



Dr. Sean Dotson  
Superintendent

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

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

## School Director's Agenda Regular Meeting

Thursday, March 10, 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/85115129362>

*(This link is for 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](mailto: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/Sean Dotson*)
- 6:04pm**      **Meeting Minutes Review**
- February 10, 2022 Board Meeting
- 6:05pm**      **Consent Agenda**
- Personnel Report
  - Payroll & Vouchers
  - Budget Status Report
  - Capital Projects – Contract Change Orders
  - Donation – Tumwater High School
  - Special Services – Rochester Interlocal Agreement
- 6:06pm**      **Student Representative Report**
- Alexander Andrade, CHS
  - Ameiya Brown, THS
  - Talia Kallappa, BHHS

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/Recognition (Sean Dotson)**
- School Retirees Appreciation Week, March 21-27, 2022
  - BHHS Bowling – State Champions, Resolution 06-21-22
- 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 5 minutes. Additional speakers on the same topic will be allowed 3 minutes each, for a total of 20 minutes on any one topic.*
- Speakers-Agenda and Non-Agenda Items (*Becky Parsons*)
- 7:00pm Reports to the Board**
- 1<sup>st</sup> Reading, Procedure 2410 – Graduation Requirements (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2402 – English Language Arts Mastery Based Credit (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2403 – Math Mastery Based Credit (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2404 – Science Mastery Based Credit (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2405 – Social Studies Mastery Based Credit (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2406 – The Arts Mastery Based Credit (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2407 – Health and Physical Education Mastery Based Credit (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2408 – Integrated Environmental and Sustainability Education Mastery Based Credit (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2409 – World Language Mastery Based Credit (*Shawn Batstone*)
- 7:15pm Action Items**
- 2<sup>nd</sup> Reading and Recommended Adoption, Policy 5280 – Reduction In Force: Certificated or Classified Administrators (*Sean Dotson*)
- 7:20pm Superintendent's Report (Sean Dotson)**
- Enrollment/Budget Update
- 7:35pm Board Committee Reports**
- Legislative Update (*Darby Kaikkonen*)
  - WIAA Update (*Casey Taylor*)
  - Equity Advisory Committee Update (*Laurie Sale*)
  - Tribal Relations (*Melissa Beard*)
- 7:55pm Board Comments**
- 8:05pm Adjourn Regular Meeting**

**NEXT BOARD MEETING: Regular Board Meeting on April 14, 2022 (sign-in info available by 4/8//22) and East Olympia Elementary SIP Discussion and Board Work Session on March 24, 2022 (sign-in info available by 3/18/22).**

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

## **APPROVAL OF MINUTES**

- February 10, 2022 Board Meeting



# Tumwater School District

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**Tumwater School District  
School Board Meeting Minutes**  
Location: District Office, YouTube & Zoom  
621 Linwood Ave. SW  
Tumwater, WA 98512  
February 10, 2022  
5:00 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 5:00 pm and acknowledged that the Tumwater School District sits on the ancestral land of the Nisqually, Squaxin Island and Chehalis people, thanking the caretakers of the land who have lived on and continue to live on the land since time immemorial. He then led us in the flag salute.

### **Recess Regular Meeting**

- Executive Session to discuss Personnel Performance, Evaluation or Qualifications for Employment, pursuant to RCW 42.30.110(1)(g). Executive Session lasted 45 minutes and no action was taken.

### **Reconvene Regular Meeting**

- The Regular Meeting reconvened at 6:00 pm.

### **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 January 13, 2022 Regular Board Meeting minutes and there were no changes. No motion is necessary.

### **Consent Agenda**

- Melissa Beard/Scott Killough, Motioned/Seconded (M/S) to approve the Consent Agenda as presented. The motion passed unanimously. The 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:

<b>New Hire:</b>				
Keilani Backholm	Teacher	TMS	1.0 FTE, One Year Only (2021-2022), effective January 18, 2022	TEA
Michael Rolfs	Bus Driver Trainee	Transportation	Effective January 11, 2022	PSE
Spencer Bright	Bus Driver Trainee	Transportation	Effective January 20, 2022	PSE
Erin Neklason	Office Professional 6	MTS	Temporary Position effective January 21, 2022	TOPA
Joseph Larson	Paraprofessional	THE	One Year Only effective January 18, 2022	TAP
Rebecca Doane	Coach	THS	Effective November 15, 2021	N/A
Quinton Jones	Coach	BHHS	Effective August 28, 2021	N/A
Kristin Bertram	Paraprofessional	BMS	One Year Only effective February 8, 2022	TAP
Ashleigh Morin	Paraprofessional	BMS	One Year Only effective February 8, 2022	TAP
Rachel Husted	Paraprofessional	SS	One Year Only effective February 1, 2022	TAP
<b>Adjusted:</b>				
Travis Schultz	Paraprofessional	BMS/BLE	From One Year Only (BMS) to 6.0 hours (Continuing, BLE) and 0.5 hours (One Year Only, BLE), effective January 24, 2022	TAP
Patricia McClary	Cook	THE	From Assistant Cook at BMS to Cook at THE, effective January 18, 2022	PSE
Barry Borth	Lead Custodian	B&G/NMSC	From Custodian (TLC, ECLC, Support Services) to Lead Custodian (NMSC), effective February 23, 2022	PSE

George Ramirez	Bus Driver	Transportation	From Bus Driver Trainee to Continuing Bus Driver, effective February 1, 2022	PSE
Sara Crimmins	Paraprofessional	TMS / SL	From 6 hours per day One Year Only at TMS to 6 hours per day Continuing at Student Learning, effective February 7, 2022	TAP
Stephanie Maffeo	Paraprofessional	LRE	Additional 3 hours per day, Continuing, effective February 1, 2022	TAP
Theresa Pena-Nunez	Office Professional 5	BHHS	From Office Professional 6 to Office Professional 5 at BHHS, effective February 7, 2022	TOPA
<b>Leaves:</b>				
Cassidy McQuiston	Teacher	BMS	LOA starting January 6, 2022, returning January 18, 2022	TEA
Denise Whitesel Mallek	Teacher	BMS	LOA starting January 10, 2022, returning January 18, 2022	TEA
Teri Guard	Bus Driver	Transportation	LOA starting January 4, 2022, returning February 3, 2022	PSE
Anett Hanna	Teacher	ECLC	LOA starting January 11, 2022, returning approximately March 1, 2022	TEA
Caitlin Shaufler	Teacher	TMS	0.2 LOA starting January 31, 2022, returning to 1.0 FTE for the 2022-2023 school year	TEA
James Hopson	Lead Custodian	MTS	LOA starting January 20, 2022, return date to be determined	PSE
Sara Smith	Teacher	EOE	LOA starting February 15, 2022, returning the 2022/2023 school year	TEA

Anna Miyatake	Office Professional 3	THS	Intermittent LOA starting January, 31, 2022, returning approximately March,2, 2022	TOPA
Misty Hinkle	Principal	BLE	Intermittent LOA starting January 27, 2022, through the end of the 2021/22 school year	ADMIN
Joshua Keeling	Teacher	TMS	LOA starting January 10, 2022, returning January 24, 2022	TEA
Joshua Alnes	Custodian	MTS	Intermittent LOA starting March 4, 2022, returning June 30, 2022	PSE
Ashley Lopez	Paraprofessional	EOE	LOA starting January 4, 2022, returning January 17, 2022	TAP
Karen Kelly	Paraprofessional	Transportation	LOA starting October 18, 2021, returning November 21, 2021	TAP
Bobbie Harris	Paraprofessional	EOE	LOA starting January 4, 2022, returning January 21, 2022	TAP
Jennifer Rose	Paraprofessional	MTS	LOA starting January 6, 2022, returning January 17, 2022	TAP
Laurie Hinkle	Paraprofessional	EOE	LOA starting January 6, 2022 returning January 18, 2022	TAP
Stacey Barker	Office Professional 5	THS	LOA starting February 7, 2022, returning March 7, 2022	TOPA
<b>Resignation:</b>				
Rick McGrath	Coach	THS	Effective January 13, 2022 for coaching position only	N/A
Jamie Weeks	Coach	THS	Effective January 13, 2022 for coaching position only	N/A
Becky Lovely	Office Professional 5	BHHS	Effective January 24, 2022	TOPA
Jessica Paxton	Bus Driver	Transportation	Effective January 28, 2022	PSE

Dale Reeves	Coach	BHHS	Effective January 28, 2022 for coaching position only	N/A
Ethan Au	Coach	BHHS	Effective January 28, 2022	N/A
Alfonso Magana	Coach	BHHS	Effective January 24, 2022	N/A
Michelle Murphy	Paraprofessional	MTS	Effective January 13, 2022	TAP
Stacey Barker	Office Professional 5	THS	Effective March 7th, 2022	TOPA
<b>Retirement:</b>				
Jennifer Lacey	Teacher	BLE	Effective August 31, 2022	TEA
Teresa Davenport	Teacher	BLE	Effective July 1, 2022	TEA
Bonnie Center	Office Professional 3	BHHS	Effective August 31, 2022	TOPA
Denise Clayton	Teacher	EOE	Effective June 22, 2022	TEA
Linda Dalzell	Cook/Substitute Bus Driver	TMS/Transportation	Effective January 13, 2022	PSE
Patricia Kulp	Teacher	ECLC	Effective August 31, 2022	TEA
Karen Kelly	Paraprofessional	Transportation	Effective June 22, 2022	TAP
Katherine McCann	Teacher	BLE	Effective September 1, 2022	TEA
Richard Granlund	Teacher	CHS/NMSC	Effective August 31, 2022	TEA
<b>Co-Curricular:</b>				
Jamar Tucker	Assistant Boys Basketball Coach	THS		N/A
Kim Hille	Head Dance Coach Split	THS		N/A
Elizabeth Armour	Head Dance Coach Split	THS		N/A
<b>Corrections:</b>				
Correction to Micah Lukes's reason for termination, which was approved at the January 13, 2022 Board meeting, to state "Non-disciplinary, voluntary termination."				

➤ Payroll and Vouchers

FUND NAME	WARRANTS (INCLUSIVE)	AMOUNT
<b>GENERAL FUND:</b>		
Payroll		
Payroll Taxes		\$ 1,047,827.24
Direct Deposit		\$ 3,285,890.27
Payroll Benefit Wire Transfer		\$ 1,149,417.74
Accounts Payable -Payroll	72805828 to 72805837	\$ 11,682.54





Accounts Payable	72700568	to	72700568	_____
Accounts Payable ACH				_____
Accounts Payable - COMP				_____
TAX				_____

**TOTAL PRIVATE PURPOSE FUND: \$ -**

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**TRANSPORTATION  
VECHILE FUND:**

Accounts Payable	72900028	to	72900028	_____
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**TOTAL TRANSPORTATION  
VECHILE FUND: \$ -**

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- Budget Status Report
- Capital Projects – Tumwater Hill Elementary/Forest Park Utility Easement
- Capital Projects – Acceptance of Contract As Complete – LRE Security Lockdown Signage
- Tumwater High School Donation Acceptance - \$1500.00 from A & R Cedar, Inc. to the THS Theater Department

**Student Reports** – *“We have just entered second semester in Tumwater School District. As we start the second semester, what are 2 things we should keep, one thing we should drop and one thing we should revise.”*

- Talia Kallappa (BHHS) – Students reported that they would like to keep activities, such as sports/clubs; homeroom time – specifically on Mondays and Tuesdays; free lunches; mask mandates; in-person school and assemblies. They suggested less homework; drop character strong; straight 6 schedule and have PACK schedule; drop Naviance. Students asked that the Fight Song not be played at the end of the school day. Many wanted to revise the school start time, have longer lunches, get PACK back, revise parking, have more assemblies, better lunches and better communication with Seniors. She also asked students how things are going for them and how their last semester has been. She heard there was lack of engagement in class. They felt that the COVID outbreak in September wasn't handled well and Seniors are feeling a lot of pressure for college. She did have a lot of students say school was going well and they like to be back in-person.
- Ameiya Brown (THS) – Students reported that they would like to keep in-person instruction; activities; wearing masks; club time; extra T-Bird time and social distancing. Something they would like to drop are masks, but some students want to take away the privilege of taking down your mask when you are outside. Some things they would like to revise are the tactics to enforce mask policies; how highly touched surfaces are cleaned; talking about homophobia and racism. More hands-on learning. More electives like building and wood carving. Students would like to reduce homeroom to once a week, move T-Bird time to the end of the day and increase club time. There was a comment about having open campus for Seniors only and letting the Seniors park on the street by the church. She also talked about the Student Summit she attended and explained the pictures that were sent to the Board earlier that week.

- Alexander Andrade (CHS) – Students reported that they would like to keep their current school schedule (Monday-Thursday) and mandatory masks. They would like to change the type of lunches that are brought in because students have a lot of dietary issues and for some, this is their only meal of the day. Students reported that they would like to drop having to provide their gender on things like quizzes, Apex and Naviance; they would prefer to provide their pronouns.

### **Public Comment Follow-Up/By the Numbers**

- Public Comment Follow Up: Sean Dotson has offered to meet with DJ Brimer to follow-up. DJ is part of the TEA bargaining team, so they will have that conversation in those meetings.
- By the Numbers: Sean Dotson shared numbers associated with the Holiday Assistance Program; 265 families were served to total 677 kids.
- Recognition: Laurie Wiedenmeyer and the Board recognized Becky Parsons for her work with the Holiday Assistance Program.

### **Public Comment**

- Agenda and Non-Agenda Items: Becky Parsons stated that no one signed up to address the Board.

### **Reports to the Board**

- Future Reports to the Board: Sean Dotson presented on this topic. He provided a list of potential reports that district leaders can bring to the Board throughout the year. The Board decided to go through a prioritization process for further discussion at the February 24<sup>th</sup> Work Session.

### **Superintendent's Report**

Superintendent's Report: Jennifer Carrougher presented an enrollment and budget update. Sean Dotson reported on the external review of the TSD summer 2021 hiring freeze. This was conducted by ESD 113 and posted to our website. He also shared that the Capital Levy is currently passing at 61.31%. Dr. Dotson thanked the community and voters.

### **Board Committee Reports**

- Legislative update: Darby Kaikkonen reported on the Board's three priorities: Prototypical Formulas for Physical, Social and Emotional Support, Enrollment Stabilization and Transportation Allocations. The session will end March 4<sup>th</sup> and signing day is March 10<sup>th</sup>.
- Equity Advisory Committee Update: Laurie Sale encouraged people to attend the next meeting on February 16<sup>th</sup> at 6 PM.
- Tribal Relations Update: Melissa Beard shared that she reached out to Nisqually and Squaxin Island tribes. She received some great ideas from Justine Capra, the Governmental Relations contact for Nisqually, on how to right size our tribal relationships. Melissa will reach out to Shelton SD to see if she can get more ideas on how to work with the tribes. The tribes would love for teachers to reach out to schedule classroom visits to talk about native history.

## **Board Member Comments**

- Darby Kaikkonen: She congratulated the 3 BHHS bowlers who placed in the top 10 at State: Kaitlyn Gwinn, Hallie Stuart and Zoey Theophilus. She also wanted to congratulate the whole team who won the State Championship. She thanked Superintendent Dotson for his marketing work on the Capital Levy.
- Scott Killough: He made his quarterly visits to two elementary and one middle school. The theme from all three was flexibility; teachers, admin and paras all need time for medical appointments like anyone else. He commends all staff for their flexibility. A big issue right now is behavior. The schools acknowledge that this is a challenge, but they are stepping up. They are investing in restorative practices and are revamping existing systems to be more specialized for each and every student.
- Casey Taylor: He thanked Becky Parsons for all that she does to include her work with the Holiday Assistance Program. He congratulated the BHHS Girls Bowling team on their State Championship. He also thanked the voters for passing the Capital Levy and Sean Dotson for all his help. He let the student reps know that the Board meetings get better and better with them attending; he appreciates their input. He thanked the district staff for the amazing work they do.
- Laurie Sale: She thanked the voters for passing the Capital Levy. She encouraged everyone to support the high school drama programs by attending "Almost Maine" at THS and "All's Well That Ends Well" at BHHS. She wanted to recognize students at TMS and BHHS who competed at WMEA Regional Ensemble and Solo competition and thanked Kathleen Alviar, BHHS Choir Director for her hard work. She also thanked Becky Parsons for her work with the Holiday Assistance Program and the student reps for being there. She appreciates Jennifer Carrougner's budget explanations. She also thanked Jennifer Herrin and Superintendent Dotson on their work with the Capital Levy. She encouraged anyone to reach out to her with questions or concerns.
- Melissa Beard: She was able to attend the BHHS/THS boys and girls basketball games and will go see "Almost Maine" at THS tomorrow night. It's her goal that the students feel like they are a part of this Board. Every year, our students feel more empowered to share even when things are going well.
- Talia Kallappa: She thanked Becky Parsons for communicating with them and making sure they are updated with any important information. She also thanked everyone else because their hard work does not go unnoticed. She appreciates the budget updates and felt it was a good meeting.
- Ameiya Brown: She thanked everyone for the water bottle; she thought it was amazing.
- Alexander Andrade: He thanked everyone for letting him be a part of these meetings; he is grateful to be here.

With no further business coming before the Board, the Regular Board Meeting adjourned at 7:29 PM.

Recorded by:  
Becky Parsons

Signed this 10<sup>th</sup> day of March 2022.

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Board Member

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

## CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouller.
- Financial Services – Payroll and Vouchers: Questions can be directed to Jennifer Carrougher.
- Financial Services – Budget Status Report: Questions can be directed to Jennifer Carrougher.
- Capital Projects – Contract Change Orders #2 and #3 for NMSC Landscaping Improvements construction contract: Questions can be directed to Mel Murray.
- Tumwater High School Donation Acceptance - \$1284.00 from Miracle Minute
- Special Services – Rochester Interlocal Agreement: Questions can be directed to Kelli Ehresmann.



# Tumwater School District

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 Capital Projects:  
 (360) 709-7005

March 10, 2022

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

*Preliminary*

<b>New Hire:</b>				
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
<b>Adjusted:</b>				
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

**BOARD OF DIRECTORS**

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN LAURIE SALE

"Continuous Student Learning in a Caring, Engaging Environment"

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
<b>Leaves:</b>				
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 Saylor 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
<b>Resignation:</b>				
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
<b>Retirement:</b>				
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
<b>Termination:</b>				
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 hearing procedures	TEA
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**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

**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

# 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 February 2022.

2-13

DATE: **March 10, 2022**

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Financial Services Office staff and were found to be correct.

**Jennifer Carrougher, 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
<b>GENERAL FUND:</b>		
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
	<b>TOTAL GENERAL FUND:</b>	<b>\$ 8,608,732.87</b>
<b>CAPITAL PROJECTS FUND:</b>		
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		
	<b>TOTAL CAPITAL PROJECTS FUND:</b>	<b>\$ 239,665.24</b>
<b>ASSOCIATED STUDENT BODY FUND:</b>		
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
	<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>	<b>\$ 61,272.96</b>
<b>PRIVATE PURPOSE FUND:</b>		
Accounts Payable	72700568 to 72700568	
Accounts Payable ACH		\$ 217.98
Accounts Payable - COMP TAX		
	<b>TOTAL PRIVATE PURPOSE FUND:</b>	<b>\$ 217.98</b>
<b>TRANSPORTATION VEHICLE FUND:</b>		
Accounts Payable	72900029 to 72900029	\$ 111,505.65
	<b>TOTAL TRANSPORTATION VEHICLE FUND:</b>	<b>\$ 111,505.65</b>

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

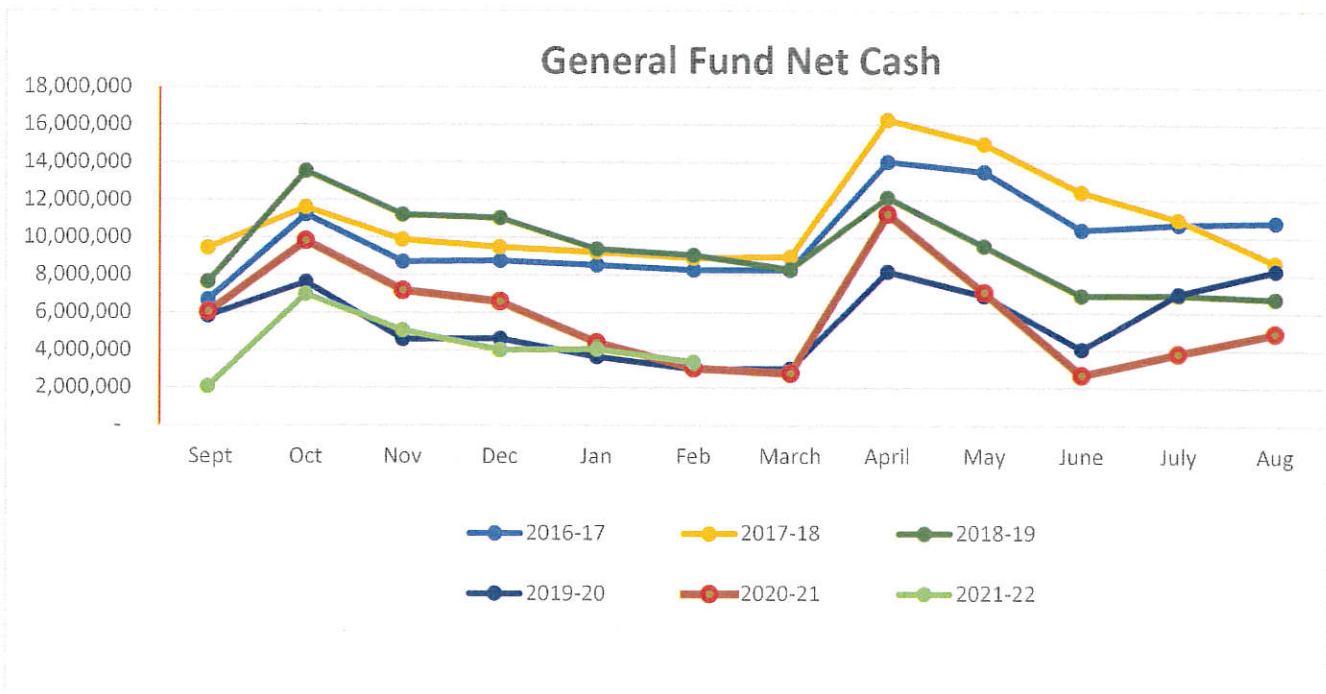
**TO: School Board  
Superintendent**

**FROM: Jennifer Carrougher, Executive Director of Financial Services**

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

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

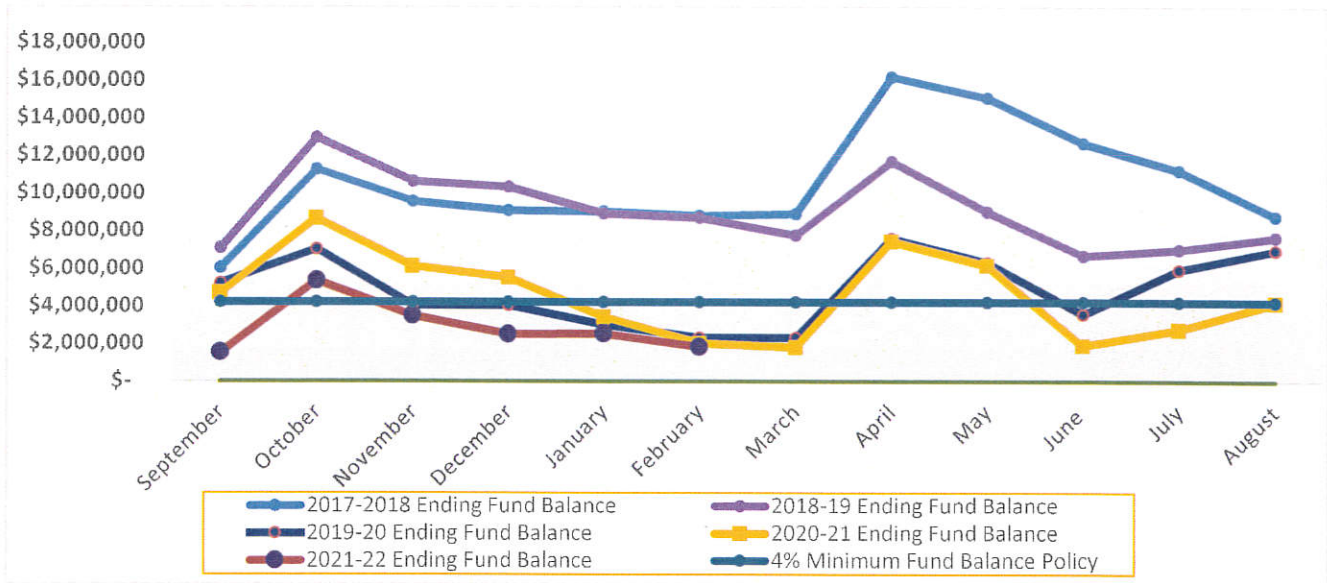
**General Fund Net Cash Balance** (cash less warrants outstanding): The following graph shows the district's net cash balance for the periods 2016-17 through February 2022, which includes the cash balance of New Market Skill Center.



### General Fund – Fund Balance (Excluding Skills Center) through December:

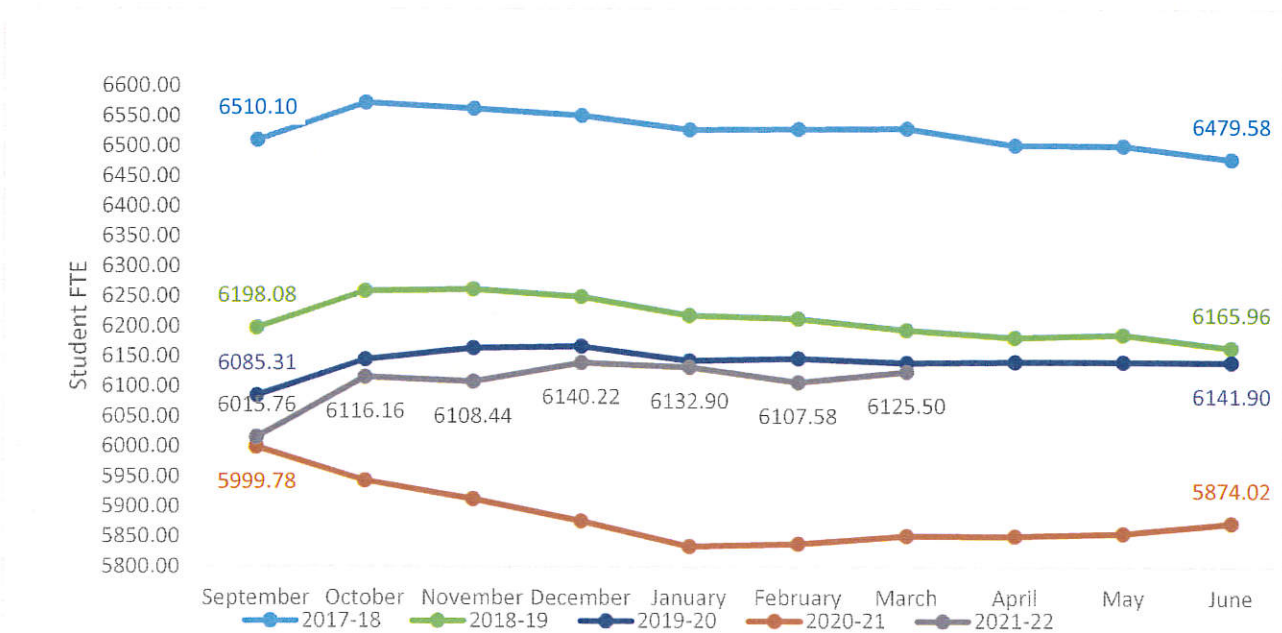
The following chart shows TSD fund balance history as of 2/28/22. The straight line is showing the minimum fund balance policy of 4% of total budgeted expenditures for the 21-22 school year.

Fund balance for the district is: \$3,476,903, which includes \$1,627,530 for Skills Center, leaving a balance of \$1,849,373 available to TSD.



### Enrollment Update

The following shows student enrollment for the past five years, updated with March preliminary counts as of 3/1/22. 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 7 months of 21/22 is 6106.65, 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 February, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	16,793,472	458,205.65	7,652,118.78		9,141,353.22	45.57
2000 LOCAL SUPPORT NONTAX	2,147,461	59,917.23	369,730.23		1,777,730.77	17.22
3000 STATE, GENERAL PURPOSE	60,594,013	5,283,942.18	28,877,101.63		31,716,911.37	47.66
4000 STATE, SPECIAL PURPOSE	14,695,008	1,226,945.69	6,516,010.01		8,178,997.99	44.34
5000 FEDERAL, GENERAL PURPOSE	0	11,189.68	11,189.68		11,189.68-	0.00
6000 FEDERAL, SPECIAL PURPOSE	11,174,437	875,327.28	3,345,466.59		7,828,970.41	29.94
7000 REVENUES FR OTH SCH DIST	10,000	.00	8,969.05		1,030.95	89.69
8000 OTHER AGENCIES AND ASSOCIATES	152,500	.00	.00		152,500.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>105,566,891</b>	<b>7,915,527.71</b>	<b>46,780,585.97</b>		<b>58,786,305.03</b>	<b>44.31</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	54,213,407	4,566,847.57	26,324,126.99	23,119,307.23	4,769,972.78	91.20
10 Federal Stimulus	5,823,900	427,329.06	1,600,960.42	1,388,955.70	2,833,983.88	51.34
20 Special Ed Instruction	12,122,794	1,095,409.69	6,256,464.81	6,615,434.31	749,105.12-	106.18
30 Voc. Ed Instruction	4,257,608	352,049.68	1,981,537.68	1,805,904.16	470,166.16	88.96
40 Skills Center Instruction	4,164,065	275,765.45	1,683,842.30	568,402.53	1,911,820.17	54.09
50+60 Compensatory Ed Instruct.	4,153,301	227,245.66	1,223,899.24	1,188,691.95	1,741,009.81	58.08
70 Other Instructional Pgms	328,911	31,388.73	153,980.25	113,646.90	61,283.85	81.37
80 Community Services	604,982	46,379.02	269,148.85	242,036.00	93,797.15	84.50
90 Support Services	19,880,820	1,607,272.28	9,871,485.50	7,572,141.00	2,437,193.50	87.74
<b>Total EXPENDITURES</b>	<b>105,549,788</b>	<b>8,629,687.14</b>	<b>49,365,146.04</b>	<b>42,614,519.78</b>	<b>13,570,122.18</b>	<b>87.14</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>17,103</b>	<b>714,159.43-</b>	<b>2,584,560.07-</b>		<b>2,601,663.07-</b>	<b>&lt; 1000-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>5,571,346</b>		<b>6,061,463.42</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>5,588,449</b>		<b>3,476,903.35</b>			

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	1,627,530.24
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 Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	129,207-	46,602.40
G/L 890 Unassigned Fund Balance	867,618	2,123,498.71-
G/L 891 Unassigned Min Fnd Bal Policy	3,829,799	3,177,200.56
<u>TOTAL</u>	5,591,449	3,476,903.35
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.

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 February, 2022

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	2,517,943	.00	2,281,040.94		236,902.06	90.59
2000 Local Support Nontax	850,000	51,449.00	546,846.36		303,153.64	64.33
3000 State, General Purpose	0	.00	151,518.94		151,518.94-	0.00
4000 State, Special Purpose	3,451,450	63,790.70	223,595.74		3,227,854.26	6.48
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
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>6,819,393</b>	<b>115,239.70</b>	<b>3,203,001.98</b>		<b>3,616,391.02</b>	<b>46.97</b>
<b>B. EXPENDITURES</b>						
10 Sites	300,000	17,032.17	198,144.82	143,520.20	41,665.02-	113.89
20 Buildings	7,095,000	112,836.07	1,931,235.81	1,295,738.84	3,868,025.35	45.48
30 Equipment	2,745,000	86,138.20	275,531.48	1,410,298.70	1,059,169.82	61.41
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	23,658.80	24,138.80	0.00	24,138.80-	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>10,140,000</b>	<b>239,665.24</b>	<b>2,429,050.91</b>	<b>2,849,557.74</b>	<b>4,861,391.35</b>	<b>52.06</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>3,320,607-</b>	<b>124,425.54-</b>	<b>773,951.07</b>		<b>4,094,558.07</b>	<b>123.31-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>11,258,115</b>		<b>8,009,947.72</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (B+F + OR - G)</b>	<b>7,937,508</b>		<b>8,783,898.79</b>			



I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	135,000	266,237.03
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-	393,491.40
G/L 863 Restricted from State Proceeds	7,361,450	4,006,399.72
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	260,000	264,174.63
G/L 866 Restricted from Impact Proceeds	505,000	2,846,172.08
G/L 867 Restricted from Mitigation Fees	890,000	932,276.33
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	75,147.60
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	7,937,508	8,783,898.79

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 February, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	11,380,170	300,234.67	5,336,821.54		6,043,348.46	46.90
2000 Local Support Nontax	70,000	1,850.06	18,391.42		51,608.58	26.27
3000 State, General Purpose	300,000	4,624.51	336,778.49		36,778.49-	112.26
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>11,750,170</b>	<b>306,709.24</b>	<b>5,691,991.45</b>		<b>6,058,178.55</b>	<b>48.44</b>
<b>B. EXPENDITURES</b>						
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
<b>Total EXPENDITURES</b>	<b>10,844,675</b>	<b>.00</b>	<b>8,807,100.00</b>	<b>0.00</b>	<b>2,037,575.00</b>	<b>81.21</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	905,495	306,709.24	3,115,108.55-		4,020,603.55-	444.02-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	9,937,762		7,373,781.32			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	10,843,257		4,258,672.77			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	929,869		929,869.09			
G/L 830 Restricted for Debt Service	8,326,335		1,547,684.08			
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		1,781,119.60			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>10,843,257</b>		<b>4,258,672.77</b>			

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 February, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	727,185	26,532.54	232,466.76		494,718.24	31.97
2000 Athletics	434,925	29,500.79	150,268.35		284,656.65	34.55
3000 Classes	144,852	579.00	2,294.00		142,558.00	1.58
4000 Clubs	215,014	2,545.16	25,623.00		189,391.00	11.92
6000 Private Moneys	34,850	2.73	5,829.13		29,020.87	16.73
<b>Total REVENUES</b>	<b>1,556,826</b>	<b>59,160.22</b>	<b>416,481.24</b>		<b>1,140,344.76</b>	<b>26.75</b>
<b>B. EXPENDITURES</b>						
1000 General Student Body	698,472	8,809.66	88,536.99	7,336.57	602,598.44	13.73
2000 Athletics	502,172	30,165.75	127,702.81	30,460.51	344,008.68	31.50
3000 Classes	121,807	1,261.04	3,139.48	0.00	118,667.52	2.58
4000 Clubs	216,270	20,329.61	46,586.99	1,302.50	168,380.51	22.14
6000 Private Moneys	49,832	754.23	5,005.41	0.00	44,826.59	10.04
<b>Total EXPENDITURES</b>	<b>1,588,553</b>	<b>61,320.29</b>	<b>270,971.68</b>	<b>39,099.58</b>	<b>1,278,481.74</b>	<b>19.52</b>
<b>C. EXCESS OF REVENUES</b>						
<b>OVER(UNDER) EXPENDITURES (A-B)</b>	<b>31,727-</b>	<b>2,160.07-</b>	<b>145,509.56</b>		<b>177,236.56</b>	<b>558.63-</b>
<b>D. TOTAL BEGINNING FUND BALANCE</b>						
	704,467		694,314.31			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE</b>						
	672,740		839,823.87			
<b>C+D + OR - E)</b>						
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	50,000		16,075.00			
G/L 819 Restricted for Fund Purposes	622,740		787,068.74			
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			
<b>TOTAL</b>	<b>672,740</b>		<b>839,823.87</b>			

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 February, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,000	180.89	1,310.44		1,689.56	43.68
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
<b>A. TOTAL REV/OTHER FIN. SRCS (LESS TRANS)</b>	<b>513,000</b>	<b>180.89</b>	<b>1,310.44</b>		<b>511,689.56</b>	<b>0.26</b>
<b>B. 9900 TRANSFERS IN FROM GF</b>						
	0	.00	.00		.00	0.00
<b>C. Total REV./OTHER FIN. SOURCES</b>	<b>513,000</b>	<b>180.89</b>	<b>1,310.44</b>		<b>511,689.56</b>	<b>0.26</b>
<b>D. EXPENDITURES</b>						
Type 30 Equipment	700,000	111,505.65	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
<b>Total EXPENDITURES</b>	<b>700,000</b>	<b>111,505.65</b>	<b>253,576.76</b>	<b>0.00</b>	<b>446,423.24</b>	<b>36.23</b>
<b>E. OTHER FIN. USES TRANS. OUT (GL 536)</b>						
	0	.00	.00			
<b>F. OTHER FINANCING USES (GL 535)</b>						
	0	.00	.00			
<b>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</b>						
	187,000-	111,324.76-	252,266.32-		65,266.32-	34.90
<b>H. TOTAL BEGINNING FUND BALANCE</b>						
	667,875		701,746.88			
<b>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXX		.00			
<b>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</b>						
	480,875		449,480.56			
<b>K. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	480,875		449,480.56			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restricted 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			
<b>TOTAL</b>	<b>480,875</b>		<b>449,480.56</b>			



**DATE:** March 10, 2022  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** Consent Agenda  
Capital Projects Contract Change Orders

\*\*\*\*\*

Change Order #2 for the New Market Skills Center Landscaping Improvements construction contract is attached.

Change Order #3 for the New Market Skills Center Landscaping Improvements construction contract is attached.

These change orders are recommended for approval. Please contact me with any questions.

\*\*\*\*\*

A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Change Order #2, NMSC Landscaping 2/7/2022</b>												
2	Change Estimate Detail Sheet for Total Grounds Management												
4	New Market Skills Center												
5	Item	Boring for Irrigation Mainline/Sleeve	Labor	Quantity	UOM	Unit Cost	Total	Quantity	UOM	Unit Cost	Total	Name	Subcontract
6	1	Survey/Layout	HR	3.50	HR	\$71.20	\$249				\$0.00		
7	2	40 ft 4" Conduit bored under roadway	HR		HR	\$71.20	\$0	1.00	LS	\$3,750.00	\$3,750.00		
8	4	Pothole, cleanup	HR	2.00	HR	\$71.20	\$142				\$0.00		
9			HR		HR	\$71.20	\$0				\$0.00		
10			HR		HR	\$71.20	\$0				\$0.00		
11			HR		HR	\$71.20	\$0				\$0.00		
12			HR		HR	\$71.20	\$0				\$0.00		
13			HR		HR	\$71.20	\$0				\$0.00		
14							\$0				\$0.00		
15							\$0				\$0.00		
16							\$0				\$0.00		
17							\$0				\$0.00		
18							\$0				\$0.00		
19							\$0				\$0.00		
20							\$0				\$0.00		
21							\$0				\$0.00		
22							\$0				\$0.00		
23							\$0				\$0.00		
24							\$0				\$0.00		
25							\$0				\$0.00		
26							\$0				\$0.00		
27							\$0				\$0.00		
28							\$0				\$0.00		
29							\$0				\$0.00		
30							\$0				\$0.00		
31							\$0				\$0.00		
32							\$0				\$0.00		
33							\$0				\$0.00		
34							\$0				\$0.00		
35							\$0				\$0.00		
36		<b>Subtotals</b>		5.50			\$392				\$3,750		
37		Markups	>			12%	\$ 46.99			12%	\$ 450.00		10%
38							\$ 438.99				\$ 4,200.00		\$
39		<b>Total this page</b>											
40		\$					4,638.99						
41													
42		Cost					\$4,142						

A	B	C	D	E	F	G	H	I	J	K	L	M	N
2	<b>Change Order #3, NMSC Landscaping 2/10/2022</b>												
3	Change Estimate Detail Sheet for Total Grounds Management												
5	New Market Skills Center												
6	Tree and Stump Removal @ Entry												
7	Item	Quantity	UOM	Unit Cost	Total	Quantity	UOM	Unit Cost	Total	Name	Subcontract		
8	1	2.60	HR	\$71.20	\$185								
9	2	0.00	HR	\$71.20	\$0	1.00	LS	\$4,100.00	\$4,100.00				
10	3	0.00	HR	\$71.20	\$0	5.00	ea	\$0.00	\$0.00				
11	4	0.00	HR	\$71.20	\$0	50.00	lf	\$0.00	\$0.00				
12	5	0.00	HR	\$71.20	\$0	10.00	cy	\$0.00	\$0.00				
13					\$0				\$0.00				
14					\$0				\$0.00				
15					\$0				\$0.00				
16					\$0				\$0.00				
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28					\$0				\$0.00				
29					\$0				\$0.00				
30					\$0				\$0.00				
31					\$0				\$0.00				
32					\$0				\$0.00				
33													
34													
35													
36	Subtotals	2.60			\$185				\$4,100				\$0
37	Markups	>		12%	\$ 22.21			12%	\$ 492.00			10%	\$ -
38					\$ 207.33				\$ 4,592.00				\$ -
39	<b>Total this page</b>												
40	\$	4,799.33											
41													
42	Cost	\$4,285											

## Becky Parsons

---

**From:** Aimee Lanteigne  
**Sent:** Thursday, March 3, 2022 12:43 PM  
**To:** Becky Parsons  
**Subject:** RE: Donation Receipt United Sports \$1284.00

Becky,

We (Tumwater Schools Unified Sports) received a donation of \$1284 from Olympia High School. OHS raised this money from the fans during the Unified Basketball Pack the Gym night that Tumwater HS and Black Hills HS participated in on February 24, 2022.

Let me know if you need more information.

---

**From:** Becky Parsons <Becky.Parsons@tumwater.k12.wa.us>  
**Sent:** Thursday, March 3, 2022 9:35 AM  
**To:** Anna Miyatake <anna.miyatake@tumwater.k12.wa.us>; Jeff Broome <Jeff.Broome@tumwater.k12.wa.us>; Aimee Lanteigne <Aimee.Lanteigne@tumwater.k12.wa.us>  
**Subject:** RE: Donation Receipt United Sports \$1284.00

Thank you!

Aimee – can you please provide me a little more information about this donation?

*Becky Parsons*

Executive Assistant to the Superintendent  
McKinney-Vento and Foster Care Coordinator  
Tumwater School District  
[becky.parsons@tumwater.k12.wa.us](mailto:becky.parsons@tumwater.k12.wa.us)  
360-709-7007

This e-mail may contain information protected under the Family Education Right and Privacy Act (FERPA). If this e-mail contains student information, and you are not entitled to access such information under FERPA, please notify the sender. Federal regulations require that you destroy this e-mail without reviewing it, and you may not forward it to anyone.

---

**From:** Anna Miyatake  
**Sent:** Thursday, March 3, 2022 9:16 AM  
**To:** Becky Parsons <[Becky.Parsons@tumwater.k12.wa.us](mailto:Becky.Parsons@tumwater.k12.wa.us)>; Jeff Broome <[Jeff.Broome@tumwater.k12.wa.us](mailto:Jeff.Broome@tumwater.k12.wa.us)>; Aimee Lanteigne <[Aimee.Lanteigne@tumwater.k12.wa.us](mailto:Aimee.Lanteigne@tumwater.k12.wa.us)>  
**Subject:** Donation Receipt United Sports \$1284.00

Hi Becky,

Please see the attached receipt for a Donation payment from Olympia High School. Aimee Lanteigne can provide more information if needed.

Thanks,  
Anna



Tumwater High School

Receipt #: 432066 Clerk: Miyatake  
Manual #: Terminal: 1

3/3/2022 9:11 AM

NOLYHS *Miracle Minute*  
NOLYHS *See Aimee Lateigne*  
OLYMPIA HIGH SCHOOL, OLYMPIA HS

Qty	Item	Price
1	AS1360 IEP UNITED SPORTS	1284.00
	Subtotal	1284.00
	Tax	0.00
	Total	1284.00
	Credit 76942276	1284.00
	Change Due	0.00

Please retain this receipt

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

This Interlocal Agreement is hereby entered into this \_\_\_\_\_ day of March 2022, by and between Tumwater School District ("Serving District") and Rochester School District ("Resident District"), both quasi-municipal corporations located in Thurston County, under Chapter 39.34 RCW.

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

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

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

WHEREAS, Resident District has determined that certain students who qualify for special education services present unique challenges due to the nature of their disability, and would be appropriately served in the Elementary Emotional Behavioral Disorder Program of the Serving District for the remainder of the 2021-22 school year; and

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

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

1. **Authority.** This Agreement is entered into pursuant to and under the authority granted by Chapter 39.34 RCW (Interlocal Cooperation Act), RCW 28A.225.250, and other provisions of the laws of the State of Washington, which authorize school districts to engage in joint or cooperative action in various activities. This Agreement was approved by the Parties' respective board of directors, and signed copies of the respective school district board minutes or resolution approving this Agreement are available for inspection at the Parties' respective district administrative offices.
2. **Purpose.** The purpose of this Agreement is to utilize interdistrict cooperation to provide educational programs not otherwise available to ensure students with disabilities are afforded an appropriate education at public expense.
3. **Duties and Responsibilities.** The Serving District will allow one (1) Student from the Resident District to participate in its existing Elementary Emotional Behavior Disorder Program ("EBD Program") beginning March 1, 2022 and continuing through the remainder of 2021-22 school year, including for extended school year services. The student will be enrolled on a full-time basis.

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

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

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

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

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

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

Billing will be sent quarterly with the total bill to be due and owing within twenty (20) business days of the date of the invoice. The final billing will be sent on or about July 15, 2022, and due and owing within twenty (20) business days from receipt of the invoice. Final costs, during the term of the Agreement, will reflect the monthly fee of \$5100.00, as well as any additional costs, if any, resulting from changes to the student's special education programming, which result in additional costs to Serving District, including, but not limited to, additional staffing costs based on the terms and conditions of employee agreements, and other personnel policies and procedures.

6. **Term and Termination.** The term of this Agreement is for the 2021-22 school year, starting on March 1, 2022, and ending on or around August 31, 2022. The Parties acknowledge that

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

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

7. **Transportation.** Resident District will be responsible for providing the transportation to and from the student's home and the EBD Program. Resident District also agrees to pay its share of actual costs for transportation provided by Serving District to or from an educational program or from one place of learning to another place of learning during the school day (e.g., field trips).
8. **Assets.** Serving District will provide, and retain title to, all assets used in the EBD Program. Resident District will retain ownership of any equipment it directly acquires for the specific use of its student served in the EBD Program.
9. **Indemnification.** Serving District shall defend, indemnify, and hold harmless Resident District in full for any and all claims against Resident District or its employees, officials or contractors which arise from the acts or omissions of Serving District and its employees, officials and contractors in the provision of services under this Agreement. Resident District shall defend, indemnify, and hold harmless Serving District in full for any and all claims against Serving District or its employees, officials or contractors which arise from the acts or omissions of Resident District and its employees, officials and contractors in the provision of services under this Agreement.
10. **Successor Agreement.** Resident District acknowledges that while this agreement is for the remainder of one school program year only, program development is continuous and long-range planning a requisite. Resident District acknowledges that entering into this agreement may carry implications for succeeding school years, and it agrees to announce its intention to renew this Agreement for a succeeding school year not later than May 15, 2022. Although not binding, such notification of intent to enter into a successor agreement is to be considered carefully and not hereafter modified except for good cause.
11. **Entire Agreement.** This Agreement constitutes the entire agreement between the Parties, supersedes any prior obligations, negotiations, or discussions between them, and may only be changed by written amendment signed by the parties.

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

ROCHESTER SCHOOL DISTRICT

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

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

\_\_\_\_\_  
Date

TUMWATER SCHOOL DISTRICT

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

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

\_\_\_\_\_  
Date

**Public Comment Follow-Up/By the Numbers/Recognition**

- School Retirees Appreciation Week, March 21-27, 2022
- BHHS Bowling – State Champions, Resolution 06-21-22

# The State of Washington



## Proclamation

*WHEREAS*, the Washington State School Retirees' Association (WSSRA) recognizes all retired school employees; and

*WHEREAS*, the WSSRA educates and assists retirees in meeting the special challenges retirement brings and works to improve their general welfare; and

*WHEREAS*, the WSSRA aids in advancing education by supporting high educational standards; and

*WHEREAS*, the WSSRA promotes group and individual involvement in charitable projects and activities, sponsors scholarships, and maintains interest and participation in educational and community activities; and

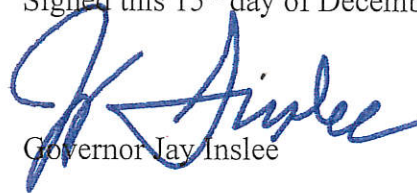
*WHEREAS*, the WSSRA supports and encourages retired educators to remain active in the education profession through volunteer activities associated with learning;

*NOW, THEREFORE*, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim March 21-27, 2022, as

### *School Retirees Appreciation Week*

in Washington, and I encourage all people in our state to join me in this special observance.

Signed this 15<sup>th</sup> day of December, 2021

  
Governor Jay Inslee





Dr. Sean Dotson  
Superintendent

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

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

### RESOLUTION 06-21-22

WHEREAS, the Board of Directors of Tumwater School District No. 33 would like to recognize the accomplishments of the 2021 Black Hills High School Wolves Bowling Team;

WHEREAS, on February 4, 2022, the Black Hills High School Wolves bowling team played against seven other schools for the State championship at Narrows Plaza Bowl in Tacoma, WA;

WHEREAS, this is the team's 1<sup>st</sup> team state championship. BHHS had an individual state champion in 2019;

WHEREAS, the ending score crowned Black Hills on top with a final of 5126 – beating second place by 66 pins;

WHEREAS, the team stepped up to the challenges put before them by their opponents and coach, supported each other through good scores and bad, and finished the tournament with great enthusiasm and sportsmanship;

WHEREAS, the coach has developed the program into perennial state competitors, helped develop the team, not only as bowlers, but as young women. Her hard work and commitment to the program is evident in the success of individuals and as a team;

WHEREAS, the families consistently attended matches - home and away and encouraged the team to be their best selves on and off the lane. Their support was invaluable and appreciated by the team and coach;

NOW, THEREFORE, BE IT RESOLVED that the School Board of Directors of Tumwater School District congratulate the Black Hills Wolves Bowling Team for winning the State Bowling Championship this year and for bringing home the championship trophy to your school for the 1<sup>st</sup> time!

BE IT FURTHER RESOLVED that a copy of this resolution shall be sent to Black Hills High School.

DATED this 10th day of March 2022.

BOARD OF DIRECTORS  
TUMWATER SCHOOL DISTRICT NO. 33

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

\_\_\_\_\_  
Board Secretary/Superintendent

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

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

*“Continuous Student Learning in a Caring, Engaging Environment”*



## **REPORTS TO THE BOARD**

- 1<sup>st</sup> Reading, Procedure 2410 – Graduation Requirements: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2402 – English Language Arts Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2403 – Math Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2404 – Science Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2405 – Social Studies Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2406 – The Arts Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2407 – Health and Physical Education Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2408 – Integrated Environmental and Sustainability Education Mastery Based Credit: Questions can be directed to Shawn Batstone.
- 1<sup>st</sup> Reading, Policy 2409 – World Language Mastery Based Credit: Questions can be directed to Shawn Batstone.

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~~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 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 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~~ his or her interests and ~~his or her~~ 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.
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 course, the counselor provides the student and the student's parent or guardian with written notification of postsecondary consequences 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 her~~their 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.

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, c~~Gaps 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**

*new*

**Tumwater School District  
Board Policy**

**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:**

## **ACTION ITEMS**

- 2<sup>nd</sup> Reading and Recommended Adoption, Policy 5280 – Reduction In Force: Certificated or Classified Administrators: Questions can be directed to Sean Dotson.



**Tumwater School District  
Board Policy**

**REDUCTIONS IN FORCE: CERTIFICATED OR CLASSIFIED  
ADMINISTRATORS**

In the event that program reductions, reorganization, or other factors will result in a reduction in the number of certificated or classified administrator positions in the District, the following guidelines will apply to the reduction in force of administrators:

1. At the request of the Board, or by initiative of the Superintendent, the Superintendent shall submit a plan for reduction or reorganization of administration for approval by the Board of Directors. A plan for reduction of administrator positions may be submitted separately or in conjunction with a proposed reduced educational plan impacting non-supervisory positions. The plan for any reduction of administrative positions will be developed based on the best interests of the District and may include consideration of factors such as analysis of comparative administrative workload, student enrollment, state and federal funding levels, prioritization of resources within the District and within buildings or programs, the desirability of continuing a particular program, increased efficiencies, and any other changes in circumstances impacting the need for administrative support in any particular position, or requiring the reallocation of existing or future resources.
2. Upon approval of a reduction plan by the Board of Directors, the Superintendent will determine which existing administrators will be retained in the remaining administrative positions and, if necessary, provide notice of non-renewal or transfer to any certificated or classified administrators within any timelines required by law or contract. In determining which administrators to retain and which administrators will receive notice of nonrenewal or transfer, the following factors may be considered by the Superintendent:
  - Qualifications, training, and experience relevant to the current or other available position(s) for which the administrator is being considered;
  - Documented Current and past work performance and conduct;
  - Length of service in the State of Washington;
  - Length of service in the District;
  - Other reasonable and legally appropriate considerations that support the strategic priorities, goals, and/or best interests of the District.

Administrators who are retained after such a reduction shall be subject to transfer or reassignment to meet the needs of the District to the full extent allowed by law; provided, that any transfer of a certificated administrator to a subordinate certificated position shall occur only to the extent consistent with state laws, including RCW 28A.405.230, as now existing or as hereafter amended. This Policy shall apply notwithstanding any other pre-existing, generally applicable policies.

**ADOPTED:**

DRAFT

**Superintendent's Report**

- Enrollment/Budget Update



# Superintendent's Report



# Tumwater School District

## GENERAL FUND BUDGET UPDATE

BOARD MEETING

MARCH 10, 2022

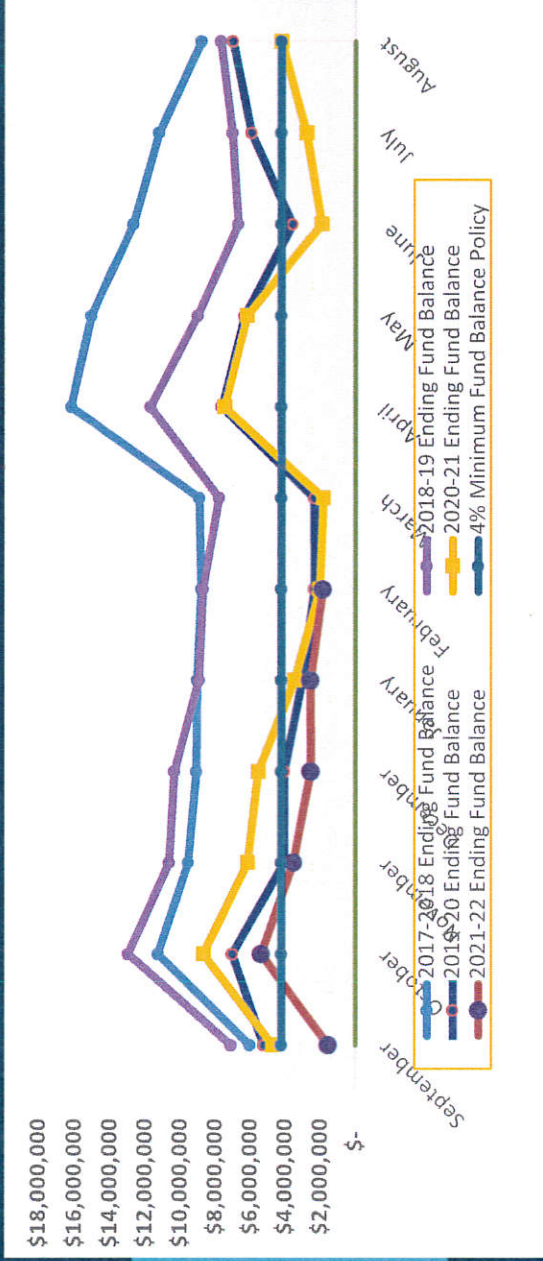
# Enrollment Update through February Preliminary Numbers (excluding New Market, Running Start and Gravity)



Budget: 6,122

AAFE: 6,106

# Fund Balance Update as of 2/28/22 (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 Revenue	\$ 105,566,897	\$ 101,014,191	\$ (4,552,500)
Total Expenditures	\$ 105,549,788	\$ 101,765,063	\$ (3,784,725)
Ending Fund Balance	\$ 5,585,449	\$ 5,310,328	\$ (275,121)
NMSC Fund Balance	\$ 900,000	\$ 1,760,000	\$ 860,000
Tumwater Ending Fund Balance	\$ 4,688,449	\$ 3,550,328	\$ (1,138,121)

**Target Range Ending FB: \$2,500,000 to 4,500,000 (2 % of budget)**

**THIS SLIDE WILL BE UPDATED BY MONDAY**



# Budget Advisory Committee

**First meeting:** Monday, March 7<sup>th</sup>

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

First Meeting Focus:

- Budget Development Process
- K-12 Funding Basics
- District Fund Balance Basics

# Budget Advisory Committee

## Future Meetings:

- March 21<sup>st</sup>
- March 28<sup>th</sup>
- April 18<sup>th</sup>
- April 25<sup>th</sup>

# Mask Guidance Update: March 12th

## Masks No Longer Required:

- Schools
- School buses



## Masks Still Required:

- Healthcare & medical facilities  
(includes school health rooms)

# Mask Guidance Update: March 12th

IF DOH Guidance is updated before the March 10<sup>th</sup> meeting, I will add pertinent information regarding changes to contact tracing, social distancing, testing, etc.