopts the Tumwater School District Capital Facilities Plan 2022-2028 which sets forth, among other things, the need for additional school facilities to serve new development, the cost of providing school facilities, the need for new revenues to finance additional facilities, the methodology for calculating impact fees pursuant to the GMA, and a schedule of GMA impact fees for a number of types of development activity.
2. The Board of Directors of the Tumwater School District No. 33 requests the City of Tumwater and Thurston County to adopt the Capital Facilities Plan 2022-2028 as a part of their capital facilities plan elements and that the Plan be used as a basis for imposition impact fees under the GMA.

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of Tumwater School District No. 33, Thurston County, Washington, adopts the Capital Facilities Plan 2022-2028 for said purposes stated herein.

ADOPTED this 27th day of October, 2022.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board