



Dr. Sean Dotson
Superintendent

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

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

School Director's Agenda Regular Meeting

Thursday, April 14, 2022

Start Time: 6:00pm

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

To Provide Public Comment Via Zoom:

<https://us02web.zoom.us/j/89252293347>

(This link is for virtual public comment ONLY)

Please Note: Public Comment is only available to those who have signed up in advance by emailing their name and topic to becky.parsons@tumwater.k12.wa.us between 8 AM and 6 PM on the day of the meeting.

- 6:00pm** **Call Regular Meeting To Order** (*Casey Taylor*)
Recognition/Flag Salute
- 6:01pm** **Public Comment Reminder** (*Casey Taylor*)
- 6:03pm** **Agenda Discussion/Approval** (*Casey Taylor/Shawn Batstone*)
- 6:04pm** **Meeting Minutes Review**
- March 10, 2022 Board Meeting
- 6:05pm** **Consent Agenda**
- Personnel Report
 - Payroll & Vouchers
 - Budget Status Report
 - Buildings & Grounds – MTS Surplus Request
 - South Sound Reading Foundation – Interdistrict Agreement
 - Capital Projects – Contract Change Order
 - Capital Projects – Acceptance of Contracts As Complete
 - Capital Projects – Contract Award
- 6:06pm** **Student Representative Reports**
- Talia Kallappa, BHHS
 - Alexander Andrade, CHS
 - Ameiya Brown, THS

BOARD OF DIRECTORS

MELISSA BEARD — DARBY KAIKKONEN — SCOTT KILLOUGH — LAURIE SALE — CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

6:20pm **Public Comment Follow-Up/By the Numbers** (*Shawn Batstone*)

6:30pm **Public Comment**-*In the interest of maintaining the integrity of the published agenda, individual speakers are asked to limit their comments to not more than 3 minutes. A maximum of 30 minutes will be reserved on the agenda for all public comment.*

- Speakers-Agenda and Non-Agenda Items (*Becky Parsons*)

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

- 1st Reading, Policy 2161 – Special Education and Related Services for Eligible Students (*Kelli Ehresmann*)

7:05pm **Action Items**

- Recommended Approval of the 22-23 SY DRAFT Calendar (*Beth Scouller*)
- 2nd Reading and Recommended Adoption, Procedure 2410 – Graduation Requirements (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2402 – English Language Arts Mastery Based Credit (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2403 – Math Mastery Based Credit (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2404 – Science Mastery Based Credit (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2405 – Social Studies Mastery Based Credit (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2406 – The Arts Mastery Based Credit (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2407 – Health and Physical Education Mastery Based Credit (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2408 – Integrated Environmental and Sustainability Education Mastery Based Credit (*Shawn Batstone*)
- 2nd Reading and Recommended Adoption, Policy 2409 – World Language Mastery Based Credit (*Shawn Batstone*)

7:10pm **Superintendent's Report** (*Shawn Batstone*)

- Enrollment/Budget Update (*Jennifer Carrougher*)

7:20pm **Board Committee Reports**

- Legislative Update (*Darby Kaikkonen*)
- WIAA Update (*Casey Taylor*)
- Equity Advisory Committee Update (*Laurie Sale*)
- Tribal Relations Update (*Melissa Beard*)

7:40pm **Board Comments**

7:50pm Recess Regular Meeting

- Executive Session to discuss Property, pursuant to RCW 42.30.110(1)(b) and Potential Litigation or Legal Risks, pursuant to RCW 42.30.110(1)(i)(iii)

8:20pm Reconvene Regular Meeting

8:21pm Adjourn Regular Meeting

NEXT BOARD MEETING: Regular Board Meeting on May 12, 2022 (sign-in info available by 5/6/22) and Tumwater Virtual Academy & Cascadia HS SIP Discussion and Board Work Session on April 28, 2022 (sign-in info available by 4/22/22).

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

APPROVAL OF MINUTES

- March 10, 2022 Board Meeting



Tumwater School District

Dr. Sean Dotson
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**Tumwater School District
School Board Meeting Minutes**
Location: District Office, YouTube & Zoom
621 Linwood Ave. SW
Tumwater, WA 98512
March 10, 2022
6:00 pm

Board Members Present: Casey Taylor, Scott Killough, Melissa Beard, Laurie Sale, Darby Kaikkonen, Sean Dotson (Secretary)

President Casey 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 asked Saylor and Charis Carrougher to lead us in the flag salute.

Public Comment Reminder:

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

Agenda Discussion/Approval:

- Agenda Changes: Superintendent Sean Dotson shared that there were no changes/additions to the previously published version of the agenda.

Review of Minutes

- The Board has reviewed the February 10, 2022 Regular Board Meeting minutes and there were no changes. No motion is necessary.

Consent Agenda

- Laurie Sale/Scott Killough, Motioned/Seconded (M/S) to remove the Rochester SD Interlocal Agreement to Action Items. The motion passed unanimously.
- Melissa Beard/Darby Kaikkonen, M/S to approve the modified Consent Agenda as presented. The motion passed unanimously. The modified Consent Agenda was approved as follows:

BOARD OF DIRECTORS
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH LAURIE SALE CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

➤ Personnel Report:

New Hire:				
Greg Hargrave	Coach	THS	Effective November 15, 2021	N/A
Jennifer Holderman	Paraprofessional	SS	Effective March 2, 2022	TAP
Laura Hagen	Office Professional 5	THS	Temporary Position effective February 18, 2022	TOPA
Chad Bender	Coach	BHHS	Effective August 28, 2021	N/A
Ashley Corso	Paraprofessional	MTS	Effective March 1, 2022	TAP
Braden Hamilton	Coach	BHHS	Effective February 28, 2022	N/A
Adam Shotswell	Bus Driver Trainee	Transportation	Effective January 28, 2022	PSE
Aaron Konrad	Bus Driver Trainee	Transportation	Effective February 14, 2022	PSE
Craig Lester	Bus Driver	Transportation	Continuing (2021-2022), effective February 23, 2022	PSE
Tim Slavin	Coach	BHHS	Effective March 7, 2022	N/A
Adjusted:				
Katie Niemann	Teacher	TMS	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA
Sherri Bentley	School Psychologist	Special Services	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA
Richard Coate	School Psychologist	Special Services	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA

Danielle Bentow	School Psychologist	Special Services	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA
Kristina Bramble	School Psychologist	Special Services	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA
Krista Maughan	School Psychologist	Special Services	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA
Tamara Schultz	Speech Language Pathologist	Special Services	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA
Azar Salazar	Custodian	NMSC	From PGS to NMSC, effective March 1, 2022	PSE
Phikulthong Kaltenbaugh	Cook	TMS	From Asst Cook (BHHS) to Cook (TMS), effective February 23, 2022	PSE
Clinton Foster	Custodian	TLC/ECLC/Support Services	From Substitute Custodian to Evening Custodian, effective March 7, 2022	PSE
Karen Kim	Paraprofessional	BLE	Extending temporary position through end of 2021-2022 school year effective March 1, 2022	TAP
Jennifer Wilbur	Teacher	EOE	From para to One-year-only teacher for the remainder of the 2021/2022 school year	TEA

Katherine Neff	SLP	Special Services	Add 0.2 Super FTE for 2021-2022 2nd Semester, effective January 31, 2022	TEA
Leaves:				
Courtney Evans	Paraprofessional	MTS	LOA starting January 2, 2022, returning January 14, 2022	TAP
Natalie Fillippone	Paraprofessional	PGS	LOA starting January 13, 2022, returning January 24, 2022	TAP
Suzanne Grimm	Teacher	BLE	LOA starting January 28, 2022, returning to partial work schedule on February 14, 2022	TEA
Katie Odegaard	Teacher	THE	LOA starting January 24, 2022, returning February 1, 2022	TEA
Katie Odegaard	Teacher	THE	Intermittent LOA starting February 2, 2022, return date to be determined	TEA
Kira Ridewood	Teacher	BMS	LOA starting March 7, 2022, returning the 2022/2023 school year	TEA
Christine Spengler	Paraprofessional	PGS	LOA starting January 20, 2022, returning February 2, 2022	TAP
Karlee Pearson	Paraprofessional	EOE	LOA starting January 13, 2022, returning January 24, 2022	TAP
Janell Warner	Paraprofessional	MTS	LOA starting January 18, 2022, returning February 1, 2022	TAP
Bobbie Jo Mager	Paraprofessional	MTS	LOA starting January 18, 2022, returning January 27, 2022	TAP

Molly Sayler O'Rear	Teacher	MTS	LOA starting February 14, 2022, returning March 7, 2022	TEA
Deb Petersen	Paraprofessional	BLE	LOA starting January 18, 2022 returning January 31, 2022	TAP
Lauron Abrahamson	Paraprofessional	BLE	LOA starting January 18, 2022 returning January 31, 2022	TAP
Nicole Cserfoi	Paraprofessional	BLE	LOA starting February 4, 2022, returning February 14, 2022	TAP
Jennifer Monson	Paraprofessional	ECLC	LOA starting January 24, 2022, returning February 4, 2022	TAP
Eva Stauffer	Paraprofessional	TMS	LOA starting January 10, 2022, returning January 31, 2022	TAP
Jessica Weik	Teacher	THE	LOA starting February 7, 2022, returning February 18, 2022	TEA
Mary Briel	Teacher	TMS	LOA starting January 24, 2022, returning February 7, 2022	TEA
George Ramirez	Bus Driver	PSE	LOA starting February 16, 2022, returning March 9, 2022	PSE
Scott Cutler	Teacher	BHHS	0.4 LOA for the 2022-2023 school year	TEA
Jill Place	Teacher	BHHS	Intermittent LOA starting February 8, 2022, returning February 28, 2022	TEA
Brittney Zepp	Paraprofessional	MTS	LOA starting March 21, 2022, returning April 1, 2022	TAP

Julie Grieve	Paraprofessional	BMS	Intermittent LOA starting March 3, 2022 through the end of the year	TAP
Resignation:				
Lacie Rotella	Bus Driver	Transportation	Effective March 1, 2022	PSE
Ronald Smith	Teacher	MTS	Effective August 31, 2022 for teaching position only	TEA
Krissy Buckler	Coach	THS	Effective February 22, 2022	N/A
Charmaine Pesznecker	Office Professional 6	BLE	Effective August 31, 2022	TOPA
Retirement:				
Nancy Price	Teacher	BLE	Effective June 30, 2022	TEA
Bonnie McGuire	Teacher	BLE	Effective June 30, 2022	TEA
Julie Johnson	Teacher	BLE	Effective August 31, 2022	TEA
Jan Polodna	Counselor/Social Worker	BHHS	Effective September 1, 2022	TEA
Patty Kilmer	Principal	EOE	Effective at the end of the 2021/2022 school year	ADMIN
Termination:				
Louise Schmidt	Custodian	NMSC/B&G	Non-disciplinary, voluntary termination, effective October 19, 2021	PSE
Laura Boyd	Teacher	TMS	Termination. Employee pay ceased on October 18, 2021, per letter dated October 19, 2021. Employee waived opportunity for hearing regarding cause due to nonparticipation in statutory	TEA

			hearing procedures
Co-Curricular:			
Emma-Kate Schaake	Secondary Summer School Coordinator	TSD	TEA
Dave Potwin	Head Girls Golf Coach	BHHS	N/A
Nicholas Mailhot	Assistant Boys Soccer Coach	BHHS	N/A
Jennifer Hyer-Long	MS Intramural Coordinator (Soccer)	TMS	N/A
Kailyn Berry	MS Intramural Supervisor (Soccer)	TMS	N/A
Robert Nichols	MS Intramural Supervisor (Soccer)	TMS	N/A
Sherri Bentley	SPED Mentor Stipend for 2021-2022 school year	SS	N/A
Jennifer Hyer-Long	MS Intramural Supervisor (Racquet Sports)	TMS	N/A
Recommend Approval Of:			
Recommend approval to reinstate position, NMSC Receptionist and salary schedule, as approved by New Market Skills Center Ad Council on February 11, 2022			
Recommend approval to update salary schedule 09 Principals for the 2021/2022 school year			
Corrections:			
Update to Stacey Barker LOA extending from March 7th to March 21st and updating her resignation from March 7th to March 21st. Was previously approved at the February 10 Board Meeting			
Correction to Eva Stauffer's LOA dates. Correct dates are January 18, 2022 returning to January 31, 2022.			

➤ Payroll and Vouchers

GENERAL FUND:

Payroll			
Payroll Taxes			\$ 1,052,671.47
Direct Deposit			\$ 3,380,422.27
Payroll Benefit Wire Transfer			\$ 1,169,503.29
Accounts Payable -Payroll	72805838	to 72805851	\$ 19,409.99
Accounts Payable	72219507	to 72219538	\$ 90,736.24
Accounts Payable	77219539	to 72219539	\$ 61.75
Accounts Payable	72219540	to 72219541	\$ 2,186.30
Accounts Payable	72219542	to 72219562	\$ 113,400.45

Accounts Payable	72219563	to	72219591	\$	191,208.58
Accounts Payable	72219592	to	72219607	\$	1,085,735.07
Accounts Payable	72219608	to	72219647	\$	112,185.64
Accounts Payable ACH				\$	27,635.62
Accounts Payable ACH				\$	242,885.65
Accounts Payable ACH				\$	64,355.11
Accounts Payable ACH				\$	494,660.12
Accounts Payable ACH				\$	356,105.23
Accounts Payable ACH				\$	267,844.56
ACH Rejection					
Voided Warrants				\$	(67,729.71)
Accounts Payable - COMP					
TAX				\$	5,455.24
TOTAL GENERAL FUND:				\$	8,608,732.87

CAPITAL PROJECTS FUND:

Accounts Payable	72012512	to	72012512	\$	20,000.00
Accounts Payable	72012513	to	72012515	\$	45,203.91
Accounts Payable	72012516	to	72012516	\$	6,633.24
Accounts Payable ACH				\$	94,914.94
Accounts Payable ACH				\$	62,756.66
Accounts Payable ACH				\$	8,617.45
Accounts Payable ACH				\$	1,539.04
Voided Warrants					
Accounts Payable - COMP					
TAX					
TOTAL CAPITAL PROJECTS					
FUND:				\$	239,665.24

ASSOCIATED STUDENT BODY FUND:

Accounts Payable	72441997	to	72441997	\$	13.00
Accounts Payable	72441998	to	72441999	\$	3,293.12
Accounts Payable	72442000	to	72442000	\$	294.00
Accounts Payable	72442001	to	72442001	\$	50.00
Accounts Payable	72442002	to	72442002	\$	167.26
Accounts Payable ACH				\$	994.60
Accounts Payable ACH				\$	40,254.38
Accounts Payable ACH				\$	15,715.55
Voided Warrants					
Accounts Payable - COMP					
TAX				\$	491.05
TOTAL ASSOCIATED STUDENT BODY FUND:				\$	61,272.96

PRIVATE PURPOSE FUND:

Accounts Payable	72700568	to	72700568		
Accounts Payable ACH				\$	217.98
Accounts Payable - COMP					
TAX					

	TOTAL PRIVATE PURPOSE		FUND:		\$ 217.98
<hr/>					
<u>TRANSPORTATION VEHICLE FUND:</u>	Accounts Payable	72900029	to	72900029	\$ 111,505.65
	TOTAL TRANSPORTATION VEHICLE FUND:				\$ 111,505.65
					<hr/>

- Budget Status Report
- Capital Projects Contract Change Orders #2 and #3 – NMSC Landscaping Improvements construction contract
- Tumwater High School Donation Acceptance - \$1284.00 from Miracle Minute

Student Reports – *“What career/post high school planning activities have you participated in this year and how have they been helpful?”*

- Talia Kallappa (BHHS) – She received many comments about Naviance not being helpful. Volunteering and community service have helped with career ideas. Sports has been helpful also. Students have been researching jobs on their own and she shared that talking with school counselors has been helpful. She also asked students the general question of “how are you doing?” For the most part, students are doing good but she did hear a lot of “I’m drained”. Second semester is going way better than the first so far. She also shared how disappointing it was that seven girls got cut from the fastpitch team because there weren’t enough players for JV, which seemed odd to her.
- Ameiya Brown (THS) – The majority of students state that Naviance is not helpful or necessary. Rather than Naviance, more clubs or special electives for career planning would be beneficial. A small number of students find Naviance helpful. Some students are joining college scouting teams and AP classes are helping with college preparedness. Students are also researching jobs on their own and talking with school counselors, which is extremely helpful.
- Alexander Andrade (CHS) – Students use Naviance and it has been helpful to them. The school is working on organizing a field trip to nearby college campuses.

Public Comment Follow-Up/By the Numbers

- Public Comment Follow Up: There was no public comment at the last meeting.
- By the Numbers: 5,126 – final score for the 2A State Champion BHHS Bowling team; 66 – number of pins they were ahead of the 2nd place team!
- Recognition:
 - Sean Dotson shared that School Retirees Appreciation Week is March 21-27, 2002. He also shared that we have retirees that come back to substitute in classrooms and many that give their time to volunteer. They sponsor scholarships and lead activities. Dr. Dotson thanked them for all the ways they support our schools.
 - Sean Dotson presented Resolution 06-21-22 to the 2A State Champions BHHS Wolves Bowling team and congratulated individual winners Kaitlyn Gwinn (3rd), Hallie Stuart (7th) and Zoey Theophilus (8th).

Public Comment

- Agenda and Non-Agenda Items: Becky Parsons stated that 11 people signed up to address the Board. 3 teachers spoke about the Learning Assistance and Title Reading Intervention programs; 7 students and parents spoke about the Highly Capable Program at MTS; 1 student spoke about the THS Social Equity Club.

Reports to the Board

- 1st Reading, Procedure 2410 – Graduation Requirements. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2402 – English Language Arts Mastery Based Credit. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2403 – Math Mastery Based Credit. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2404 – Science Mastery Based Credit. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2405 – Social Studies Mastery Based Credit. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2406 – The Arts Mastery Based Credit. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2407 – Health and Physical Education Mastery Based Credit. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2408 – Integrated Environmental and Sustainability Education Mastery Based Credit. Shawn Batstone presented on this topic.
- 1st Reading, Policy 2409 – World Language Mastery Based Credit. Shawn Batstone presented on this topic.

Action Items

- 2nd Reading and Recommended Adoption, Policy 5280 – Reduction in Force: Certificated or Classified Administrators. Sean Dotson presented on this topic. **Melissa Beard/Darby Kaikkonen, M/S to approve Policy 5280-Reduction in Force: Certificated or Classified Administrators as presented. The motion passed with 4 yes votes and 1 no.**
- Special Services – Rochester SD Interlocal Agreement. Sean Dotson presented on this topic. **Melissa Beard/Scott Killough, M/S to approve the Rochester SD Interlocal Agreement as presented. The motion passed unanimously.**

Superintendent's Report

Superintendent's Report: Jennifer Carrougher provided an enrollment, budget and fund balance update. Sean Dotson provided an update on the Budget Advisory Committee meetings. He also shared that masks will no longer be required as of Saturday, March 12, 2022 in our schools or on our buses, however, there will still be mask requirements in certain settings. Dr. Dotson also shared the COVID-19 requirements that will still be in place.

Board Committee Reports

- Legislative update: Today was the last day of session! Darby Kaikkonen updated on the three main areas that she's been tracking throughout the session that are related to the Board's budget priorities: pupil transportation, enrollment stabilization and prototypical formulas for physical, social and emotional support for students.
- WIAA Update: Casey Taylor shared that there was a Unified Sports basketball game at Olympia High School. He also reminded everyone that Spring and Intermural sports are starting.
- Equity Advisory Committee Update: Laurie Sale updated on the last meeting which was February 16, 2022 at 6 PM. They started the meeting talking about current events. Another big topic was inconsistent discipline in regards to harassment, intimidation and bullying. Shawn Batstone went over Panorama survey data. Other topics were directives going forward, translating options/outreach and common goals in engaging buildings in equity. One of her take-aways was the decline in attendance and how they may need another facilitator to take them to next level. She's hoping the next meeting on March 16th will be in-person.

Board Member Comments

- Darby Kaikkonen: She attended the play *All's Well That Ends Well* at BHHS. She also attended a couple basketball games and was very excited to see the band! She visited TMS and BLE. She found that at both schools, principals shared that the behavior is beyond what we've experienced before. She acknowledged that this is the two-year anniversary of the COVID shut-down. It's incredible what the district has been able to pull off to get through this the best we can. She is privileged to be a member of this group.
- Scott Killough: He's thoroughly impressed with the student board reps. He appreciates that they are getting more comfortable in speaking up. He is thrilled that the mask mandate will end but he acknowledges that others will feel different. He hopes that people give each other grace and be patient.
- Casey Taylor: He's happy that the mask mandate is ending. He attended the play *Almost Maine* at THS; the new Performing Arts Center is great. He went to many basketball games. Congratulations to the boys who got 4th in State. He again congratulated the BHHS bowling team state champions. He thanked the Highly Capable program public speakers, especially the students who spoke. He also attended the Facilities and Technology Committee meetings.
- Laurie Sale: She went to the two plays: *Almost Maine* at THS and *All's Well That Ends Well* at BHHS. She is excited to see students back on stage doing what they love. This extends to athletics and all of the things that are important to students in addition to their learning. She spoke to the fact that district principals, assistant principals, teachers and leadership team are working very hard under circumstances and atmosphere that isn't 100% - A+ rosy. She acknowledges their hard work and that our culture is not where we want it to be.
- Melissa Beard: She went to the two plays: *Almost Maine* at THS and *All's Well That Ends Well* at BHHS. She enjoys watching the theater productions. She

expressed that she wants kids to feel safe to express themselves in ALL classrooms, not just in special programs.

- Talia Kallappa: This meeting was very inclusive of many different topics that need to be discussed. She talked about how hard it was for her to lose her friends to the Highly Capable program, but she found that in the long run it was better for her because her teachers could concentrate on helping struggling students. She enjoyed the THS equity public comment.
- Ameiya Brown: She supports the Highly Capable program. She asked what the middle and high schools would do with the money that would be coming from the cuts in other programs. Dr. Dotson explained that we are in the middle of major budget decisions and explained what categorical funds were and how we could use them. He noted it is important to make sure we are distributing these funds across all grade levels and to continue important programs and possibly add critical interventions where we don't have them right now. Shawn Batstone also presented on this topic.
- Alexander Andrade: He wanted to point out that the Highly Capable program is very important and helped his family in regards to his brother's education. He hopes the district will keep funding that program.

With no further business coming before the Board, the Regular Board Meeting adjourned at 8:00 PM.

Recorded by:
Becky Parsons

Signed this 14th day of April 2022.

Board Member

Board Secretary

CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouler.
- Financial Services – Payroll and Vouchers: Questions can be directed to Jennifer Carrougher.
- Financial Services – Budget Status Report: Questions can be directed to Jennifer Carrougher.
- Buildings and Grounds – MTS Surplus Request: Questions can be directed to Brian Hinkle.
- South Sound Reading Foundation – Inter District Agreement: Questions can be directed to Sean Dotson.
- Capital Projects Contract Change Order – PGS Portables: Questions can be directed to Mel Murray.
- Capital Projects Acceptance of Contracts As Complete – THS Bldg C Re-Roof; BHHS Intercom Replacement; EOE Water System Improvements; NMSC Landscaping Improvements: Questions can be directed to Mel Murray.
- Capital Projects Contract Award – PGS Portable Classrooms: Questions can be directed to Mel Murray.



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Sean Dotson
 Superintendent

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April 14, 2021

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

New Hire:				
Riley Olsen	Coach	THS	Effective February 28, 2022	N/A
Rae Christopher	Paraprofessional	SS	Effective March 21, 2022	TAP
Kevin Kriss	Bus Driver Trainee	Transportation	Effective March 18, 2022	PSE
Jeremy Hansmann	Bus Driver Trainee	Transportation	Effective March 22, 2022	PSE
Thomas Murphy	Bus Driver	Transportation	Effective March 23, 2022	PSE
Shelby McMahon	Paraprofessional	TMS	Effective April 11, 2022	TAP
Miranda Holbrook	Coach	BHHS	Effective for the 2022-2023	N/A
Randi Pedersen	SLP	Special Services	1.0 FTE, Continuing (2021-2022), effective May 9, 2022	TEA
Kelli Goode	Teacher	MTS	1.0 FTE, One Year Only (2021-2022), effective April 18, 2022	TEA
Doug Thomas	Coach	BHHS	Effective April 11, 2022	N/A
Tobias Johnson	Coach	THS	Effective March 1, 2022	N/A
Adjusted:				
Jennifer Rose	Paraprofessional	MTS	From One Year Only to Continuing, effective March 14, 2022	TAP
Stephen Walker	Paraprofessional	MTS	From One Year Only at EOE to One Year Only at MTS, effective January 31, 2022	TAP
Katherine Neff	SLP	Special Services	Add 0.2 Super FTE for 2021-2022 1st Semester, effective September 8, 2021	TEA
Mackenzie Dunphy	SLP	Special Services	Add 0.2 Super FTE for the 2021-2022 school year, effective September 8, 2021	TEA
Dakota King	Custodian	PGS	From Substitute Custodian to Evening Custodian, effective April 1, 2022	PSE

BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN LAURIE SALE

"Continuous Student Learning in a Caring, Engaging Environment"

Bay Morl	Lead Custodian	BLE	From BMS to BLE, effective April 11, 2022	PSE
Karen Kim	Paraprofessional	BLE	Additional 3.0 hours per day, One Year Only, effective April 1, 2022	TAP
Dena Jordan	Interim Transportation Supervisor	Transportation	Reassign to Interim Transportation Supervisor effective February 25, 2022	ADMIN
Leaves:				
Rachel Roberts	Paraprofessional	BHHS	LOA starting February 23, 2022, returning March 1, 2022	TAP
Laurie Hinkle	Paraprofessional	EOE	LOA for 3.25 hours per day starting February 24, 2022 through the end of the year	TAP
Panos Rontos	Paraprofessional	THE	LOA starting January 19, 2022, returning January 27, 2022	TAP
Hannah Roberts	Paraprofessional	BLE	LOA starting March 2, 2022, returning March 11, 2022	TAP
John Johnson	Teacher	TMS	LOA starting February 17, 2022, returning March 1, 2022	TEA
Tim Voie	Teacher	CHS	LOA starting April 11, 2022, returning April 17, 2022	TEA
Thomas Lawrence	Electrician	B&G	LOA starting April 22, 2022, returning June 8, 2022	PSE
Tamara Thornton	Teacher	PGS	LOA starting April 11, 2022, returning April 25, 2022	TEA
Deborah Jones	Payroll Coordinator	DO	LOA starting May 13, 2022, return date to be determined	NON-REP
Steve Eggleston	Teacher	BHHS	LOA starting February 24, 2022, returning March 10, 2022	TEA
Anna Bush	Teacher	THS	LOA starting approximately April 25, 2022, returning November 1, 2022	TEA
Denise Reed	Office Professional 3	SS	LOA starting March 15, return date to be determined	TOPA
Frances Harville	Teacher	BHHS	LOA starting April 18, 2022, returning for the 2022-2023 school year	TEA
Georgia Duff	Teacher	BMS	LOA starting March 21, 2022, returning March 28, 2022	TEA
Sylvia Raatz	Office Professional 6	PGS	LOA starting April 14, 2022, returning May 31, 2022	TOPA

Resignation:				
Hannah Roberts	Paraprofessional	BLE	Effective April 1, 2022	TAP
Alyssa McCartney	Paraprofessional	THE	Effective March 23, 2022	TAP
Mary Sorger	Teacher	EOE	Effective at the end of the 2021/2022 school year	TEA
Carole Mihalyi	MS Activities Coordinator Assistant	BMS	Effective at the end of the 2021/2022 school year for MS Activities Coordinator Assistant only	TEA
Jordan J. Stray	Coach	THS	Effective at the end of the 2021/2022 school year for coaching position only	N/A
Jill Giudice	Coach	THS	Effective at the end of the 2021/2022 school year for coaching position only	N/A
Tim Slavin	Coach	BHHS	Effective March 25, 2022	N/A
Jeff Gregory	Transportation Supervisor	Transportation	Effective April 30, 2022	ADMIN
Retirement:				
Roxanne Encheff	Office Professional 3	BLE	Effective August 21, 2022	TOPA
Hannele Buechner	Teacher	BHHS	Effective August 31, 2022	TEA
Peter Gedde	Teacher	BLE	Effective June 22, 2022	TEA
Elizebeth Prestegard	Bus Driver	Transportation	Effective the end of the 2021-2022 school year	PSE
Mary Blomberg-Snelson	Teacher	THS	Effective June 22, 2022	TEA
Thomas Taylor	Teacher	THS	Effective August 31, 2022	TEA
Jorjana Pedersen	Teacher	MTS	Effective September 1, 2022	TEA
Stephen Eliason	Teacher	THS	Effective at the end of the 2021/2022 school year	TEA
Co-Curricular:				
Chris Gundersen	MS Intramural Coordinator (Soccer)	BMS		N/A
Jennifer Slempe	MS Intramural Supervisor (Soccer)	BMS		N/A
Whitney Lowe	MS Intramural Supervisor (Soccer)	BMS		N/A
Carmen Luce	Assistant Fastpitch Coach	THS		N/A
Joshua Simmons	Assistant Girls Tennis Coach	BHHS		N/A
Recommend Approval Of:				
Recommend approval to add position, Unified Sports Coordinator to Non-Bargained Salary Schedule; stipend amount \$1,500				
Recommend approval to issue Randi Pedersen a conditional certificate for her role as a Speech Language Pathologist				



Tumwater School District

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

Sean Dotson
 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

April 14, 2021

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

Preliminary

New Hire:				
Riley Olsen	Coach	THS	Effective February 28, 2022	N/A
Rae Christopher	Paraprofessional	SS	Effective March 21, 2022	TAP
Kevin Kriss	Bus Driver Trainee	Transportation	Effective March 18, 2022	PSE
Jeremy Hansmann	Bus Driver Trainee	Transportation	Effective March 22, 2022	PSE
Thomas Murphy	Bus Driver	Transportation	Effective March 23, 2022	PSE
Shelby McMahon	Paraprofessional	TMS	Effective April 11, 2022	TAP
Miranda Holbrook	Coach	BHHS	Effective for the 2022-2023	N/A
Randi Pedersen	SLP	Special Services	1.0 FTE, Continuing (2021-2022), effective May 9, 2022	TEA
Adjusted:				
Jennifer Rose	Paraprofessional	MTS	From One Year Only to Continuing, effective March 14, 2022	TAP
Stephen Walker	Paraprofessional	MTS	From One Year Only at EOE to One Year Only at MTS, effective January 31, 2022	TAP
Katherine Neff	SLP	Special Services	Add 0.2 Super FTE for 2021-2022 1st Semester, effective September 8, 2021	TEA
Mackenzie Dunphy	SLP	Special Services	Add 0.2 Super FTE for the 2021-2022 school year, effective September 8, 2021	TEA
Dakota King	Custodian	PGS	From Substitute Custodian to Evening Custodian, effective April 1, 2022	PSE
Bay Morl	Lead Custodian	BLE	From BMS to BLE, effective April 11, 2022	PSE
Leaves:				
Rachel Roberts	Paraprofessional	BHHS	LOA starting February 23, 2022, returning March 1, 2022	TAP

BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN LAURIE SALE

"Continuous Student Learning in a Caring, Engaging Environment"

Laurie Hinkle	Paraprofessional	EOE	LOA for 3.25 hours per day starting February 24, 2022 through the end of the year	TAP
Panos Rontos	Paraprofessional	THE	LOA starting January 19, 2022, returning January 27, 2022	TAP
Hannah Roberts	Paraprofessional	BLE	LOA starting March 2, 2022, returning March 11, 2022	TAP
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Deborah Jones	Payroll Coordinator	DO	LOA starting May 13, 2022, return date to be determined	NON-REP
Resignation:				
Hannah Roberts	Paraprofessional	BLE	Effective April 1, 2022	TAP
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Mary Sorger	Teacher	EOE	Effective at the end of the 2021/2022 school year	TEA
Carole Mihalyi	MS Activities Coordinator Assistant	BMS	Effective at the end of the 2021/2022 school year for MS Activities Coordinator Assistant only	TEA
Jordan J. Stray	Coach	THS	Effective at the end of the 2021/2022 school year for coaching position only	N/A
Jill Giudice	Coach	THS	Effective at the end of the 2021/2022 school year for coaching position only	N/A
Retirement:				
Roxanne Encheff	Office Professional 3	BLE	Effective August 21, 2022	TOPA
Hannele Buechner	Teacher	BHHS	Effective August 31, 2022	TEA
Peter Gedde	Teacher	BLE	Effective June 22, 2022	TEA
Elizebeth Prestegard	Bus Driver	Transportation	Effective the end of the 2021-2022 school year	PSE
Mary Blomberg-Snelson	Teacher	THS	Effective June 22, 2022	TEA
Thomas Taylor	Teacher	THS	Effective August 31, 2022	TEA
Jorjana Pedersen	Teacher	MTS	Effective September 1, 2022	TEA
Co-Curricular:				
Chris Gundersen	MS Intramural Coordinator (Soccer)	BMS		N/A
Jennifer Slempp	MS Intramural Supervisor (Soccer)	BMS		N/A
Whitney Lowe	MS Intramural Supervisor (Soccer)	BMS		N/A

Carmen Luce	Assistant Fastpitch Coach	THS	N/A
Recommend Approval Of:			
Recommend approval to add position, Unified Sports Coordinator to Non-Bargained Salary Schedule; stipend amount \$1,500			
Recommend approval to issue Randi Pedersen a conditional certificate for her role as a Speech Language Pathologist			

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 March 2022.

DATE: April 14, 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.

Jennifer Carrouger, 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		\$ 1,062,222.33
Direct Deposit		\$ 3,409,754.45
Payroll Benefit Wire Transfer		\$ 1,177,883.84
Accounts Payable -Payroll	72805852 to 72805852	\$ 5,745.40
Accounts Payable -Payroll	72805853 to 72805867	\$ 20,652.48
Accounts Payable	72219648 to 72219658	\$ 1,221.07
Accounts Payable	77219659 to 72219685	\$ 57,294.97
Accounts Payable	72219686 to 72219686	\$ 6,221.45
Accounts Payable	72219687 to 72219723	\$ 194,846.51
Accounts Payable	72219724 to 72219724	\$ 3,682.71
Accounts Payable	72219725 to 72219725	\$ 54.75
Accounts Payable	72219726 to 72219747	\$ 62,178.27
Accounts Payable	72219748 to 72219764	\$ 1,145,303.42
Accounts Payable ACH		\$ 28,465.01
Accounts Payable ACH		\$ 92,309.08
Accounts Payable ACH		\$ 211,267.91
Accounts Payable ACH		\$ 203,132.88
Accounts Payable ACH		\$ 85,190.90
Accounts Payable ACH		\$ 322,418.26
ACH Rejection		
Voided Warrants		
Accounts Payable - COMP TAX		\$ 907.14
TOTAL GENERAL FUND:		\$ 8,090,752.83
CAPITAL PROJECTS FUND:		
Accounts Payable	72012517 to 72012522	\$ 164,548.43
Accounts Payable ACH		\$ 125,496.14
Accounts Payable ACH		\$ 568.32
Accounts Payable ACH		\$ 46,728.74
Accounts Payable ACH		\$ 2,403.01
Voided Warrants		
Accounts Payable - COMP TAX		
TOTAL CAPITAL PROJECTS FUND:		\$ 339,744.64
ASSOCIATED STUDENT BODY FUND:		
Accounts Payable	72442006 to 72442007	\$ 446.00
Accounts Payable	72442008 to 72442008	\$ 85.00
Accounts Payable	72442009 to 72442015	\$ 1,264.13
Accounts Payable	72442016 to 72442020	\$ 610.38
Accounts Payable ACH		\$ 303.14
Accounts Payable ACH		\$ 7,864.08
Accounts Payable ACH		\$ 2,261.80
Accounts Payable ACH		\$ 35,967.71
Voided Warrants		
Accounts Payable - COMP TAX		\$ 65.63
TOTAL ASSOCIATED STUDENT BODY FUND:		\$ 48,867.87
PRIVATE PURPOSE FUND:		
Accounts Payable	72700569 to 72700570	\$ 1,000.00
Accounts Payable	72700571 to 72700571	\$ 25.00
Accounts Payable ACH		
Accounts Payable - COMP TAX		
TOTAL PRIVATE PURPOSE FUND:		\$ 1,025.00
TRANSPORTATION VEHICLE FUND:		
Accounts Payable	72900029 to 72900029	
TOTAL TRANSPORTATION VEHICLE FUND:		\$ -

Board of Directors of Tumwater School District No. 33

I, Sean Dotson, 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.

Sean Dotson, Secretary to the Board



Tumwater School District

Dr. Sean Dotson
Superintendent

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

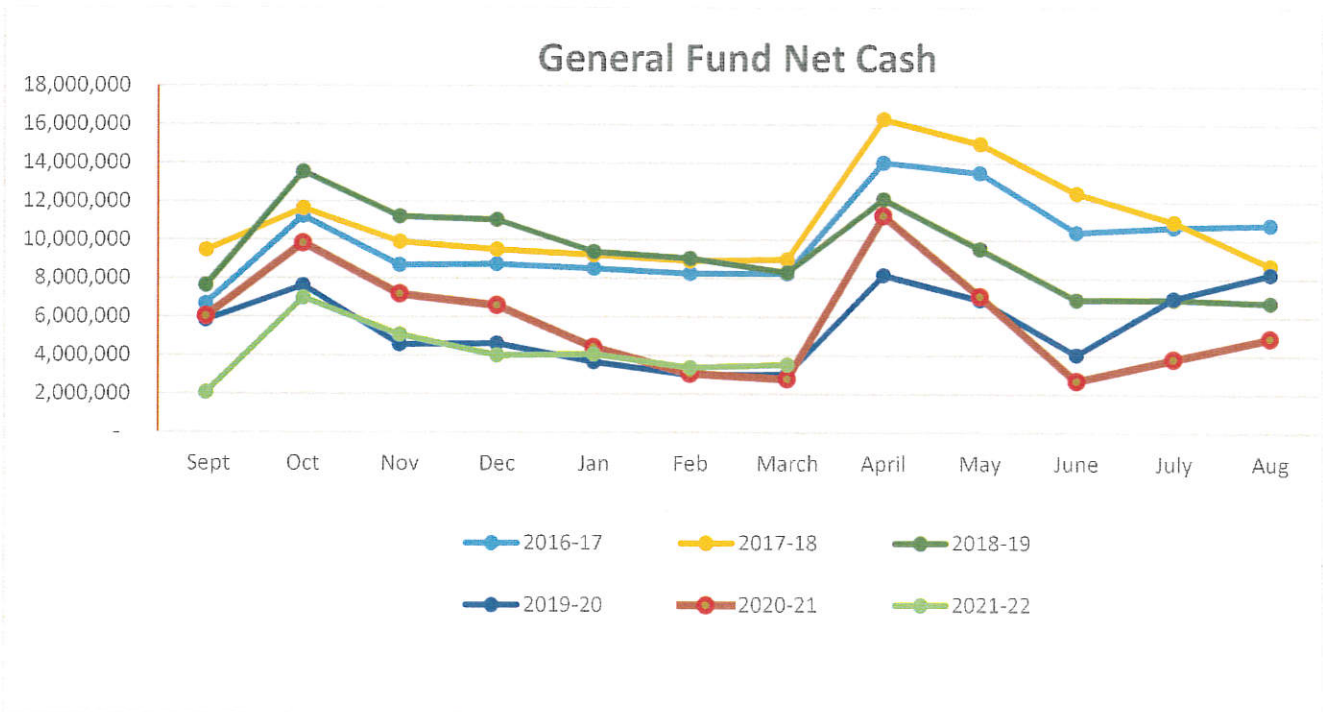
**TO: School Board
Superintendent**

FROM: Jennifer Carrouger, Executive Director of Financial Services

**RE: *Budget Status Reports for March 2022
Updated Cash and Fund Balance Status for March 2022
Enrollment Update, including preliminary counts for April 2022***

Budget Status Reports - Attached are the March 2022 Budget Status reports for five operating funds (General Fund, Capital Projects Fund, Debt Service Fund, ASB Fund and Transportation Vehicle Fund).

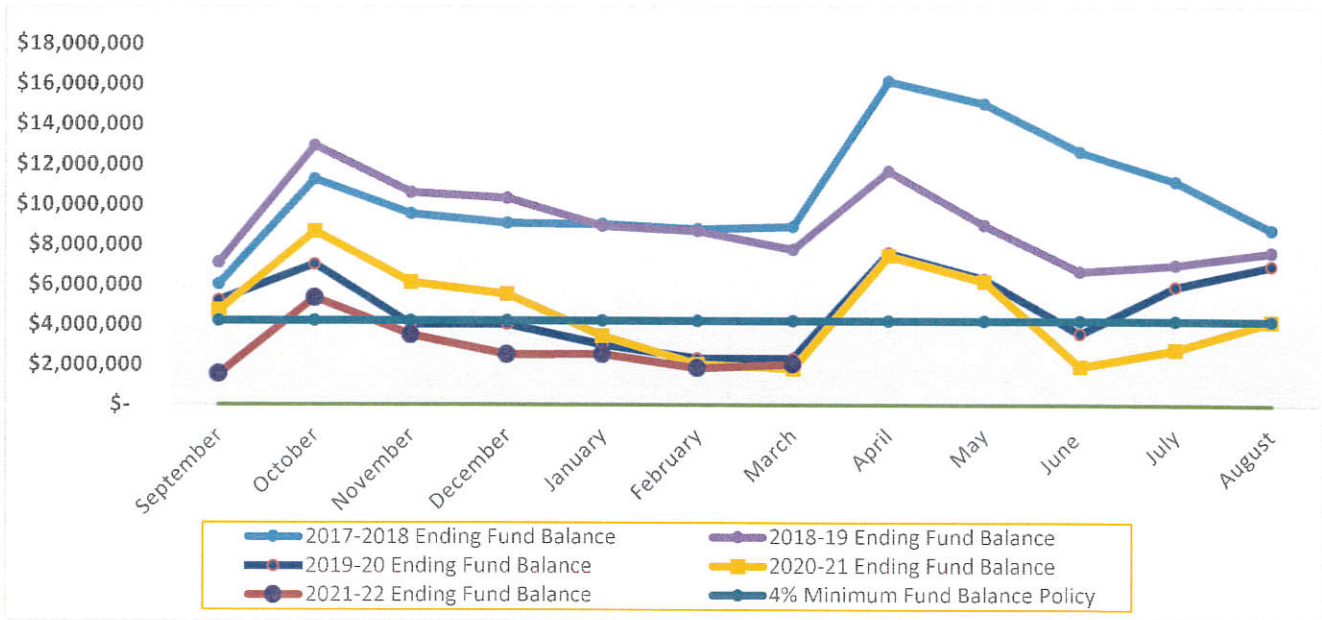
General Fund Net Cash Balance (cash less warrants outstanding): The following graph shows the district's net cash balance for the periods 2016-17 through March 2022, which includes the cash balance of New Market Skill Center.



General Fund – Fund Balance (Excluding Skills Center):

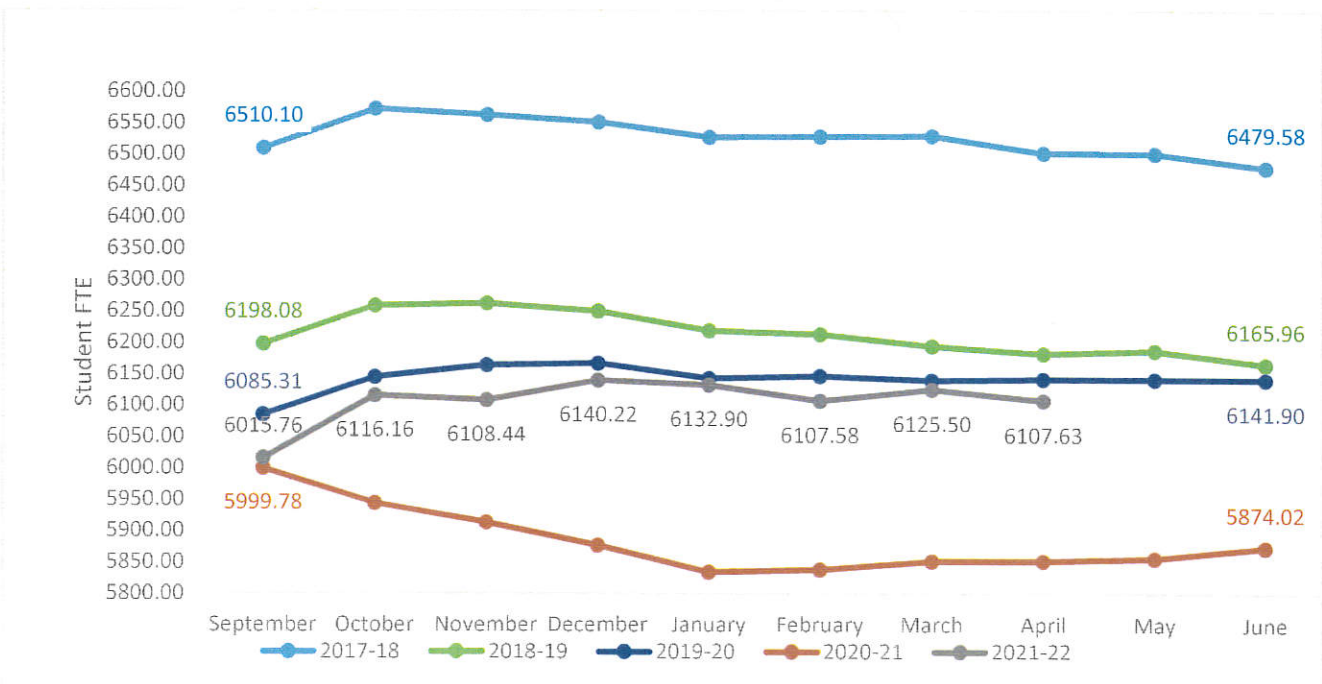
The following chart shows TSD fund balance history as of 3/31/22. The straight line is showing the minimum fund balance policy of 4% of total budgeted expenditures for the 21-22 school year.

Fund balance for the district is: \$3,690,105, which includes \$1,648,427 for Skills Center, leaving a balance of \$2,041,678 available to TSD.



Enrollment Update

The following shows student enrollment for the past five years, updated with April **preliminary** counts as of 4/1/22. These numbers include K-12 Basic Education and ALE and exclude NMSC/RS/OD. We budgeted for an Average Annual FTE (AAFTE) of 6,122 for funding purposes. Currently our AAFTE for the first 8 months is 6106.77, falling approximately 15 FTE short of budget.



10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	16,793,472	724,105.75	8,376,224.53		8,417,247.47	49.88
2000 LOCAL SUPPORT NONTAX	2,147,461	39,625.30	409,477.53		1,737,983.47	19.07
3000 STATE, GENERAL PURPOSE	60,594,013	5,239,050.36	34,116,151.99		26,477,861.01	56.30
4000 STATE, SPECIAL PURPOSE	14,695,008	1,215,816.24	7,731,826.25		6,963,181.75	52.62
5000 FEDERAL, GENERAL PURPOSE	0	.00	11,189.68		11,189.68-	0.00
6000 FEDERAL, SPECIAL PURPOSE	11,174,437	1,017,774.85	4,363,241.44		6,811,195.56	39.05
7000 REVENUES FR OTH SCH DIST	10,000	299.50	9,268.55		731.45	92.69
8000 OTHER AGENCIES AND ASSOCIATES	152,500	.00	.00		152,500.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	105,566,891	8,236,672.00	55,017,379.97		50,549,511.03	52.12
<u>B. EXPENDITURES</u>						
00 Regular Instruction	54,213,407	4,205,596.39	30,529,713.38	19,221,508.84	4,462,184.78	91.77
10 Federal Stimulus	5,823,900	260,847.40	1,861,807.82	1,326,121.15	2,635,971.03	54.74
20 Special Ed Instruction	12,122,794	1,199,458.92	7,455,923.73	5,810,262.03	1,143,391.76-	109.43
30 Voc. Ed Instruction	4,257,608	334,713.35	2,316,251.03	1,509,427.75	431,929.22	89.86
40 Skills Center Instruction	4,164,065	262,718.67	1,946,560.97	547,718.51	1,669,785.52	59.90
50+60 Compensatory Ed Instruct.	4,180,300	238,702.62	1,462,301.86	985,370.30	1,732,627.84	58.55
70 Other Instructional Pgms	328,911	65,629.88	219,610.13	94,824.73	14,476.14	95.60
80 Community Services	604,982	46,555.91	315,704.76	205,078.85	84,198.39	86.08
90 Support Services	19,853,820	1,409,379.45	11,280,864.95	6,387,067.49	2,185,887.56	88.99
<u>Total EXPENDITURES</u>	105,549,787	8,023,602.59	57,388,738.63	36,087,379.65	12,073,668.72	88.56
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</u> <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	17,104	213,069.41	2,371,358.66-		2,388,462.66-	< 1000-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	5,571,346		6,061,463.42			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	5,588,450		3,690,104.76			

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	668,309	1,648,426.78
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 Committed to Econmc Stabilizatn	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	129,207-	60,423.31
G/L 890 Unassigned Fund Balance	867,619	1,945,014.75-
G/L 891 Unassigned Min Fnd Bal Policy	3,829,799	3,177,200.56
<u>TOTAL</u>	5,591,450	3,690,104.76
Differences	3,000-	.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.

Exceptions Found:

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,517,943	.00	2,411,212.01		106,730.99	95.76
2000 Local Support Nontax	850,000	49,960.00	599,907.96		250,092.04	70.58
3000 State, General Purpose	0	.00	153,584.49		153,584.49-	0.00
4000 State, Special Purpose	3,451,450	48,614.42	272,210.16		3,179,239.84	7.89
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
Total REVENUES/OTHER FIN. SOURCES	6,819,393	98,574.42	3,436,914.62		3,382,478.38	50.40
B. EXPENDITURES						
10 Sites	300,000	96,365.79	294,510.61	110,874.23	105,384.84-	135.13
20 Buildings	7,095,000	109,491.58	2,040,727.39	1,316,472.21	3,737,800.40	47.32
30 Equipment	2,745,000	133,887.27	409,418.75	1,457,287.56	878,293.69	68.00
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	24,138.80	0.00	24,138.80-	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	10,140,000	339,744.64	2,768,795.55	2,884,634.00	4,486,570.45	55.75
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	0	.00	.00			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)						
	3,320,607-	241,170.22-	668,119.07		3,988,726.07	120.12-
F. TOTAL BEGINNING FUND BALANCE						
	11,258,115		8,009,947.72			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	7,937,508		8,678,066.79			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	135,000	211,895.45
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted 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	500,000-	.00
G/L 862 Committed from Levy Proceeds	1,482,057-	337,248.31
G/L 863 Restricted from State Proceeds	7,361,450	3,965,110.74
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	260,000	264,223.41
G/L 866 Restricted from Impact Proceeds	505,000	2,891,976.58
G/L 867 Restricted from Mitigation Fees	890,000	932,451.12
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	768,115	75,161.18
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	7,937,508	8,678,066.79

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	11,380,170	449,362.90	5,786,184.44		5,593,985.56	50.84
2000 Local Support Nontax	70,000	1,327.59	19,719.01		50,280.99	28.17
3000 State, General Purpose	300,000	29,496.21	366,274.70		66,274.70-	122.09
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>	11,750,170	480,186.70	6,172,178.15		5,577,991.85	52.53
B. EXPENDITURES						
Matured Bond Expenditures	6,810,000	.00	6,810,000.00	0.00	.00	100.00
Interest On Bonds	3,834,675	.00	1,995,900.00	0.00	1,838,775.00	52.05
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	200,000	.00	1,200.00	0.00	198,800.00	0.60
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>	10,844,675	.00	8,807,100.00	0.00	2,037,575.00	81.21
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	0	.00	.00			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)						
	905,495	480,186.70	2,634,921.85-		3,540,416.85-	390.99-
F. TOTAL BEGINNING FUND BALANCE						
	9,937,762		7,373,781.32			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	10,843,257		4,738,859.47			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	929,869		929,869.09			
G/L 830 Restricted for Debt Service	8,326,335		1,998,374.57			
G/L 835 Restricted For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	1,587,053		1,810,615.81			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	10,843,257		4,738,859.47			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	727,185	8,073.19	241,791.45		485,393.55	33.25
2000 Athletics	434,925	14,092.64	166,005.99		268,919.01	38.17
3000 Classes	144,852	.00	2,294.00		142,558.00	1.58
4000 Clubs	215,014	4,554.60	30,537.60		184,476.40	14.20
6000 Private Moneys	34,850	2.09	5,831.22		29,018.78	16.73
<u>Total REVENUES</u>	1,556,826	26,722.52	446,460.26		1,110,365.74	28.68
B. EXPENDITURES						
1000 General Student Body	698,472	28,511.41	117,048.40	9,662.73	571,760.87	18.14
2000 Athletics	502,172	18,496.24	146,199.05	32,539.16	323,433.79	35.59
3000 Classes	121,807	.00	3,139.48	0.00	118,667.52	2.58
4000 Clubs	216,270	1,275.88	47,862.87	1,302.50	167,104.63	22.73
6000 Private Moneys	49,832	284.64	5,290.05	0.00	44,541.95	10.62
<u>Total EXPENDITURES</u>	1,588,553	48,568.17	319,539.85	43,504.39	1,225,508.76	22.85
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)						
	31,727-	21,845.65-	126,920.41		158,647.41	500.04-
D. TOTAL BEGINNING FUND BALANCE						
	704,467		694,314.31			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)						
	672,740		821,234.72			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	50,000		16,075.00			
G/L 819 Restricted for Fund Purposes	622,740		768,479.59			
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>	672,740		821,234.72			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,000	133.27	1,443.71		1,556.29	48.12
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	10,000	.00	.00		10,000.00	0.00
A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	513,000	133.27	1,443.71		511,556.29	0.28
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	513,000	133.27	1,443.71		511,556.29	0.28
D. EXPENDITURES						
Type 30 Equipment	700,000	.00	253,576.76	0.00	446,423.24	36.23
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	700,000	.00	253,576.76	0.00	446,423.24	36.23
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	187,000-	133.27	252,133.05-		65,133.05-	34.83
H. TOTAL BEGINNING FUND BALANCE	667,875		701,746.88			
I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	480,875		449,613.83			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	480,875		449,613.83			
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			
TOTAL	480,875		449,613.83			

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



TUMWATER SCHOOL DISTRICT NO. 33

Buildings and Grounds
2020 80th Ave SW Tumwater, WA 98512
www.tumwater.k12.wa.us

Brian Hinkle, Supervisor
Buildings & Grounds

TO: Becky Parsons

FROM: Brian Hinkle *B.H.*
Buildings and Grounds Supervisor

DATE: March 22, 2022

SUBJECT: Surplus

Attached is information regarding furniture from Michael T. Simmons Elementary we are requesting to have declared surplus. These items are scheduled to be removed from the school July 4 -8, 2022. Please add this request to the consent agenda for School Board approval.

Thank you.

Cc: Mel Murray

Buildings & Grounds
(360) 709-7725 Fax (360) 709-7742

"Continuous Student Learning in a Caring, Engaging Environment"

Product	Quantity	Grade
Combo Desks	186	C
Single Student Desks	170	C
Single Student Chairs	668	C
Activity Tables	106	C
Mobile Storage Units	41	C
Bookshelves	68	C
Credenzas	28	C
Teacher Chairs	54	C
Teacher Side Tables	27	C
Teacher Desks	51	C
Misc. Guest Chairs	45	C
Rectangle Activity Tables	40	C
Kidney Activity Tables	22	C
Circle Activity Tables	28	C
Study Carrols	2	C
Misc. Square Library Tables	8	C
CPU Tables	22	C
T-Leg Tables	26	C
Metal Folding Chairs	69	C
Music Stands	64	C

**INTERDISTRICT COOPERATIVE AGREEMENT
REGARDING
THE SOUTH SOUND READING FOUNDATION**

This Agreement by and between the following districts (hereinafter referred to as “participating districts”) provides for the implementation of the South Sound Reading Foundation (“Reading Foundation”):

Griffin School District No. 324
North Thurston Public Schools
Olympia School District No. 111
Rainier School District No. 307
Rochester School District No. 401
Tenino School District No. 402
Tumwater School District No. 33
Yelm School District No. 2

It is agreed by and among the participating districts as follows:

I. PURPOSE

The purpose of this Agreement is to ensure that citizens living within the participating districts are encouraged to read with their children and that services that support each district’s reading program are developed and supported. The parties agree that it is to their mutual benefit of their citizenry to enter into this Agreement. The welfare of the citizens within the school districts will be benefited.

II. DURATION AND CONTRIBUTION

The term of this Agreement shall be for the period from September 1, 2021 through August 31, 2024. Each participating district will contribute 50 cents per enrolled student per fiscal year, based on the headcount enrollment data as of the first school day of October.

III. ADMINISTRATION OF AGREEMENT

North Thurston Public Schools will be the reporting entity and fiscal agent of the Reading Foundation, and as such, will provide all financial services for the Foundation. Any charges for these services will be in accordance with contracts between the Reading Foundation and North Thurston Public Schools and will not affect the North Thurston Public School’s membership dues to the Reading Foundation.

This Agreement shall be administered by the North Thurston Public Schools. Its administrative duties will include:

- 1) in conjunction with the Reading Foundation Board of Directors, electing, employing, and directing a .5 FTE Executive Director;
- 2) collecting monthly reimbursement from the Reading Foundation for the full salary of the Executive Director and staff;
- 3) collecting the payments of the participating districts; and
- 4) insuring the cooperative is operated in a manner consistent with this Agreement.

IV. PROPERTY

When this Agreement is terminated, any equipment, property, or improvements used to effectuate this Agreement shall become the sole property of the party that provided the equipment, property, or improvements. This section does not refer to or apply to any assets considered corporate assets of the Reading Foundation.

V. CONFLICT RESOLUTION AND AMENDMENT

The parties agree to meet in good faith to discuss changes that may affect the Agreement. In the event the parties cannot reach resolution, the matter shall be referred to a mutually acceptable third party mediator for final resolution. This Agreement may be amended at any time by agreement of all participating districts.

VI. WITHDRAWAL

In the event that a participating district desires to withdraw from the Reading Foundation, such district shall give written notice to all participating districts no later than October 1 of the fiscal year preceding withdrawal, said withdrawal to be effective on September 1 of the next succeeding fiscal year. The other participating districts must approve the application for withdrawal.

VII. DISSOLUTION

Procedures for dissolution of the Reading Foundation shall not be instituted prior to the expiration of this Agreement; provided, however, that a request for dissolution prior to the expiration of the term of the Agreement may be approved when all participating districts agree there is sufficient cause therefor.

VIII. ADMISSION OF DISTRICTS

Whenever a new district wishes to become a member of the Reading Foundation, it shall submit a written request for admission to the Executive Director of the Reading Foundation for consideration by the participating districts.

IX. JOINT RESOLUTION

Resolutions by the participating districts have been duly adopted, and by this reference are incorporated herein.

Tumwater School District No. 33

Board President

Date

Secretary to the Board

Date



DATE: April 14, 2022

TO: Tumwater School District Board of Directors

FROM: Mel Murray, Director of Facilities

SUBJECT: Consent Agenda
Capital Projects Contract Change Order

Change Order #1 for the Peter G Schmidt Elementary Portables contract is attached.

This change order is recommended for approval. Please contact me with any questions.



P.O. Box 1404
Chehalis, WA 98532
Ph : 855-701-5970

Change Order

To: Tumwater School District
621 Linwood Ave SW
Tumwater, WA 98512-6847

Change Order #: 1
Date: 3/9/2022
Job: 09-22-009N TWSD Peter G Schmidt ES, portables
Customer Job #: 2012100035
Customer PO #: 4133801

Description: WRS and Canopy changes

The Contract is changed as follows:

Description	Price
2 WRS and Canopy changes	\$22,863.85
TOTAL:	
	\$22,863.85

The original Contract Amount was	\$484,863.56
Net change by previously authorized Change Orders	\$0.00
The Contract Amount prior to this Change Order was	\$464,863.56
The Contract will be increased by this Change Order in the amount of	\$22,863.85
The new Contract Amount including this Change Order will be	\$487,727.41

NOT VALID UNTIL SIGNED BY THE CONTRACTOR AND OWNER.

CONTRACTOR
Pacific Mobile Structures, Inc.
P.O. Box 1404
Chehalis, WA 98532

OWNER
Tumwater School District
621 Linwood Ave SW
Tumwater, WA 98512-6847

Signature

Tanya M. Baker

Signature

Tanya M. Baker

By

By

3/9/2022

Date

Date

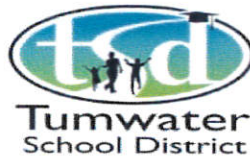


WA Cat #	Description	Takeoff Quantity	Contract Price	Grand Total Amount
KCDA Pricing				
Welcome Ramp and Canopy in Original Contract				
WCE76	Standard 30' offset ramp w/flush end transition: 15'x5' Landing w/30' Ramp Double	(2.00) Ea	11,459.73	(22,919.46)
WCE81	Landing/Stair to Alternate Entrance Options: Add 5'x6' Landing w/ 4-Rise 3-Steps with Handrail	(4.00) Ea	3,564.13	(14,256.52)
WCE91	Installation for Aluminum Ramps and Landings: Standard 5'x15' Landing with 28' or 30' Ramp	(2.00) Ea	1,389.16	(2,778.32)
WCE93	Installation for Aluminum Ramps and Landings: Additional Components: Landings, Ramp Sections, Each	(4.00) Ea	104.73	(418.92)
WCE85	Fully Engineered Aluminum Porch Cover: Double Classroom 6'x16'	(2.00) Ea	3,840.06	(7,680.12)
Welcome Ramp and Canopy In Original Contract				(48,053.34)
New Welcome Ramp and Canopy Configuration				
WCE76	Standard 30' offset ramp w/flush end transition: 15'x5' Landing w/30' Ramp Double	2.00 Ea	11,459.73	22,919.46
WCE77	Additional Landing Option: 5'x5' Landing with one Rail, Handrail	3.00 Ea	1,454.41	4,363.23
WCE81	Landing/Stair to Alternate Entrance Options: Add 5'x5' Landing w/ 4-Rise 3-Steps with Handrail	4.00 Ea	3,564.13	14,256.52
WCE91	Installation for Aluminum Ramps and Landings: Standard 5'x15' Landing with 28' or 30' Ramp	2.00 Ea	1,389.16	2,778.32
WCE93	Installation for Aluminum Ramps and Landings: Additional Components: Landings, Ramp Sections, Each	11.00 Ea	104.73	1,152.03
New Welcome Ramp and Canopy Configuration				45,469.56
KCDA Pricing				(2,583.78)
Means Pricing				
Custom 16'x18' Aluminum Canopy				24,990.35
Means Pricing				24,990.35

Estimate Totals

Description	Amount	Totals
Bond - 2%	457.28	
Total		22,863.85

Due to the volatility of material prices and availability, proposals older than 30 days will need to be reviewed by Pacific Mobile for potential pricing increases and availability.



DATE: April 14, 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.

**Tumwater High School Bldg. C Re-Roof
Good News Group, Inc.**

Initial Contract	\$882,000.00
Change Orders	<u>\$ 14,151.24</u>
Contract Total	\$896,151.24
Retainage 5%	\$ 44,807.56

**Black Hills High School Intercom Replacement
KCDA/CNR Inc**

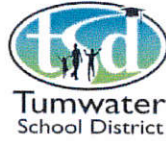
Initial Contract	\$269,710.48
Change Orders	<u>\$ 0.00</u>
Contract Total	\$269,710.48
Retainage 5%	\$ 13,485.52

**East Olympia Elementary Water System Improvements
American Pump & Electric**

Initial Contract	\$ 37,802.78
Change Orders	<u>\$ 0.00</u>
Contract Total	\$ 37,802.78
Retainage 10%	\$ 3,780.28

**New Market Skills Center Landscaping Improvements
Total Grounds Management**

Initial Contract	\$138,050.00
Change Orders	<u>\$ 29,286.38</u>
Contract Total	\$167,336.38
Retainage 10%	\$ 16,733.64



***** MEMO *****

DATE: March 30, 2022
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: **Consent Agenda – Contract Award**
Peter G. Schmidt Elementary Portable Classrooms

Two new double portable classroom units will be installed at Peter G. Schmidt Elementary in July 2022. These will be used to provide extra classroom space as new housing developments in the area continue to be built.

The portables will be purchased through the King County Directors Association (KCDA) cooperative. We received quotes from two KCDA vendors for two double portables with restrooms, ramps, stairs and canopies, with the lowest coming from Pacific Mobile.

Pacific Mobile Structures	\$464,863.56
Modern Building Systems	\$503,892.24

We would like to award the contract to Pacific Mobile Structures. They have provided many portables for our district and have excellent service.

REPORTS TO THE BOARD

- 1st Reading, Policy 2161 – Special Education and Related Services: Questions can be directed to Kelli Ehresmann.

**Tumwater School District
Board Policy**

new

**SPECIAL EDUCATION AND RELATED SERVICES FOR
ELIGIBLE STUDENTS**

The district recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for students eligible for special education shall be an integral part of the general educational programs of this district, and shall be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and if, appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

Commencement Exercises/Certificate of Attendance

~~The district permits any student who is receiving special education or related services and will continue to receive services between the ages of 18 and 21 to participate in the District graduation ceremony and activities after four years of high school attendance.~~

~~In lieu of a diploma, the high school will provide the student with a Certificate of Attendance. Receipt of the Certificate of Attendance does not preclude a student from continuing to receive special education and/or related services according to the Individualized Education Program (IEP) and completing requirements for a diploma, Certificate of Academic Achievement or Certificate of Individual Achievement.~~

~~Receipt of a certificate of attendance is not equivalent to receipt of the high school diploma, certificate of academic achievement, or a certificate of individual achievement.~~

~~The superintendent shall establish procedures for development and distribution of the certificate of attendance.~~

In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an Individualized Education Program (IEP) whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including the graduation date. Students with an IEP who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. Students with an IEP will receive a certificate or attendance until they complete their credits for graduation.

The district superintendent will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross References: 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
 2163 - Response to Intervention
 2410 - High School Graduation Requirements
 3231 - Student Records
 3241 - Student Discipline
 3246 - Restraint, Isolation and Other Uses of Reasonable Force
 4217 - Effective Communication

Legal References: Chapter 28A.155 RCW Special education
 RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.
 RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.
 RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities — Limitation
 Chapter 49.60 RCW Discrimination — Human rights commission
 Chapter 392-172A, WAC Rules for the provision of special education
 29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794

20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004

42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990

28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services

34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)

34 CFR Part 104 Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance

34 CFR Part 300 Assistance to States for the Education of Children With Disabilities

34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources: 2021 - December Issue

2016 - March Issue

2014 - June Issue

2009 - October Issue

Policy News, December 2007 Updated Special Education Policy and Procedure

Policy News, June 2007 Graduation Ceremonies for Special Education Students

Policy News, December 1999 Rule Adoption Leads to Special Education Policy

ADOPTION DATE: June 8, 2000

REVISION DATES: September 13, 2007; March 13, 2008; March 27, 2014

Current

**Tumwater School District
Board Policy**

**SPECIAL EDUCATION AND RELATED SERVICES FOR
ELIGIBLE STUDENTS**

The district recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for students eligible for special education shall be an integral part of the general educational programs of this district, and shall be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and if, appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

Certificate of Attendance

The district permits any student who is receiving special education or related services and will continue to receive services between the ages of 18 and 21 to participate in the District graduation ceremony and activities after four years of high school attendance.

In lieu of a diploma, the high school will provide the student with a Certificate of Attendance. Receipt of the Certificate of Attendance does not preclude a student from continuing to receive special education and/or related services according to the Individualized Education Program (IEP) and completing requirements for a diploma, Certificate of Academic Achievement or Certificate of Individual Achievement.

Receipt of a certificate of attendance is not equivalent to receipt of the high school diploma, certificate of academic achievement, or a certificate of individual achievement.

The superintendent shall establish procedures for development and distribution of the certificate of attendance.

Legal References:	RCW 28A.155 RCW 49.60	Special Education Law against Discrimination
	WAC 392-172A	Rules for the Provision of Special Education
	20 U.S.C. 1400 et seq.	Individuals with Disabilities Education Improvement Act of 2004
	42 U.S.C. 12131-12133 28 CFR Part 35	Americans with Disabilities Act of 1990 Nondiscrimination on the Basis of Disability in State and Local Government Services
	34 CFR Part 99	Family Education Rights and Privacy Act (FERPA)
	29 U.S.C. 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
	34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance
	34 CFR Part 300	Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities
	34 CFR Part 303	Early Intervention Program for Infants and Toddlers with Disabilities

ADOPTION DATE: June 8, 2000

REVISION DATES: September 13, 2007; March 13, 2008; March 27, 2014;

ACTION ITEMS

- Recommended Approval of the 22-23 SY DRAFT Calendar: Questions can be directed to Beth Scouler.
- 2nd Reading and Recommended Adoption, Procedure 2410 – Graduation Requirements: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2402 – English Language Arts Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2403 – Math Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2404 – Science Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2405 – Social Studies Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2406 – The Arts Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2407 – Health and Physical Education Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2408 – Integrated Environmental and Sustainability Education Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 2nd Reading and Recommended Adoption, Policy 2409 – World Language Mastery Based Credit: Questions can be directed to Shawn Batstone.



Tumwater School District

621 Linwood Ave SW
Tumwater, WA 98512

SEPTEMBER 2022

September 5Labor Day
September 7HS Students First Day of School
September 7—9 ELEM & MS Strong Start Conferences
September 12 First Day Pre-K thru 8

NOVEMBER 2022

November 1—4ELM & MS Conferences
(1/2 day early release K-8)
November 11.....Veterans Day (Observed)
November 23—25Thanksgiving Break

DECEMBER 2022/JANUARY 2023

December 19 through January 3Winter Break
January 16Martin Luther King Jr. Day
January 28Half Day Early Release (All Students)

FEBRUARY 2023

February 20 President's Day
February 21Mid Winter Break

MARCH 2023/APRIL 2023

March 28—31ELEM & MS Conferences
(1/2 day early release K-8)
March 30—31.....HS Sr. Presentations
(1/2 day early release 9-12)
April 3—7Spring Break

MAY 2023

May 29Memorial Day

JUNE 2023

June 19Juneteenth
June 16Half Day Early Release (All Students)
June 20Last Day of School
(1/2 Day Early Release—Students Only)

(180 Total Student Days)

Quarter End Dates

First Qtr. **November 4** = 43 Days

Third Qtr. **March 31** = 38 Days

Semester End Dates

First Semester End **February 3** = 92 Days

Second Semester End **June 20** = 88 Days

Friday ACT = 31 Days (75 Minutes - Early Release)

KEY:

- = First or Last Student Day of School
- H = Holidays (Non School Day)
- N = Non-School Day
- E = Early Release (half day)
- A = Early Release ACT Days (75 minutes early)
- ◇ = End of Semester
- ◇ = End of Quarter
- * = Weather Make Up Days (if needed)

2022-2023 Calendar

September '22							October '22										
S	M	T	W	T	F	S	S	M	T	W	T	F	S				
					1	2	3						1				
4	5	6	7	8	9	10	2	3	4	5	6	A	8				
11	12	13	14	15	A	17	9	10	11	12	13	A	15				
18	19	20	21	22	A	24	16	17	18	19	20	A	22				
25	26	27	28	29	A		23	24	25	26	27	A	29				
Student Days: 18							30	31						Student Days: 21			

November '22							December '22						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4					1	A	3
6	7	8	9	10	H	12	4	5	6	7	8	A	10
13	14	15	16	17	A	19	11	12	13	14	15	A	17
20	21	22	N	H	N	26	18	N	N	N	N	N	24
27	28	29	30				25	N	N	N	N	N	31
Student Days: 18							Student Days: 12						

January '23							February '23						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	N	3	4	5	A	7			1	2	E	4	
8	9	10	11	12	A	14	5	6	7	8	9	A	11
15	H	17	18	19	A	21	12	13	14	15	16	A	18
22	23	24	25	26	A	28	19	H	N	22	23	A	25
29	30	31	Student Days: 20				26	27	28	Student Days: 18			

March '23							April '23										
S	M	T	W	T	F	S	S	M	T	W	T	F	S				
				1	2	A							1				
5	6	7	8	9	A	11	2	N	N	N	N	N	8				
12	13	14	15	16	A	18	9	10	11	12	13	A	15				
19	20	21	22	23	A	25	16	17	18	19	20	A	22				
26	27	28	29	30	31		23	24	25	26	27	A	29				
Student Days: 23							30							Student Days: 15			

May '23							June '23								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4					1	A	3		
7	8	9	10	11	A	13	4	5	6	7	8	A	10		
14	15	16	17	18	A	20	11	12	13	14	15	E	17		
21	22	23	24	25	A	27	18	H	E	*21	*22	*23	24		
28	H	30	31	Student Days: 22				25	26	27	28	29	30	Student Days: 13	

Tumwater School District
Procedures

revised

HIGH SCHOOL GRADUATION REQUIREMENTS

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering ~~for 9th grade in high school,~~ and each year thereafter, ~~high schools will provide~~ each student and ~~his/her/their~~ parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade), applicable ~~to each student and a progress report at the close of each school year thereafter of each student's progress toward meeting those requirements.~~ Graduation requirements shall also be included in the ~~student handbook course catalog.~~ If a student is not making normal progress toward such requirements, the high school will notify the student and parent or guardian of alternative education experiences, including summer school opportunities available in the community, if any, or in close proximity. (WAC 180-51-045)

~~Graduation requirements in effect when a student first attends high school will be in effect until that student graduates unless such period is in excess of ten (10) years. The student, however, will have the right to graduate in accordance with the requirements in effect for the school for any year within the ten (10) years. (WAC 180-51-035)~~

II. CREDIT REQUIREMENTS

~~Students will be expected to earn a total of 22.5 credits for the Classes of 2016—2020 and 24.0 credits for the Classes of 2021 and beyond in order to complete graduation requirements.~~

~~As used for this graduation requirement policy and procedure, the term “high school credit” will mean the successful completion of a course taught consistent to the state learning standards or the satisfactory demonstration by a student of proficiency/competency of the state learning standards. If no standard exists, the superintendent or designee will determine learning standards for the successful completion of the course. (WAC 180-51-050)~~

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade (~~RCW 28A.230.090~~) if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; ~~or for such successfully completed courses, seventh and eighth grade students will receive letter grades, or any other such grades as awarded to their classmates in the specified course; or~~
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

For students in graduating classes prior to 2024, credits earned while the student was in seventh or eighth grade will be included on the high school transcript upon request of the student and the student's family.

~~For the class of 2024 and beyond, B~~efore the end of eleventh grade, a student and the student's parent or guardian must inform their school counselor in writing if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school) or from an out-of-state or out-of-country program. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement—or the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs or home schools [as described below for home school students](#)~~as described in procedure 3114~~. Decisions of the principal or designee may be appealed to the superintendent or designee within fifteen school days of the initial decision.

Subject and Credit Requirements for Graduation

The following are the subject and credit requirements that a student must meet to graduate:

- A. Four credits in English.
- B. Three credits in mathematics.
 1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
 2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet ~~his or her~~their graduation requirement.
 3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subjects but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school.

However, the student does not need to repeat courses if the student already took the courses at a high school level.

4. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of mathematics so long as:
 1. Before substituting the mathematics course, the counselor provides the student and the student's parent/guardian with written notification of postsecondary consequences implications due to the substitution;
 2. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
 3. The substitution aligns with the student's high school and beyond plan; and
 4. The student has not already substituted a third-year science course for a computer science course.

ii.

C. Three credits in science.

1. Two science credits must be in laboratory science.
2. A student may choose the content of the third science credit based on ~~his or her~~their interests and ~~his or her~~their high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.
3. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of science so long as:
 - i. Before substituting the mathematics science course, the counselor provides the student and the student's parent or guardian with written notification of postsecondary consequences implications due to the substitution;
 - ii. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
 - iii. The substitution aligns with the student's high school and beyond plan; and
 - iv. The student has not already substituted a third-year mathematics course for a computer science course.

2.

D. Three credits in social studies.

1. One social studies credit must be in United States history.

2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
 3. One-half social studies credit must be in civics.
 4. One social studies credit must be in an elective course or courses.
 5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.
- E. Two credits in world languages or personalized pathway requirements.
1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
 2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
- F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.
- G. One-half credit in health.
- H. One and one-half credit in physical education.
- I. One credit in career and technical education.
1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
 2. A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.
- J. Four elective credits.

Total number of credits required to graduate: 24.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of the program; and
- J. How and by whom the student will be supervised.

The counselor will review the proposal with the applicant and present the proposal to the principal for a decision.

The principal or designee will communicate the reasons for approval or disapproval to those making the request. The district will keep a list of approved programs on file in the principal's office.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of

junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. ~~Check with their high school counselor and/or determine the options for demonstrating college placement via assessments for courses taken. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. At a minimum, college-level skills scores in reading and writing are required.~~
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use .2 FTE to enroll at the high school for the purpose of accessing college courses online. Student are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.
- C. Obtain a Running Start authorization verification form from the college ~~or their high school counselor.~~ Work with the high school counselor and college advisor to verify course decisions and coverage of tuition via state funding for selected courses. The counselor will sign the form after the student completes his or her portion. A Parent signature consent is required if the student is under 18 years old.
- D. Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. Follow the registration steps described on the Running Start web site. The verification process in "C" above needs to occur to ensure state funding for college courses. Work with the school counselor to ensure transmission of the authorization form. Take the authorization form to the college prior to established deadlines to ensure continued enrollment. and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

College Coursework (WAC 392-410-310)

~~Students enrolled in college coursework, including community colleges, vocational technical colleges, four-year colleges, universities, or approved private schools in the state of Washington, and other schools or institutions, which are approved by the district after evaluation for a particular course offering, are eligible to receive high school credit.~~

~~Prior permission is required from the principal or designee for students who are enrolled in approved college programs.~~

~~Out-of-District Correspondence Courses~~

~~Credit for correspondence courses may be granted within a two-credit limit.~~

~~For the purposes of this section, correspondence course is defined as, 'any class taken from any institution that is not a state accredited, diploma granting body.' The institution must also be a member of the National University Continuing Education Association or accredited by the Distance Education and Training Council provided the following requirements are met:~~

- ~~A. Prior permission has been granted by the principal.~~
- ~~B. The program fits the educational plan submitted by the student.~~
- ~~C. Upon completion of the course, the student will submit their final grade to the principal so that the credit may be recorded on the student's permanent record. Transcripts of those students eligible to receive such credit will indicate the final grade reported for the course.~~

Credit for Career and Technical Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school-district will supervise the work program.
- B. The work experience will specifically relate to the student's school program-high school and beyond plan.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor or CTE Director designee will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).

- G. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. The employer will legally employ the student, who must have passed his or hertheir sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards ([Worksite Learning Manual, OSPI, 2012](#)).

College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program.

Additionally, applicable information regarding students in the program includes the following:

- A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh or twelfth grades may participate in the high school in the college program.
- B. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the District, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either [required-core](#) or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.
- ~~B.~~ The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will be noted on MIL Form 115 or an equivalent form.
- ~~B.~~
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

~~Credits from home school will be evaluated as described in the Home School Procedure #3114.~~

Guidelines for granting high school credit for homeschooling are as follows:

- A. To gain credit for a course of study, a student will provide the following:
 - 1. A journal that reflects the actual work completed during a home-study course of study;
 - 2. Exhibits of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 - 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80% of the standards of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.
- C. Credit is granted for the following approved schools:
 - 1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington; and

2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of ~~his or her~~their education and career goals.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet ~~his or her~~their educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;

- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
 - 5. Includes information about the college bound scholarship program;
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 - 2. Application timelines and submission deadlines;
 - 3. The importance of submitting applications early;
 - 4. Information specific to students who have been in foster care;
 - 5. Information specific to students who are, or are at risk of being, homeless;
 - 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;

7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
 9. Information on college bound scholarship application and eligibility; and
- G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

IV. GRADUATION PATHWAY OPTIONS

A student must choose to pursue one or more of the pathway options described below to demonstrate career and college readiness. The option chosen must be in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses [in English language arts and mathematics](#).

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the

course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.

1. English language arts courses:

- i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
- ii. International baccalaureate courses: individuals and societies courses or English language and literature courses.
- iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.

2. Mathematics courses:

- i. AP courses: statistics, computer science A, computer science principles, or calculus.
- ii. International baccalaureate courses: any international baccalaureate mathematics course.
- iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.

B. Achieving the following scores on the following exams:

1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of [2014, 2015, 2016, 2017, 2018, 2019, and 2020](#), [2014-2020](#) an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or

principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the Superintendent of Public Instruction for review and approval.

A student in the class of ~~2014, 2015, 2016, or 2017~~ 2014-2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2022.

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.

- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include the following:
1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or herparent or guardian and the IEP team, determine the following:
1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:

1. Passing a foreign language Advanced Placement exam with a score of three or higher;
2. Passing an International Baccalaureate exam with a score of four or higher;
3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.”

VIII. ADDITIONAL GRADUATION REQUIREMENTS

A Senior Culminating Project is required to earn a Tumwater School District Diploma. The Senior Culminating Project will consist of the student demonstrating both their learning competencies and preparation related to the State Learning Goals 3 and 4:

- Think analytically, logically and creatively, and integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort and decisions directly affect future career and educational opportunities.

To meet these goals all students will:

- A. Complete 30 hours of community outreach during their high school experience.
- B. During their senior year, students will participate in a Senior Culminating Project Exit Interview before a panel consisting of a teacher, a community member and a student advocate. The process shall include:
 1. Submission of an up-to-date résumé.

2. Submission of documentation of 30 hours of community outreach.
 3. Two-part exit interview:
 - a. Student led section where the student shares their high school experiences as they relate to their High School and Beyond Plan.
 - b. A panel led question and answer section where the student is asked pre-identified questions.
 4. The Senior Project will be scored using a Standards Based Scoring Rubric:
 - a. If a student does not pass the résumé portion and does pass the Exit Interview, he/she may redo the résumé and will not be required to redo the Exit Interview.
 - b. If a student does not pass either portion of the Exit Interview they will be required to redo the entire Exit Interview.
- C. All sites will develop a process to ensure that all transfer, Running Start, and New Market students will have an opportunity to fulfill the Senior Culminating Project.

GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with ~~his or her~~their age-appropriate peers and receive a certificate of attendance.

[The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.](#)

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student ~~must-should~~ participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. With the exception of allowing tribal regalia as stated above, cCaps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Additional accessories need to be approved by the high school administration. Students who participate will use good taste in their choice of accessories for their attire. Traditional regalia and items of cultural significance are allowed.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the ~~above ceremony~~ requirements may forfeit a student's privilege to participate in the graduation ceremonies.

WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma ~~or transcript~~ until the student has made restitution pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary community service work, the district will release the diploma ~~or transcript~~.

When the damages or fines do not exceed \$100, the student or his or her their parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the District has imposed other forms of corrective action for violations of school rules, the District may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the District will grant the diploma.

ADOPTED: January 10, 1985

REVISED: June 23, 2011; August 22, 2013; May 13, 2021

**Tumwater School District
Procedures**

current

HIGH SCHOOL GRADUATION REQUIREMENTS

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering for 9th grade, and each year thereafter, high schools will provide each student and his/her parents or guardians will be provided with a copy of the graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each student's progress toward meeting those requirements. Graduation requirements shall also be included in the student handbook. If a student is not making normal progress toward such requirements, the high school will notify the student and parent or guardian of alternative education experiences, including summer school opportunities available in the community, if any, or in close proximity. (WAC 180-51-045)

Graduation requirements in effect when a student first attends high school will be in effect until that student graduates unless such period is in excess of ten (10) years. The student, however, will have the right to graduate in accordance with the requirements in effect for the school for any year within the ten (10) years. (WAC 180-51-035)

II. CREDIT REQUIREMENTS

Students will be expected to earn a total of 22.5 credits for the Classes of 2016 – 2020 and 24.0 credits for the Classes of 2021 and beyond in order to complete graduation requirements.

As used for this graduation requirement policy and procedure, the term "high school credit" will mean the successful completion of a course taught consistent to the state learning standards or the satisfactory demonstration by a student of proficiency/competency of the state learning standards. If no standard exists, the superintendent or designee will determine learning standards for the successful completion of the course. (WAC 180-51-050)

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade (RCW 28A.230.090) if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school

students enrolled in the class for such successfully completed courses, seventh- and eighth-grade students will receive letter grades, or any other such grades as awarded to their classmates in the specified course; or

- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

For students in graduating classes prior to 2024, credits earned while the student was in seventh or eighth grade will be included on the high school transcript upon request of the student and the student's family.

For the class of 2024 and beyond, before the end of eleventh grade, a student and the student's parent or guardian must inform their school counselor in writing if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school) or from an out-of-state or out-of-country

program. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement—or the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs or home schools as described in procedure 3114. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

Subject and Credit Requirements for Graduation

The following are the subject and credit requirements that a student must meet to graduate:

A. Four credits in English.

B. Three credits in mathematics.

1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

C. Three credits in science.

1. Two science credits must be in laboratory science.

2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.

D. Three credits in social studies.

1. One social studies credit must be in United States history.
2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
3. One-half social studies credit must be in civics.
4. One social studies credit must be in an elective course or courses.
5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.

E. Two credits in world languages or personalized pathway requirements.

1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.

F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.

G. One-half credit in health.

H. One and one-half credit in physical education.

I. One credit in career and technical education.

1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.

2. A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.
- J. Four elective credits.

Total number of credits required to graduate: 24.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of the program; and
- J. How and by whom the student will be supervised.

The counselor will review the proposal with the applicant and present the proposal to the principal for a decision.

The principal or designee will communicate the reasons for approval or disapproval to those making the request. The district will keep a list of approved programs on file in the principal's office.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes his or her portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

College Coursework (WAC 392-410-310)

Students enrolled in college coursework, including community colleges, vocational technical colleges, four-year colleges, universities, or approved private schools in the state of Washington, and other schools or institutions, which are approved by the district after evaluation for a particular course offering, are eligible to receive high school credit.

Prior permission is required from the principal or designee for students who are enrolled in approved college programs.

Out-of-District Correspondence Courses

Credit for correspondence courses may be granted within a two-credit limit.

For the purposes of this section, correspondence course is defined as, 'any class taken from any institution that is not a state accredited, diploma granting body.' The institution must also be a member of the National University Continuing Education Association or accredited by the Distance Education and Training Council provided the following requirements are met:

- A. Prior permission has been granted by the principal.
- B. The program fits the educational plan submitted by the student.
- C. Upon completion of the course, the student will submit their final grade to the principal so that the credit may be recorded on the student's permanent record. Transcripts of those students eligible to receive such credit will indicate the final grade reported for the course.

Credit for Career and Technical Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).

- H. The employer will legally employ the student, who must have passed his or her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards.

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.
- B. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will be noted on MIL Form 115 or an equivalent form.

The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Credits from home school will be evaluated as described in the Home School Procedure #3114.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory

that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;

4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
 5. Includes information about the college bound scholarship program;
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 2. Application timelines and submission deadlines;
 3. The importance of submitting applications early;
 4. Information specific to students who have been in foster care;
 5. Information specific to students who are, or are at risk of being, homeless;
 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
 7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
 9. Information on college bound scholarship application and eligibility; and
- G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of

supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

IV. GRADUATION PATHWAY OPTIONS

A student must choose to pursue one or more of the pathway options described below to demonstrate career and college readiness. The option chosen must be in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics.

"Dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.

1. English language arts courses:
 - i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
 - ii. International baccalaureate courses: individuals and societies courses or English language and literature courses.
 - iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.
2. Mathematics courses:
 - i. AP courses: statistics, computer science A, computer science principles, or calculus.
 - ii. International baccalaureate courses: any international baccalaureate mathematics course.
 - iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.

B. Achieving the following scores on the following exams:

1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2022.

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options

and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include the following:
 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine the following:
 1. The projected date by which all graduation requirements will be met; and

2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
 1. Passing a foreign language Advanced Placement exam with a score of three or higher;
 2. Passing an International Baccalaureate exam with a score of four or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
 4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a

language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.”

VIII. ADDITIONAL GRADUATION REQUIREMENTS

A Senior Culminating Project is required to earn a Tumwater School District Diploma. The Senior Culminating Project will consist of the student demonstrating both their learning competencies and preparation related to the State Learning Goals 3 and 4:

- Think analytically, logically and creatively, and integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort and decisions directly affect future career and educational opportunities.

To meet these goals all students will:

- A. Complete 30 hours of community outreach during their high school experience.
- B. During their senior year, students will participate in a Senior Culminating Project Exit Interview before a panel consisting of a teacher, a community member and a student advocate. The process shall include:
 1. Submission of an up-to-date résumé.
 2. Submission of documentation of 30 hours of community outreach.
 3. Two-part exit interview:
 - a. Student led section where the student shares their high school experiences as they relate to their High School and Beyond Plan.
 - b. A panel led question and answer section where the student is asked pre-identified questions.
 4. The Senior Project will be scored using a Standards Based Scoring Rubric:
 - a. If a student does not pass the résumé portion and does pass the Exit Interview, he/she may redo the résumé and will not be required to redo the Exit Interview.
 - b. If a student does not pass either portion of the Exit Interview they will be required to redo the entire Exit Interview.

- C. All sites will develop a process to ensure that all transfer, Running Start, and New Market students will have an opportunity to fulfill the Senior Culminating Project.

GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire. Traditional regalia and items of cultural significance are allowed.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. In the event that the District has imposed other forms of corrective action for violations of school rules, the District may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the District will grant the diploma.

ADOPTED: January 10, 1985

REVISED: June 23, 2011; August 22, 2013; May 13, 2021

**Tumwater School District
Board Policy**

new

ENGLISH LANGUAGE ARTS MASTERY-BASED CREDIT

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

ADOPTION DATE:

**Tumwater School District
Board Policy**

new

MATH MASTERY-BASED CREDIT

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

- Cross References: 2410 - High School Graduation Requirements
- Legal References: WAC 180-51-050 High school credit — Definition
 WAC 180-51-051 Procedure for granting students mastery-based credit
 RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

ADOPTION DATE:

new

**Tumwater School District
Board Policy**

SCIENCE MASTERY-BASED CREDIT

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

- Cross References: 2410 - High School Graduation Requirements
- Legal References: WAC 180-51-050 High school credit — Definition
 WAC 180-51-051 Procedure for granting students mastery-based credit
 RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

ADOPTION DATE:

new

**Tumwater School District
Board Policy**

SOCIAL STUDIES MASTERY-BASED CREDIT

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

ADOPTION DATE:

new

**Tumwater School District
Board Policy**

THE ARTS MASTERY-BASED CREDIT

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

- Cross References: 2410 - High School Graduation Requirements
- Legal References: WAC 180-51-050 High school credit — Definition
 WAC 180-51-051 Procedure for granting students mastery-based credit
 RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

ADOPTION DATE:

**Tumwater School District
Board Policy**

new

**HEALTH AND PHYSICAL EDUCATION
MASTERY-BASED CREDIT**

The board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in health and physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: RCW 28A.230.050 Physical education in high schools.
 WAC 180-51-050 High school credit — Definition
 WAC 180-51-051 Procedure for granting students mastery-
 based credit
 RCW 28A.230.090 High school graduation requirements or
 equivalencies — Reevaluation of graduation requirements —
 Review and authorization of proposed changes — Credit for
 courses taken before attending high school — Postsecondary
 credit equivalencies

ADOPTION DATE:

new

**Tumwater School District
Board Policy**

**INTEGRATED ENVIRONMENTAL AND SUSTAINABILITY
EDUCATION MASTERY-BASED CREDIT**

The board recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 392-410-115 Mandatory areas of study in the common school.
WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

ADOPTION DATE:

**Tumwater School District
Board Policy**

new

WORLD LANGUAGE MASTERY-BASED CREDIT

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read, and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

As described in the procedures, the district will award world language credits to students based on demonstrated proficiency across a range of language skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: 2410 - High School Graduation Requirements

Legal References: WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
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ADOPTION DATE:

Superintendent's Report

- Enrollment/Budget Update



Superintendent's Report



Tumwater School District

GENERAL FUND BUDGET UPDATE

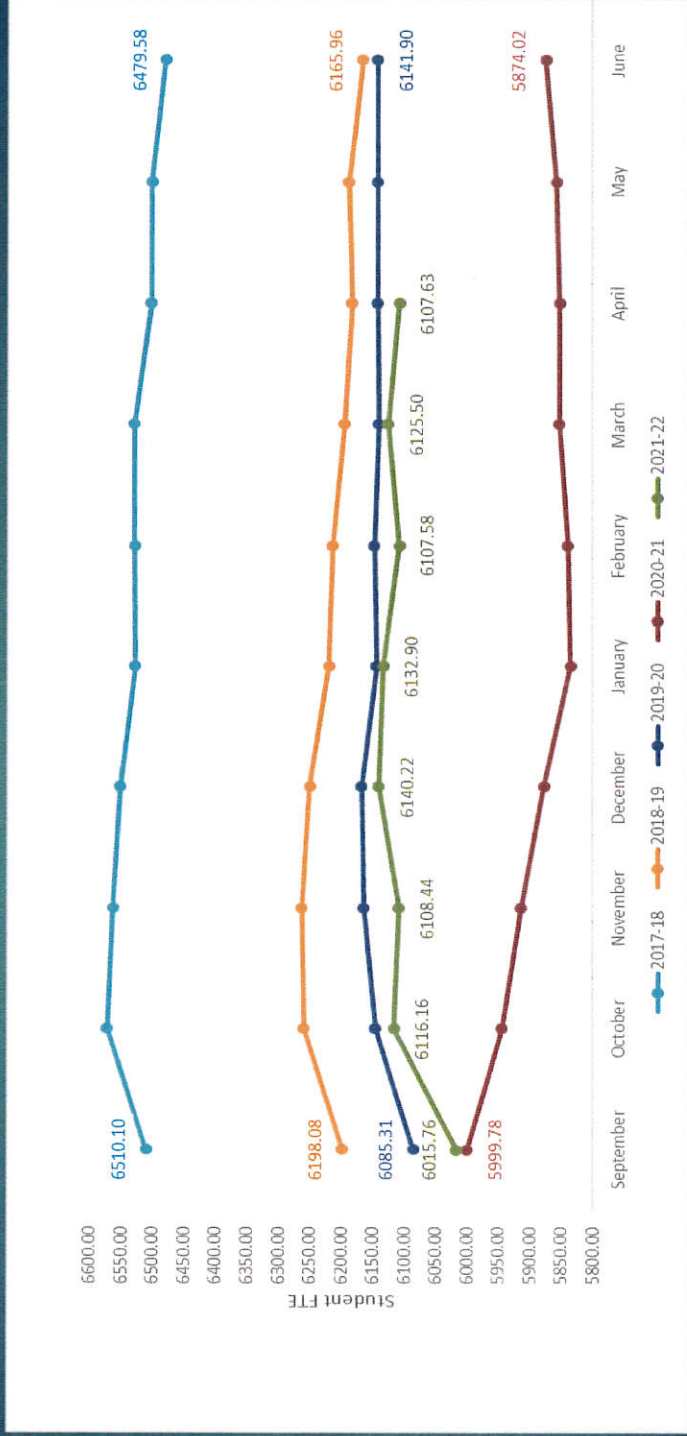
BOARD MEETING

APRIL 14, 2022

Enrollment Update through April

Preliminary Numbers

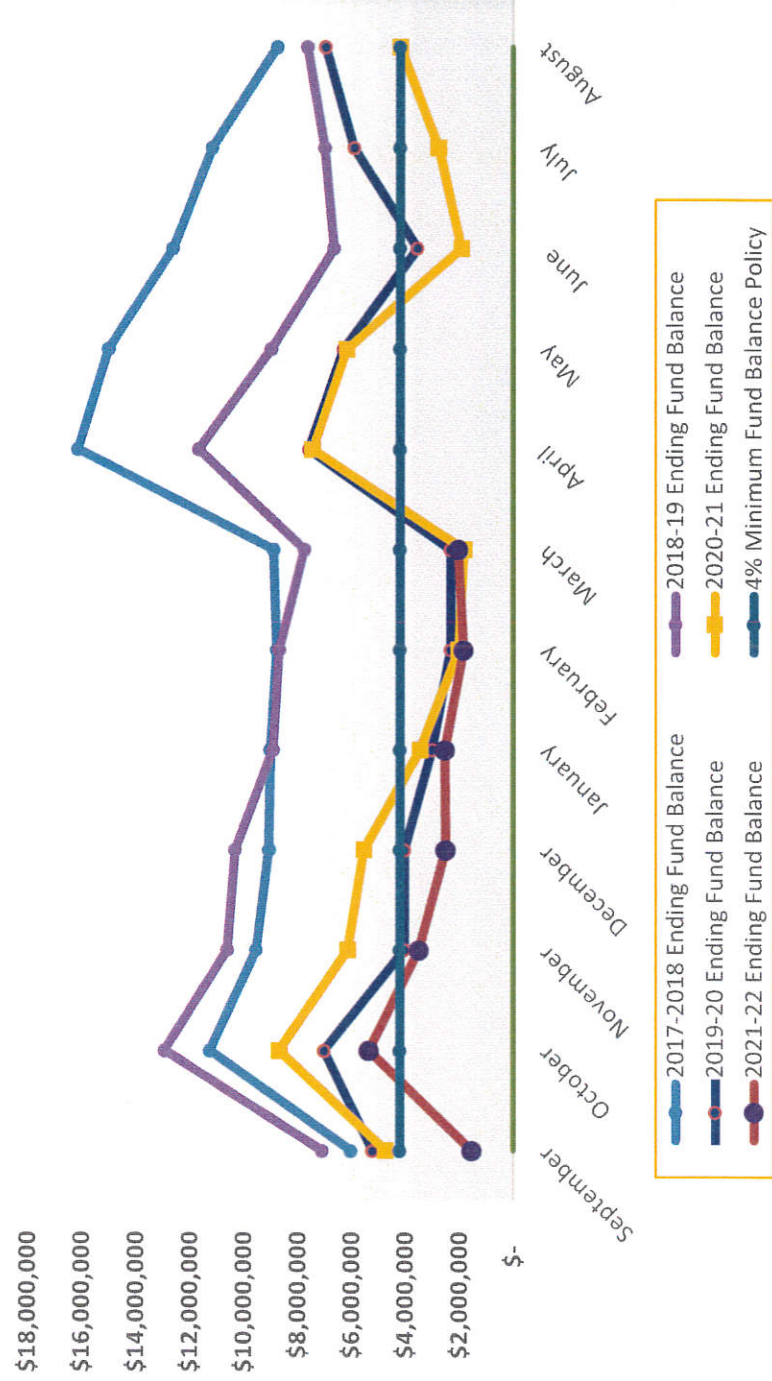
(excluding New Market, Running Start and Gravity)



Budget: 6,122

AAFE: 6,107

Fund Balance Update as of 3/31/22 (excluding New Market Skills Center)



Budget vs Actual Fund Balance Projections 21-22

	Budget	Projected	Difference
Beginning Fund Balance	\$ 5,571,346	\$ 6,061,000	\$ 489,654
Total Revenues	\$ 105,566,891	\$ 101,205,413	\$ (4,361,478)
Total Expenditures	\$ 105,549,788	\$ 100,996,647	\$ (4,553,141)
Ending Fund Balance	\$ 5,588,449	\$ 6,296,766	\$ 708,317
NMSC Fund Balance	\$ 900,000	\$ 1,800,000	\$ 900,000
Tumwater Ending Fund Balance	\$ 4,688,449	\$ 4,469,766	\$ (218,683)

Target Range Ending FB: \$3,500,000 to 5,000,000 (1.5 of budget)

What has changed?

- Special Education Safety Net \$400,000
- Levy Equalization Revenue \$269,000
- Enrollment Stabilization \$320,000
- Local Revenue Increase \$260,000
 - Capital Projects Salaries
 - Other Misc Revenue Projections

Budget Advisory Committee

Second Meeting: March 21st

Purpose: Review budget information and provide feedback to inform development of the 2022-23 Budget.

Second Meeting Focus:

- District Expenditures
- District Staffing
- Guiding Principles for Budget Decisions

Budget Advisory Committee

Third Meeting: April 12th

Focus:

- Reviewed projected revenues & expenses for 2022-23
- Reviewed Community Budget Survey Feedback
- Reviewed options for reducing expenses
- Engaged in activity to prioritize options

Budget Advisory Committee

Future Meetings

- April 18th: Further discussion of options and feedback from the committee
- April 25th: TBD if needed

April 28th Special Meeting

- Plan for Administrative Staffing for 2022-23
- Plan for Certified Staffing for 2022-23

