



Tumwater School District

Dr. Sean Dotson
Superintendent

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

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

School Director's Agenda Regular Meeting

Thursday, October 14, 2021

Start Time: 6:00pm

Location: District Office & YouTube

621 Linwood Ave. SW Tumwater, WA 98512

<https://www.youtube.com/channel/UC1HqriB3H5cT8RBvB7kQgPA/featured>

To Provide Public Comment Via Zoom:

<https://us02web.zoom.us/j/87624131292>

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

- 6:00pm Call Meeting To Order (Melissa Beard)**
- Recognition/Flag Salute
- 6:02pm Public Comment Reminder (Melissa Beard)**
- 6:03pm Agenda Discussion/Approval (Melissa Beard/Sean Dotson)**
- 6:04pm Meeting Minutes Review**
- September 9, 2021 Board Meeting
- 6:05pm Public Hearing**
- Capital Facilities Plan 2021-2027 (Mel Murray)
- 6:20pm Consent Agenda**
- Personnel Report
 - Payroll & Vouchers
 - Budget Status Report
 - Highly Capable Program - FP217
 - Capital Projects – Contract Change Orders
 - Capital Projects – Acceptance of Contract As Complete
- 6:21pm Public Comment Follow-Up/By the Numbers/Recognition (Sean Dotson)**
- 6:35pm 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)

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

"Continuous Student Learning in a Caring, Engaging Environment"

- 6:55pm Reports to the Board**
- CTE Program Review (*Brian Hardcastle*)
- 7:10pm Action Items**
- 2nd Reading, Policy 2108-Intervention Programs (*Shawn Batstone*)
 - 2nd Reading, Policy 2255-Alternative Learning Experience Programs (*Shawn Batstone*)
 - 2nd Reading, Policy 3225-School-Based Threat Assessment, NEW! (*Shawn Batstone*)
 - Resolution 03-21-22, 2021-22 Capital Facilities Plan (*Mel Murray*)
- 7:25pm Board Discussion**
- Legislative Update (*Darby Kaikkonen*)
 - WIAA Update (*Casey Taylor*)
- 7:45pm Superintendent's Report (*Sean Dotson*)**
- 8:00pm Board Comments**
- 8:10pm Recess Regular Meeting**
- Executive Session to discuss Personnel Performance, Evaluation or Qualifications for Employment, pursuant to RCW 42.30.110(1)(g).
- 9:10pm Reconvene Regular Board Meeting**
- 9:11pm Adjourn Regular Meeting**

NEXT BOARD MEETING: Regular Board Meeting on November 10, 2021 (*sign-in info available by 11/5/21*)
and Tumwater High School SIP Discussion and Board Work Session on October 28, 2021 (*sign-in info available by 10/22/21*). The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

APPROVAL OF MINUTES

- September 9, 2021 Board Meeting



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**Tumwater School District
School Board Meeting Minutes**
District Office & YouTube (Zoom for Public Comment)
621 Linwood Ave. SW
Tumwater, WA 98512
September 9, 2021
6:00 pm

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

President Melissa Beard called the meeting to order at 6:00 pm and acknowledged that the Tumwater School District sits on the ancestral land of the Nisqually, Squaxin Island and Chehalis people, thanking the caretakers of the land who have lived on and continue to live on the land since time immemorial. She then led us in the flag salute.

Public Comment Reminder:

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

Agenda Discussion/Approval:

- Agenda Changes: Superintendent Sean Dotson shared that there was one change to the previously published version of the agenda. Added "Vaccination Exemptions Update" to "Reports to the Board". "Enrollment Update" was moved to "By the Numbers".

Scott Killough/Laurie Sale, Motioned/Seconded (M/S) to approve the change to the previously published version of the agenda. The motion passed unanimously.

Review of Minutes

- **Casey Taylor/Darby Kaikkonen, (M/S) to approve the minutes from the August 12, 2021 and August 26, 2021 Regular Board Meetings. The motion passed unanimously.**

Consent Agenda

- **Laurie Sale/Scott Killough, 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:

New Hire:				
Melissa Finley	Teacher	Special Services	0.5 FTE, One Year Only (2021-2022)	TEA
Mary McEvoy	Teacher	TMS	1.0 FTE, Continuing (2021-2022)	TEA
Monica Snider	Teacher	MTS	0.59 FTE, One Year Only (2021-2022)	TEA
Adjusted:				
Hannah Roberts	Paraprofessional	BLE	From 6.0 hours per day to 6.5 hours per day, One Year Only	TAP
Megan Fitzpatrick	Administrative Secretary	NMSC	Effective 2021-2022 school year: From 6 hours per day, 260 days per year, to 6.5 hours per day, 210 days per year	NON-REP
Tara Clemmens	Administrative Secretary (Marketing)	NMSC	Effective 2021-2022 school year: From 6 hours per day, 260 days per year, to 6.5 hours per day, 210 days per year	NON-REP
Michelle Mageo	Teacher	THS	From para to one-year-only teacher for the 2021/2022 school year	TEA
Karen Kelly	Paraprofessional	Transportation	5.92 hours per day effective 2021-2022 school year	TAP
Laurie Williams	Paraprofessional	Transportation	7.92 hours per day effective 2021-2022 school year	TAP
Jackie Thornton	Paraprofessional	Transportation	5.75 hours per day effective 2021-2022 school year	TAP
Leaves:				
Gail Stuart	Bus Driver	Transportation	LOA for the 21-22 school year	PSE
Brian Kirekeby	Mechanic	Transportation	LOA effective August 30, 2021 - September 15, 2021	PSE
Patrick Kot	Teacher	TMS	LOA from September 8, 2021, returning November 1, 2021	TEA
Pat Kulp	Teacher	ECLC	LOA from September 8, 2021, returning October 1, 2021	TEA
Alyssa McCartney	Paraprofessional	THE	LOA for the 21-22 school year	TAP

Megan Ready	Paraprofessional	BHHS	LOA starting September 8, 2021, returning November 8, 2021	TAP
Heather Alnes	Office Professional 3	TVA	LOA starting September 1, 2021, return date TBD	TOPA
Eric Eckstein	Paraprofessional	MTS	LOA starting September 2, 2021, return date TBD	TAP
Ashley Locken	Teacher	BLE	LOA starting September 13, 2021, returning September 20, 2021	TEA
Resignation:				
January Canfield	Bus Driver	Transportation	Effective August 27, 2021	PSE
Nicole Allen	Teacher	THE	Requesting to be released from 2021-2022 contract, effective September 1, 2021	TEA
Recommend Approval Of:				
Recommend approval to issue Melissa Finley a conditional certificate for her role as a Speech Language Pathologist				

➤ Payroll and Vouchers

GENERAL FUND:

Payroll			
Payroll Taxes			\$ 1,160,585.17
Direct Deposit			\$ 3,445,424.82
Payroll Benefit Wire Transfer			\$ 1,223,271.18
Accounts Payable - Payroll	72805754	to	72805763 \$ 23,789.74
Accounts Payable	72218897	to	72218913 \$ 74,298.64
Accounts Payable	77218914	to	72218926 \$ 151,347.88
Accounts Payable	72218927	to	72218933 \$ 19,652.29
Accounts Payable	72218934	to	72218952 \$ 106,014.60
Accounts Payable	72218953	to	72218968 \$ 1,094,633.72
Accounts Payable ACH			\$ 33,146.00
Accounts Payable ACH			\$ 46,186.98
Accounts Payable ACH			\$ 240,744.84
Accounts Payable ACH			\$ 173,133.20
Accounts Payable ACH			\$ 53,896.71
Accounts Payable ACH Rejection			
Voided Warrants			\$ (4,120.00)
Accounts Payable - COMP TAX			\$ 2,434.41
TOTAL GENERAL FUND:			\$ 7,844,440.18

CAPITAL PROJECTS FUND:

Accounts Payable	72012473	to	72012475	\$	61,513.76
Accounts Payable	72012476	to	72012478	\$	17,561.23
Accounts Payable	72012479	to	72012479	\$	221,966.53
Accounts Payable ACH				\$	275.52
Accounts Payable ACH				\$	144,490.91
Accounts Payable ACH				\$	11,552.64
Voided Warrants					
Accounts Payable - COMP TAX				\$	-
TOTAL CAPITAL PROJECTS				FUND:	\$ 457,360.59

ASSOCIATED STUDENT BODY FUND:

Accounts Payable	72441931	to	72441931	\$	160.00
Accounts Payable ACH				\$	721.00
Accounts Payable ACH				\$	4,187.39
Accounts Payable ACH					
Accounts Payable ACH					
Voided Warrants				\$	(160.00)
Accounts Payable - COMP TAX					
TOTAL ASSOCIATED STUDENT BODY FUND:				FUND:	\$ 4,908.39

**PRIVATE PURPOSE
FUND:**

Accounts Payable	72700561	to	72700561		
Accounts Payable ACH					
Accounts Payable - COMP TAX					
TOTAL PRIVATE PURPOSE				FUND:	\$ -

**TRANSPORTATION
VECHILE FUND:**

Accounts Payable ACH					
TOTAL TRANSPORTATION				VECHILE FUND:	\$ -

- Budget Status Report
- Capital Projects – BHHS Access Road; Dedication of Easement to the City for Right of Way.

Recognition/Pubic Comment Follow-Up/By The Numbers

- Public Comment Follow Up: Sean followed up with public comments.
- By the Numbers: Sean gave a transportation and enrollment update.

Public Comment

- Agenda and Non-Agenda Items: Becky Parsons stated that 1 person signed up to address the Board on one topic. Tim Voie updated the board on TEA/TSD bargain. They have taken a brief pause to watch enrollment numbers. They will come back to the table on September 22, 2021.

Reports to the Board

- 1st Reading, Policy 2108-Intervention Programs: Shawn Batstone presented on this topic.
- 1st Reading, Policy 2255-Alternative Learning Experience Programs: Shawn Batstone presented on this topic.
- 1st Reading, Policy 3122-Excused and Unexcused Absences: Shawn Batstone presented on this topic.
- 1st Reading, Policy 3225-School-Based Threat Assessment (NEW!): Shawn Batstone presented on this topic.
- Vaccination Exemptions Update: Sean Dotson presented on this topic.

Break at 7:00 PM...resumed at 7:05 PM

- SEL/MTSS Update: Andra Kelley-Batstone presented on this topic.

Superintendent's Report

- Superintendent's Report: Sean presented a Tumwater U update on Jahmad Canley's equity training. He also shared a couple of first day pictures and stories from around the district.

Board Discussion

- Legislative Update: Darby shared that her next step is to organize the handbook for the General Assembly for board members to review. Part of that organization will be to note as much as she can because it's a lot of information. She will also include board priorities in terms of overall goals. She will also add information about recommendations from the actual committee. If the Board would want to make an amendment to anything that has been proposed, that can be done between 9/17-9/24.
- WIAA Update: Casey reported that our participation numbers are almost back to normal. Masking is required at outdoor events with over 500 participants. Transportation is an issue, but teams are using vans when possible. THS broke ground on the batting cage building the Board approved in January 2020. He also shared that all high school league championships will be happening this year. He gave a number update for middle school sports and high school girls soccer. There are talks about moving middle school football to Spring.

Board Member Comments

- Darby Kaikkonen: She visited BMS and met with Shawn Guthrie and Lindsay Welsh and is planning on visiting LRE. She thanked teachers and administration for doing such a wonderful job; she's blown away by the effort and quality of connections.
- Scott Killough: The Equity Advisory Committee will start September 15th from 6-7 PM. Reach out to Becky Parsons to receive the information.
- Casey Taylor: Thanked Tim Voie for his comment. He's heard positive feedback regarding Strong Start. He shared that it bothers him that the Human Resources Director is a full-time vaccination verifier. He also talked about how COVID numbers are growing but we are still moving ahead in a potentially un-safe manner. The Board has the option to increase safety measures and he would like to consider ways to increase safety.
- Laurie Sale: Welcome back to everybody! She thanked Tim Voie for sharing his bargaining perspective. Thanked administrators that are here tonight. Football has started! She encouraged people to get out to support our kids at their activities. Please reach out if you have any questions or concerns.
- Melissa Beard: At her school visits, she noticed that staff see board members as people who want to help. This encourages her and made her feel good in terms of building relationships. Everyone was excited to see each other which is a good reminder of why we are here. There was a lot of good energy!

With no further business coming before the Board, the Regular Board Meeting adjourned at 8:08 PM.

Recorded by:
Becky Powell

Signed this 14th day of October 2021.

Board Member

Board Secretary

PUBLIC HEARING

- Capital Facilities Plan 2021-2027: Questions can be directed to Mel Murray.

DATE: October 8, 2021
TO: Tumwater School Board of Directors
FROM: Mel Murray, Facilities Director
SUBJECT: **Capital Facilities Plan 2021 - 2027**
October 14, 2021 Public Hearing at 6:05 PM
Resolution 03-21-22

Each year the six-year Tumwater School District Capital Facilities Plan (CFP) is updated. A CFP is required by the Growth Management Act and it ensures the district considers population growth as we determine the need for new or expanded facilities. All district capital projects are included in the CFP, but only those projects that add capacity are used to calculate school impact fees.

Our Capital Facilities Plan is incorporated by the City of Tumwater and Thurston County as a sub-element of their Capital Facility Plans.

The CFP as presented uses the October enrollment headcount. The preliminary draft used September headcount. In addition, the capital bond interest rate was updated which changed the proposed impact fees slightly.

For enrollment, the CFP uses headcount and not FTE. This is because no matter how many hours a student is at school, they are a factor in determining whether additional capacity is needed in our school system.

The CFP forecasts more students for future years than the predictions used for budgeting and staffing. This ensures we have the physical capacity necessary to serve our community as it grows.

A SEPA Determination of Non-significance (DNS) was issued on September 22, 2021 for the Plan update. No comments were received during the two-week comment period.

If you have questions about the Capital Facilities Plan before the public hearing and adoption on October 14, please contact me. mel.murray@tumwater.k12 or (360) 709-7004.

Chapters 1-3 and Table 1

Because of Covid, last year we repeated the 2019 enrollment for growth calculations. Student headcount in 2021 is now more than in 2019, increasing from 6,275 to 6,311 students. We are over capacity by 126 students in our elementary schools. This is system-wide and while some schools have room for additional students, others are over their capacity. TVA is serving most of these unhoused elementary students this year.

Chapter 4 & Tables 2 & 8

1. The previous two plans forecasted about 6,500 students for 2021 – obviously, Covid has affected our enrollment.

2. This year the number of kindergarten students increased by 19 students. Predicting kindergarten enrollment year-to-year is difficult.
3. Using an average of class size by grade level over previous years, Table 2 predicts the size of a grade level as it moves from kindergarten through graduation.
4. The Student Generation Rate calculation was updated in 2020 just before the pandemic. We get 0.56 new students spread out over K-12 coming from each new house built over the last five years. New apartments generated far fewer students over the same period, just 0.16 student per unit.

Chapter 5 & Table 3

1. The level of service capacity versus demand predicts the need of new facilities. This is broken out by elementary, middle and high school level over the next six years. It shows the need for a new elementary school to open in 2025. If we do not build a new school, 563 elementary students would need to be housed in 24 portables.

Chapters 6-7 & Table 4

1. The 2017 TSD "state funding assistance percentage" is 62.65%. This percentage is part of the funding formula and reduces the amount of funds received from the State. It is the relative wealth of TSD per student compared to the statewide average.
2. The "construction cost allocation" is \$242.26 per square foot of eligible building area in 2021. Note that recent new schools cost close to \$425 per square foot to build.
3. Table 4 is an estimate of costs for capacity-adding construction projects. The projects planned are a new elementary school and more portables to house students until the new school can be built.

Chapter 8 & Table 5

1. The financial plan provides the details of the District plans to spend funds on all capital projects and identifies the source of funds. A total of \$161 million is needed over the next six years. In addition to the growth-related projects are major modernization (OSPI-speak for renovation) projects at Bush and Tumwater Middle Schools and unspecified renovations at both high schools. A modernization of New Market Skills Center will be done if state funding is received for the entire project cost.
2. Revenues come from four main sources – current bond and capital levy funds, future bond or capital levy funds, estimated State grant funds, and impact/mitigation fees.
3. Local money needed to complete the Plan consists of the remaining voter-approved capital levy and bonds and \$95 million from new voter-approved capital levies and bonds.
4. Table 5 combines the financial plan with the project schedules to show the revenues and expenses needed to complete the Plan.

Chapters 9-10 & Tables 6 - 7

1. These chapters and tables use our current assessed valuation, debt capacity and current debt to establish whether we have capacity for future bond issues.
2. The 2021 valuation increased by 6.6% from \$6.0 billion to \$6.4 billion. The 2022 preliminary valuation is an increase of 16.4% to \$7.4 billion. The valuation increase come from the increasing value of current properties and new commercial and residential construction.
3. Current bond debt decreased from \$105 million to \$91 million as old bonds are paid off. Our current debt capacity is almost \$229 million. School district debt is limited to 5% of assessed value.

Chapter 11 & Table 8, & Appendix B

1. GMA impact fee calculations include the costs of building the new school elementary school and portables with credits for state funds and future property taxes. This is multiplied by the elementary school student generation rate to determine the impact cost of a new house on our system.
2. Table 8 shows the generation rate of new housing by elementary, middle and high school level for single-family and multi-family housing.
3. The impact fees are collected by the City and County on behalf of the District when new single-family and multi-family building permits are issued.
4. The proposed Impact Fees for 2021 shown below have a discount applied for both single-family and multi-family homes. Per the GMA, impact fees are discounted by an amount approved by the Board.

GMA Impact Fees:	2018 Fee	2019 Fee	2020 Fee	2021 proposed Fee
Single-Family	\$4,569	\$4,825	\$4,996	\$5,006 (58% disc.)
Multi-Family	\$1,100	\$1,178	\$1,181	\$1,029 (5% disc.)

5. Impact fees are deposited in a restricted fund as part of the overall capital fund and can only be used for capacity-adding capital projects. TSD has used the fees for land purchases, portables, the Tumwater Learning Center and the 8th-grade building additions at both middle schools.
6. Impact fee reductions or waivers can be granted upon request for low-income housing, such as Habitat for Humanity, on case-by-case basis.

CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouler.
- Financial Services – Payroll and Vouchers: Questions can be directed to Jennifer Carrougher.
- Financial Services – Budget Status Report: Questions can be directed to Jennifer Carrougher.
- Highly Capable Program – FP217: Questions can be directed to Tara Richerson.
- Capital Projects Contract Change Orders – THS PAC; THS Bldg. C; BHHS Hallway Finishes; 3 Sites Civil Construction Contract: Questions can be directed to Mel Murray.
- Capital Projects Acceptance of Contracts As Complete – THS Kiln Room; BHHS Hallway Finishes: Questions can be directed to Mel Murray.



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October 14, 2021

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

Preliminary

New Hire:				
Judith Fondaw	Teacher	THE	0.48 FTE, One Year Only (2021-2022)	TEA
Joshua Friedlander	Teacher	BHHS	0.2 FTE, Continuing (2021-2022)	TEA
Stacy Lowe	Paraprofessional	BHHS	One Year Only (2021-2022)	TAP
Garrett Baldwin	Paraprofessional	BHHS	One Year Only (2021-2022)	TAP
Elizabeth Armour	Paraprofessional	THS	One Year Only (2021-2022)	TAP
Davina Allen	Paraprofessional	THE	One Year Only (2021-2022)	TAP
Kailie Storm	Coach	BHHS	Effective September 13, 2021	N/A
Eric Snelson	Coach	BHHS	Effective September 13, 2021	N/A
Mark Valerio	Coach	BHHS	Effective September 13, 2021	N/A
Brittney Zepp	Paraprofessional	MTS	One Year Only (2021-2022)	TAP
Rhiannon Vanderwerff	Paraprofessional	MTS	One Year Only (2021-2022)	TAP
Jeffrey Laupepa	Coach	BHHS	Effective September 13, 2021	N/A
Travis Schultz	Paraprofessional	BMS	One Year Only (2021-2022)	TAP
Sydney Hardcastle	Paraprofessional	THE	One Year Only (2021-2022)	TAP
Steven Wickstrom	Bus Driver	Transportation	Effective September 21, 2021	PSE
Wendi Fernandez	Coach	THS	Effective August 23, 2021	N/A
Jessica Thomas	Paraprofessional	THE	One Year Only (2021-2022)	TAP
Levi Tonkinson	Paraprofessional	THE	One Year Only (2021-2022)	TAP
Samantha Johnson	Paraprofessional	MTS	One Year Only (2021-2022)	TAP
George Ramirez	Bus Driver Trainee	Transportation	Effective October 4, 2021	PSE
Deborah McKee	Teacher	PGS	0.6 FTE, One Year Only effective September 24, 2021	TEA
Nicole Rakoz	Teacher	BMS	One Year Only (2021-2022)	TEA
Katie Greer	Paraprofessional	SS	One Year Only (2021-2022)	TAP

BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN LAURIE SALE

"Continuous Student Learning in a Caring, Engaging Environment"

Nels Chandler	Coach	BMS	Effective August 31, 2021	N/A
Michael Tong	Assistant Supervisor	B&G	Effective October 11, 2021	ADMIN
Cassidy Moyes	Coach	THS	Effective September 27, 2021	N/A
Adjusted:				
Frank Curzi	Paraprofessional	Transportation	2.33 hours per day effective 2021-2022 school year	TAP
Seana Ditterline	Counselor	TMS	From BMS to TMS, effective the 2021-2022 school year	TEA
Julie Wilkerson	Paraprofessional	TMS	From 7.0 hours per day to 6.0 hours per day, effective 2021-2022 school year	TAP
Ellen Brock	Paraprofessional	Transportation	1.75 additional contracted hours effective September 13, 2021, One Year Only	TAP
Rachel Roberts	Paraprofessional	Transportation	1.5 additional contracted hours effective September 13, 2021, One Year Only	TAP
Melanie Heatherington	Paraprofessional	TMS	From 6.0 hours per day to 7.0 hours per day effective September 24, 2021	TAP
Azar Salazar	Custodian	PGS	From substitute custodian to continuing effective September 13, 2021	PSE
Colleen Gunderson	Paraprofessional	EOE	From 6.5 hours per day to 3.25 hours per day para	TAP
Colleen Gunderson	Teacher	EOE	From para to 0.5 FTE one-year-only 1st semester effective September 21, 2021	TEA
Sherri Bentley	School Psychologist	Special Services	Add 0.2 Super FTE for 1st Semester, effective September 21, 2021	TEA
Richard Coate	School Psychologist	Special Services	Add 0.2 Super FTE for 1st Semester, effective September 21, 2021	TEA
Ericka Silla	School Psychologist	Special Services	Add 0.2 Super FTE for 1st Semester, effective September 21, 2021	TEA
Danielle Bentow	School Psychologist	Special Services	Add 0.2 Super FTE for 1st Semester, effective September 21, 2021	TEA
Kristina Bramble	School Psychologist	Special Services	Add 0.2 Super FTE for 1st Semester, effective September 21, 2021	TEA
Krista Maughan	School Psychologist	Special Services	Add 0.2 Super FTE for 1st Semester, effective September 21, 2021	TEA
Leaves:				
Dipika Patel	Paraprofessional	EOE	LOA starting September 13, 2021, return date TBD	TAP
Michelle Mageo	Paraprofessional	THS	LOA for the 21-22 school year	TAP

Lori Kanz	Office Professional 3	TVA	LOA starting September 17, 20021, returning October 1, 2021	TOPA
Emilia Snow	Teacher	THS/BHHS	LOA starting September 8, 2021, returning September 16, 2021	TEA
Peggy Jayarama	Office Professional 6	MTS	LOA starting September 8, 2021 for 2 hours per day, returning 2022-22 school year.	TOPA
Theresa Johnson	Teacher	EOE	0.5 LOA starting September 13, 2021, returning January 31, 2022	TEA
Josiah Price	Teacher	THS	LOA starting October 17, 2021, returning October 25, 2021	TEA
Thomas Lawrence	Electrician	Buildings & Grounds	LOA starting October 1, 2021, returning January 3, 2022	PSE
Lou Unis	Bus Driver	Transportation	LOA starting September 8, 2021, returning September 20, 2021	PSE
Colleen Gunderson	Paraprofessional	EOE	LOA starting September 21, 2021 for 3.25 hours per day, returning second semester	TAP
Laurie Hinkle	Paraprofessional	EOE	LOA starting September 21, 2021 for 3.25 hours per day, returning November. 29 2021	TAP
Sarah Levoy	Paraprofessional	SS	LOA starting September 13, 2021, returning October 4, 2021	TAP
Peggy Jayarama	Office Professional 6	MTS	LOA starting October 1, 2021, for remaining 6 hours/day, returning for 2022-23 school year.	TOPA
Kori Wilson	Teacher	PGS	LOA starting November 15, 2021, returning November 29, 2021	TEA
Michael Cousino	Teacher	THE	LOA starting November 4, 2021, returning November 15, 2021	TEA
Resignation:				
Selesha Harrah	Paraprofessional	THE	Effective September, 24 2021	TAP
Rob Davis	Groundskeeper	B&G	Effective September 21, 2021	PSE
Angela Christin	Paraprofessional	EOE	Effective September 30. 2021	TAP
Jennifer Denton	Bus Driver	Transportation	Effective October 1, 2021	PSE
Danielle Denham	Bus Driver	Transportation	Effective October 1, 2021	PSE
Annalisa Botana	Paraprofessional	THS	Effective October 15, 2021	TAP
Peter Kane	Paraprofessional	SS	Effective October, 6 2021	TAP
Rachel Roberts	Paraprofessional	Transportation	Effective September 21, 2021	TAP

Retirement:				
Christi Bristow	RN	Special Services	Effective December 31, 2021	TEA
Lori Kanz	Office Professional 3	TVA	Effective October 1, 2021	TOPA
Termination:				
John Denton	Bus Driver	Transportation	Involuntary Termination	PSE
Co-Curricular:				
Paul Polston-Barnes	New Market High School Lead Teacher	NMSC		N/A
Paul Polston-Barnes	New Market High School Graduation Coordinator	NMSC		N/A
Paul Polston-Barnes	New Market High School Social Emotional Learning Specialist	NMSC		N/A
George Mitchell	Marching Band, Percussion Specialist	BHHS		N/A
James Harper	Marching Band Assistant	BHHS		N/A
Recommend Approval Of:				
Recommend approval to re-allocate NMHS Coordinator/Facilitator stipend amount to create the following stipends: NMHS Lead Teacher, NMHS Graduation Coordinator, and NMHS Social Emotional Specialist.				

Tumwater School District

Affidavit covering payment of payroll, invoices, and voids for General Fund, Capital Projects Fund,
Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund for
the month of September 2021.

2-13

DATE: **October 14, 2021**

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
GENERAL FUND:		
Payroll		
Payroll Taxes		\$ 1,223,519.08
Direct Deposit		\$ 3,783,416.84
Payroll Benefit Wire Transfer		\$ 1,396,327.52
Accounts Payable -Payroll	72805764 to 72805778	\$ 35,250.23
Accounts Payable	72218969 to 72218981	\$ 36,330.38
Accounts Payable	77218982 to 72218996	\$ 207,586.00
Accounts Payable	72218997 to 72219014	\$ 197,370.37
Accounts Payable	72219015 to 72219016	\$ 3,120.00
Accounts Payable	72219017 to 72219040	\$ 1,327,465.09
Accounts Payable	72219041 to 72219041	\$ 2,294.67
Accounts Payable	72219042 to 72219059	\$ 1,081,803.49
Accounts Payable ACH		\$ 44,587.09
Accounts Payable ACH		\$ 130,033.29
Accounts Payable ACH		\$ 547,548.03
Accounts Payable ACH		\$ 182,551.23
Accounts Payable ACH		\$ 28,636.09
Accounts Payable ACH		
ACH Rejection		
Voided Warrants		
Accounts Payable - COMP TAX		\$ 4,459.44
TOTAL GENERAL FUND:		\$ 10,232,298.84
CAPITAL PROJECTS FUND:		
Accounts Payable	72012480 to 72012482	\$ 221,490.01
Accounts Payable	72012483 to 72012483	\$ 77,960.40
Accounts Payable	72012484 to 72012486	\$ 56,691.14
Accounts Payable ACH		\$ 677,506.01
Accounts Payable ACH		\$ 27,858.50
Accounts Payable ACH		\$ 381,425.75
Accounts Payable ACH		\$ 289,631.93
Voided Warrants		
Accounts Payable - COMP TAX		\$ -
TOTAL CAPITAL PROJECTS FUND:		\$ 1,732,563.74
ASSOCIATED STUDENT BODY FUND:		
Accounts Payable	72441932 to 72441937	\$ 13,066.22
Accounts Payable	72441938 to 72441939	\$ 510.00
Accounts Payable	72441940 to 72441944	\$ 3,458.75
Accounts Payable ACH		\$ 1,185.00
Accounts Payable ACH		\$ 25,686.15
Accounts Payable ACH		\$ 428.52
Accounts Payable ACH		
Voided Warrants		
Accounts Payable - COMP TAX		\$ 122.63
TOTAL ASSOCIATED STUDENT BODY FUND:		\$ 44,457.27
PRIVATE PURPOSE FUND:		
Accounts Payable	72700562 to 72700563	\$ 1,000.00
Accounts Payable ACH		
Accounts Payable - COMP TAX		
TOTAL PRIVATE PURPOSE FUND:		\$ 1,000.00
TRANSPORTATION VEHICLE FUND:		
Accounts Payable ACH		
TOTAL TRANSPORTATION VEHICLE FUND:		\$ -

Board of Directors of Tumwater School District No. 33

I, Sean Dotson, being duly sworn, depose and say: That I am the Secretary to the Board of Tumwater School District No. 33, Thurston County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

Sean Dotson, Secretary to the Board



Tumwater School District

Dr. Sean Dotson
Superintendent

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

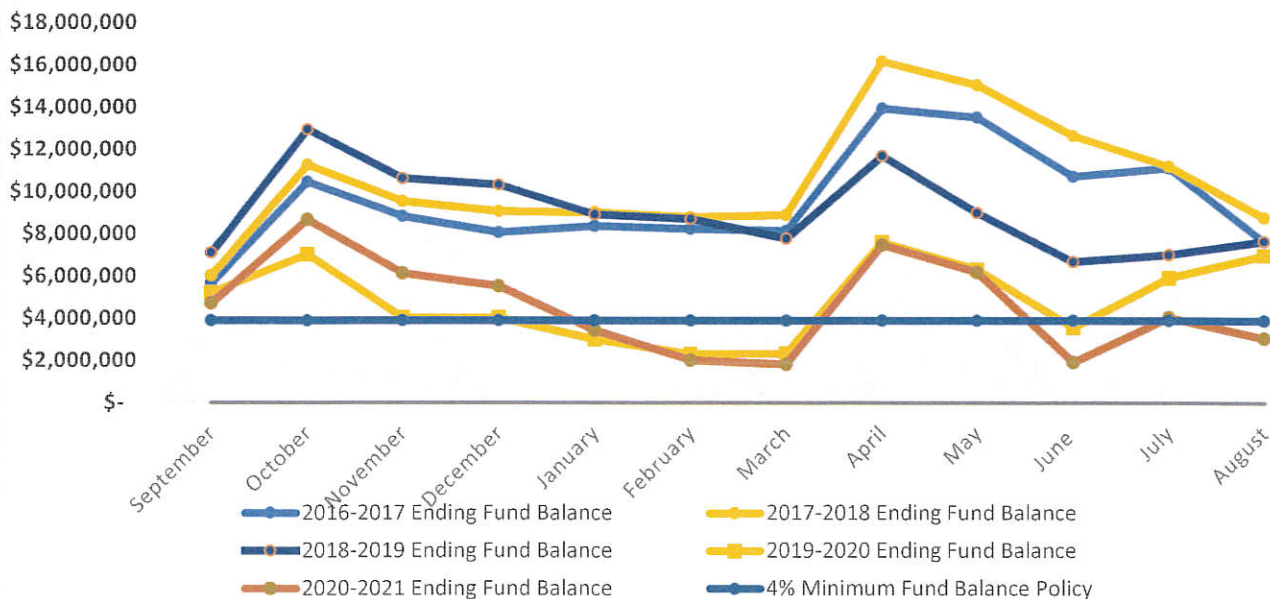
**TO: School Board
Superintendent**

FROM: Jennifer Carrouger, Executive Director of Financial Services

RE: Budget Status Reports – August 2021 - Preliminary

Budget Status Report - Attached is a preliminary August 2021 Budget Status report for the General Fund (all other funds will be provided when financial statements are completed for 2020-21). We will finalize our financial statements later in October, but we only anticipate minor changes due to payroll expenditures and grant revenues that still need to be posted to 20/21, other than the claiming of \$1,000,000 in ESSER funds to increase ending fund balance, as noted below. **The levy collection and net cash charts have not changed and were provided in September.**

General Fund – Fund Balance (Excluding Skills Center): The following chart provides the TSD General Fund Balance for the periods 2016-17 through August 2021. The straight line is the district’s required 4% minimum fund balance. The total fund balance for the district is \$5,074,345. Of that amount, \$2,077,857 is for the Skills Center. That leaves a fund balance of \$2,996,489, which is \$910,660 below our 4% minimum fund balance requirement of \$3,907,149. We are estimating to claim \$1,000,000 of ESSER funds that were planned to be carried over in order to meet our minimum fund balance commitment at the end of 2020-21.



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the TUMWATER SCHOOL DISTRICT NO 33 School District for the Month of August, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	15,061,458	87,224.16	15,505,474.74		444,016.74-	102.95
2000 LOCAL SUPPORT NONTAX	2,913,955	91,806.14	539,738.92		2,374,216.08	18.52
3000 STATE, GENERAL PURPOSE	59,159,864	6,509,570.60	59,765,985.05		606,121.05-	101.02
4000 STATE, SPECIAL PURPOSE	15,058,636	1,246,659.92	11,919,950.10		3,138,685.90	79.16
5000 FEDERAL, GENERAL PURPOSE	0	.00	84,555.47		84,555.47-	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,514,153	1,522,777.56	5,013,949.66		1,499,796.66-	142.68
7000 REVENUES FR OTH SCH DIST	10,000	.00	13,005.49		3,005.49-	130.05
8000 OTHER AGENCIES AND ASSOCIATES	137,500	.00	17,235.00		120,265.00	12.53
9000 OTHER FINANCING SOURCES	0	.00	1,750.00		1,750.00-	0.00
Total REVENUES/OTHER FIN. SOURCES	95,855,566	9,458,038.38	92,861,644.43		2,993,921.57	96.88
B. EXPENDITURES						
00 Regular Instruction	55,411,764	3,438,235.65	54,072,414.93	0.00	1,339,349.07	97.58
10 Federal Stimulus	0	650,017.25	1,584,605.32	0.00	1,584,605.32-	0.00
20 Special Ed Instruction	10,936,342	966,565.74	12,087,330.23	0.00	1,150,988.23-	110.52
30 Voc. Ed Instruction	4,646,085	710,454.64	4,114,384.24	0.00	531,700.76	88.56
40 Skills Center Instruction	3,616,313	407,648.91	3,214,711.09	0.00	401,601.91	88.89
50+60 Compensatory Ed Instruct.	4,041,982	644,505.53	2,962,221.37	0.00	1,079,760.63	73.29
70 Other Instructional Pgms	357,489	52,000.85	321,102.41	0.00	36,386.59	89.82
80 Community Services	578,485	137,611.83-	176,449.39	0.00	402,035.61	30.50
90 Support Services	18,090,262	1,709,678.37	17,652,639.92	170.00-	437,792.08	97.58
Total EXPENDITURES	97,678,722	8,441,495.11	96,185,858.90	170.00-	1,493,033.10	98.47
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. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)						
	1,823,156-	1,016,543.27	3,324,214.47-		1,501,058.47-	82.33
F. <u>TOTAL BEGINNING FUND BALANCE</u>	8,843,934		8,398,559.61			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	7,020,778		5,074,345.14			

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 Restricted for Carryover	50,000	.00
G/L 825 Restricted for Skills Center	1,069,858	2,077,856.77
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	1,000,000	.00
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 MEN FUND BALANCE P	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	103,745-	13,244.29
G/L 890 Unassigned Fund Balance	4,999,735	928,834.92-
G/L 891 Unassigned Min Fnd Bal Policy	0	3,907,149.00
<u>TOTAL</u>	7,020,778	5,074,345.14

217 Highly Capable Program Plan**Fiscal Year:** 21-22**Milestone:** Draft (Printed 9/9/2021)**District:** Tumwater School District**Organization Code:** 34033**ESD:** Capital Region ESD 113

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2021-22 school year.

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

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

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2021-22), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

NOTE: As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by

each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See **RCW 28A.185.020** (1) and (2).

Please check only one box below:

LEA accepts Highly Capable allocation for 2021-22 school year. LEA agrees to the comply with:

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

LEA DOES NOT accept Highly Capable allocation for the 2021-22 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

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

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Tara Richerson
Authorized Representative Title:	Supervisor for Data and Assessment

Date: (MM/DD/YY)	9/9/2021
-------------------------	----------

Highly Capable Program Coordinator	
Contact Name:	Tara Richerson
Contact Organization:	Tumwater School District
Contact Email:	tara.richerson@tumwater.k12.wa.us
Contact Phone:	360.709.7033
Contact Name:	
Contact Organization:	Tumwater School District

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

Page 2

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170_1.035 1.036

Instructions

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

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

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

Yes No

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | [042](#) | [045](#) | [047](#) | [055](#) | [060](#) | [070](#) | [075](#)

Instructions

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

Every Item is Mandatory

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

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

Assurances

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

Public Notification

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

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

Assurances

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

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

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

Assurances

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

Every assurance in the table below is mandatory.

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

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

Instructions

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

The district uses a screening process. Yes No

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

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

Do Not Lose Your Data - Click Save!
Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances

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

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

Instructions

MSC Considers Screening and Assessment Data

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

WAC 392-170-075 Selection of Most Highly Capable

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

If you checked the **K12 box**, do NOT check the boxes below individual grades.

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

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

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

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

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

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

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

Assurances

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

District has a clearly defined and documented assessment process.

- All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

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

Other - Name the other data sources you use.

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

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

Assessment Measures

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

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

Kaufman Test of Educational Achievement (KTEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) i-Ready	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data

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

WAC 392-170-075 Selection of Most Highly Capable

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

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

Assurances

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

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

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

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

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

A. Program Services Management WAC 392-170-078 | 080

Assurances

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

B. Variety and Continuum of Program Services WAC 392-170-078 | 080

Instructions

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

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

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

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

Complete the Gifted Value Tables

For each Gifted Value identify:

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

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

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

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

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

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

Instructional Strategies and Curricula Modification	
<input type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting

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

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

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

Program Goals, Monitoring and Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

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

Assurance

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

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

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

Instructions

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

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

Assurance

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	Review annually the district policy/procedures.
Program Expenditures	<input checked="" type="checkbox"/>	Review annually the program expenditures. We are meeting in stakeholder groups (parents, district office, principals, and HiCap review team to look at the program as a whole) in terms of expenditures regarding current model.
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee.
District Procedures	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee.
Goals for District Program	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee and parent group.
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	Reviewed annually per year (district/state assessment data, surveys).
Communications	<input checked="" type="checkbox"/>	Reviewed quarterly (parent group) and with principals.
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee and parent group.
Continuum of Services	<input checked="" type="checkbox"/>	Reviewed annually with HiCap committee and parent group.
Other: Name(s)	<input type="checkbox"/>	

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

	Timeframe by Month(s) example September, December, April
--	---

Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Spring	Fall
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Fall, Winter, Spring Fall, Winter, Spring	Fall, Winter, Spring Fall, Winter, Spring
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	January, June January, June	January, June January, June
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	annually annually	annually annually
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Qualitative Data			
Staff Anecdotal Observation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Reflection	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	June	June
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Other: Name(s)Parent meeting input	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	November	November
Surveys			
Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Parent	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other Data Sources			
Attendance	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	June June	June June
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Program Participation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	June June	June June
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

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

A. Estimate of Students Expected to Serve WAC 392-170-030

Instructions

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	5	5	21	24	33	23	26	30	22	19	32	27	272

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

Instructions

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

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

Date of Annual Board Approval: 10/14/2021

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

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

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

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

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

Tara Richerson

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

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

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2021-22 identification cycle.

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

Criteria for Identification RCW 28A.300.770

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

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

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

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

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

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

- * CogAT scores (including non-verbal)
- * district benchmark scores, such as DIBELS and i-Ready, in reading and math
- * report card grades
- * teacher observation (e.g., Renzulli scale or report card comments)
- * other information about the student, such as gender, attendance, behavior, or program participation

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

4. **Briefly outline actions that were conducted in 2020-21 school year to identify students for Highly Capable services in light of disruption resulting from COVID-19.**

We completed our identification of students for SY2022. We screened the majority of second graders, with a list of those who were unable to participate and will be screened this Fall. We invited nominated students and eligible students from the screener for full testing and our MDC was able to review the data and make recommendations for placement. We do have a few students to test this Fall as they were unable to participate last Spring.



DATE: October 14, 2021
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: Consent Agenda
Capital Projects Contract Change Orders

Change Order #7 for the Tumwater High School Performing Arts Center Addition and Modernization construction contract is attached.

Change Order #1 for the Tumwater High School Bldg. C Re-Roofing construction contract is attached.

Change Order #2 for the Black Hills High School Hallway Finishes construction contract is attached.

Change Order #1 for the 3 Sites Civil construction contract is attached.

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

CHANGE ORDER

OWNER
 ARCHITECT
 CONTRACTOR
 FIELD
 OTHER

AIA Document G701

PROJECT:
 TSD Performing Arts Center Addition & Modernization
 700 Israel Rd. SW
 Tumwater, WA 98512

CHANGE ORDER NO.: 7

DATE: 09-13-2021

ARCHITECT'S PROJECT NO.: 2018-031

TO CONTRACTOR: Scott Wall Construction, Inc
 P.O. Box 2789
 Olympia, WA 98507
 Attn: Andy Durels

CONTRACT DATE: 6/4/2020

CONTRACT FOR: Construction

The Contract is changed as follows:

- | | | |
|---|---|-------------|
| 1 | Incorporate work described by CCD #6 | \$11,136.93 |
| 2 | Incorporate work described by CCD #32 Rev 1 | \$2,352.49 |
| 3 | Incorporate work described by CCD #33 | \$2,065.65 |
| 4 | Incorporate work described by CCD #34 | \$1,356.49 |

Total Change Order # 7 **\$16,911.56**

This change order provides for all compensation arising directly or indirectly for this work including money, time and impact compensation

Not valid until signed by the Owner, Architect and Contractor.

The original (Contract Sum) (Guaranteed Maximum Price) was	\$2,729,406.00
Net change by previously authorized Change Orders	\$262,836.57
The (Contract Sum) (Guaranteed maximum Price) prior to this Change Order was	\$2,992,242.57
The (Contract Sum) (Guaranteed Maximum Price) will be (increased) (decreased) (unchanged) by this Change Order in the amount of	\$16,911.56
The new (Contract Sum) (Guaranteed Maximum Price) including this Change Order will be	\$3,009,154.13

The Contract Time will be (~~increased~~) (~~decreased~~) (~~unchanged~~) by zero calendar (0) days.
 The date of Substantial Completion as of the date of this Change Order therefore is: Friday, July 16, 2021

NOTE: This summary does not reflect changes in the Contract sum, Contract Time or Guaranteed Maximum Price which will have been authorized by Construction Change Directive.

Tovani Hart, PC	Scott Wall Construction, Inc	Tumwater School District
ARCHITECT	CONTRACTOR	OWNER
609 A Columbia St. SW	P.O. Box 2789	621 Linwood Ave. SW
ADDRESS	ADDRESS	ADDRESS
Olympia, WA 98501	Olympia, WA 98507	Tumwater, WA 98512
ADDRESS	ADDRESS	ADDRESS
BY	BY	BY
DATE 9/14/21	DATE 9/14/21	DATE

CHANGE ORDER

OWNER X
 ARCHITECT X
 CONTRACTOR X
 FIELD
 OTHER

AIA Document G701

PROJECT:
 THS Bldg C Re-Roof
 700 Israel Rd. SW
 Tumwater, WA 98512

CHANGE ORDER NO.: 1
 DATE: 9/10/2021
 ARCHITECT'S PROJECT NO.: 2021-003
 CONTRACT DATE: 4/30/2021
 CONTRACT FOR: Construction

TO CONTRACTOR:
 Good New Group, Inc
 1924 69th St. SE
 Auburn, WA 98092 Attn: Daniel Choi

The Contract is changed as follows:

1	Incorporate work described by CCD #01	\$8,224.75
2	Incorporate work described by CCD #02	\$1,213.21
3	Incorporate work described by CCD #03	\$0.00
4	Incorporate work described by CCD #04	\$4,713.28

Total Change Order # 1 **\$14,151.24**


This change order provides for all compensation arising directly or indirectly for this work including money, time and impact compensation

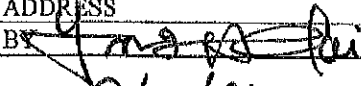
Not valid until signed by the Owner, Architect and Contractor.

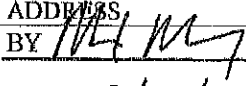
The original (Contract Sum) (Guaranteed Maximum Price) was	\$882,000.00
Net change by previously authorized Change Orders	\$0.00
The (Contract Sum) (Guaranteed Maximum Price) prior to this Change Order was	\$882,000.00
The (Contract Sum) (Guaranteed Maximum Price) will be (increased)-(decreased) (unchanged) by this Change Order in the amount of	\$14,151.24
The new (Contract Sum) (Guaranteed Maximum Price) including this Change Order will be	\$896,151.24

The Contract Time will be (~~increased~~) (~~decreased~~) (~~unchanged~~) by zero calendar (0) days.
 The date of Substantial Completion as of the date of this Change Order therefore is: Friday, August 27, 2021

NOTE: This summary does not reflect changes in the Contract sum, Contract Time or Guaranteed Maximum Price which will have been authorized by Construction Change Directive.

Tovani Hart, PC
 ARCHITECT
 609 A Columbia St. SW
 ADDRESS
 Olympia, WA 98501
 ADDRESS
 BY 
 DATE 9/14/21

Good News Group, Inc
 CONTRACTOR
 1924 69th St. SE
 ADDRESS
 Auburn, WA 98092
 ADDRESS
 BY 
 DATE 9/13/21

Tumwater School District
 OWNER
 621 Linwood Ave. SW
 ADDRESS
 Tumwater, WA 98512
 ADDRESS
 BY 
 DATE 9/15/2021

CHANGE ORDER

AIA Document G701

OWNER X
 ARCHITECT X
 CONTRACTOR X
 FIELD
 OTHER

PROJECT:
 Black Hills High School Hallway Finishes
 A.G. West Black Hills High School
 7741 Littlerock Road SW

CHANGE ORDER NO.: 2

DATE: 10/6/2021

ARCHITECT'S PROJECT NO.: 2020-024

TO CONTRACTOR: Great NW Finishes
 P.O. Box 1103
 Yelm, WA 98597
 0

CONTRACT DATE: 2/25/2021

CONTRACT FOR: Construction

The Contract is changed as follows:

- 1 Include CCD 4, corner guards and additional rubber base \$1,279.14
- 2 CCD 4, columns in entry vestibule \$456.15

Total Change Order # 2 \$1,735.29

This change order provides for all compensation arising directly or indirectly for this work including money, time and impact compensation

Not valid until signed by the Owner, Architect and Contractor.

The original (Contract Sum) (Guaranteed Maximum Price) was	\$236,155.82
Net change by previously authorized Change Orders	\$8,564.69
The (Contract Sum) (Guaranteed Maximum Price) prior to this Change Order was	\$244,720.51
The (Contract Sum) (Guaranteed Maximum Price) will be (increased) (decreased) (unchanged) by this Change Order in the amount of	\$1,735.29
The new (Contract Sum) (Guaranteed Maximum Price) including this Change Order will be	\$246,455.80

The Contract Time will be (~~increased~~) (~~decreased~~) (~~unchanged~~) by zero calendar (0) days.
 The date of Substantial Completion as of the date of this Change Order therefore is: Wednesday August 18, 2021

NOTE: This summary does not reflect changes in the Contract sum, Contract Time or Guaranteed Maximum Price which will have been authorized by Construction Change Directive.

<u>Tovani Hart, PC</u> ARCHITECT	<u>Great NW Finishes</u> CONTRACTOR	<u>Tumwater School District</u> OWNER
<u>609 A Columbia St. SW</u> ADDRESS	<u>PO box 1103</u> ADDRESS	<u>621 Linwood Ave SW</u> ADDRESS
<u>Olympia, WA 98501</u> ADDRESS	<u>Yelm, WA 98597</u> ADDRESS	<u>Tumwater WA 98512</u> ADDRESS
<u>[Signature]</u> BY	<u>[Signature]</u> BY	<u>[Signature]</u> BY
<u>DATE 10/06/2021</u>	<u>DATE</u>	<u>DATE</u>

Change Order #1
September 28, 2021

Contract Modification:

The Contractor is hereby directed to make the following change(s) to the Work:

1. THES: Remove and replace additional asphalt paving.
2. THS: Install additional concrete sidewalk.
3. MTS: Repair pothole within parking lot.
4. THS: Vault excavation additional effort and Vector truck

Attachments:

1. N/A

PROPOSED CONTRACT ADJUSTMENTS:

The contract sum will be adjusted on the following basis:

- Lump Sum (increase) (~~decrease~~) per attached Belsley Enterprises breakdown: \$15,004.47
- As follows: Time and Materials:

The contract time will:

- Remain unchanged:
- (Increase) (Decrease) by _____ days

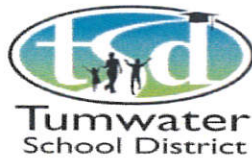
When issued by the Engineer and approved by the District, this document shall serve as authorization to proceed with the Work as described above. When the actual adjustments to the Contract Sum and/or Contract Time are agreed to by the Engineer, District, and Contractor, this Work shall be added to the Contract by Change Order.

Issued By:  Date: 10/06/21
SCJ Alliance

Approved By: _____ Date: _____
Tumwater School District

Signature below indicates the Contractor's acknowledgement of the direction to proceed with the Work immediately. Signature also indicates the Contractor agrees with the proposed method of adjustment in the Contract Sum and Contract Time.

Accepted By:  Date: 10/4/2021
Belsley Enterprises



DATE: October 14, 2021
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: Consent Agenda:
Acceptance of Contracts as Complete

All work has been completed and closeout documents submitted per the contract for the projects listed below.

Board acceptance of these contracts as complete will allow us to notify State agencies of the completion and start the 60-day waiting period for payment of the retainage required on public works projects.

**Tumwater High School Kiln Room
Lewis/Cutler Construction**

Initial Contract	\$43,791.00
Change Orders	<u>\$ 8,433.44</u>
Contract Total	\$52,224.44
Retainage 10%	\$ 5,222.44

**Black Hills High School Hallway Finishes
Great NW Finishes**

Initial Contract	\$236,155.82
Change Orders	<u>\$ 10,299.98</u>
Contract Total	\$246,455.80
Retainage 5%	\$ 12,322.79

REPORTS TO THE BOARD

- CTE Program Review: Questions can be directed to Brian Hardcastle.

Action Plan for Tumwater School District Schools Career and Technical Education (2020-2024)

6/10/2021

Status	(Criteria 10)			2024-2025
	C – Completed	O – Ongoing	NC – Not Completed but ongoing need	
Curriculum, Industry Standards & Work Readiness (Criteria 2 & 9)	2020-2021 1. Re-approve Family and Consumer Sciences (C) 2. Implement PLTW HBS w/ Health credit (A) 3. Deliver work readiness assessments w/ HSBP components (O) 4. Intentionally add/blend NGS ETS and CCSS Math Practices into CTE framework/curriculum (C) 5. Design report card with 21 st Century Skills/Work Readiness information (NC) 6. Stakeholders attend Microsoft Imagine Academy info session for shifts to MOS (Completed 2019; 2020) (C) 7. Target state government agencies for pipeline to work (C) 8. Align Engineering Simulation and Scientific Software (ESSS) to all Program Area courses (O)	2021-2022 • Re-approve Business and Marketing • Align Engineering Simulation and Scientific Software (ESSS) to all Program Area courses • Partner with NMSC on Summer WSL opportunity • Update industry Standards • Identify Academic and Industry Essential Power Standards • Review Course Pacing Guides • Align WBL to Program (6) Areas by course and grade level • Deliver work readiness assessments w/ HSBP components	2022-2023 • Re-approve Agriculture • Prepare for Consolidated Program Review (ESSS) to all Program Area courses • Plan Certification Summer School for grades 9-12 • Update Industry Standards	2023-2024 • Re-Approve Skilled and Technical Sciences • Align Engineering Simulation and Scientific Software (ESSS) to all Program Area courses • Update Industry Standards • Launch Certification Summer School
	Academic Integrations (Criteria 3)	2020-2021 1. Train 29 K-5 staff in PLTW Engineering and Biotech 2. Implement ELA integration framework (Cohort 4) (NC) 3. Implement PLTW HBS and Health (A) 4. Expand equivalency credit in ELA (O) 5. Review technical writing in CTE: <i>Writing in Career and Technical Education</i> (O) 6. Add CTE Health (scr) (A) 7. BHS Statistics add (plus CTE application) (C) 8. CORE PLUS Construction ELA, Math, and Science integrations: (THS) (O) 9. CORE PLUS Aerospace ELA, Math, and Science integrations (O) 10. Review Financial Literacy curriculum options via OSPI (C) 11. Review ALE and CTE program area criteria for coexistence at Cascade High School (C) 12. Link Cascade High School to CTE options and equivalencies (O)	2021-2022 • Maintain equivalency/credit for CTE • Complete K-5 FIELDSTEM NGS5 aligned (by grade level) with business/industry partners... K-5 addition • Investigate AP and IB CTE options • Review applied robotics to HS (CIM, AR, Mechatronics, etc.) • Environmental Science component to THS and BHS – full implementation • Connect THS shop to Sheet Metal/HVAC and Plumbers & Pipefitters Unions • Implement grades 4-6 FieldSTEM with PEI partnership • Whole framework for Financial Literacy as an Algebra 1 and 3 rd year math course (rigor of grade appropriate standards) • Plan for Capstone senior courses by Program Area • Add Digital Photography, Advanced Digital Photography Applied Statistics, MOS at CHS, PLTW Magic of Electronics, Ceramics, ASI, MS Digital Photography STEAM • Environmental Studies 90hr framework to blend with 9 th grade science • Expand equivalency credit in ELA • CORE PLUS Construction ELA, Math, and Science integrations (THS) • CORE PLUS Aerospace ELA, Math, and Science integrations • Review technical writing in CTE: <i>Writing in Career and Technical Education</i> • Investigate CHS Espresso Business and certification/training on NMSC campus	2022-2023 • Maintain equivalency/credit for CTE • Implement grades 2-3 FieldSTEM • Plan for Summer Academy for students targeting Nontrad and STEM (grades 5-7) • Partner with Seattle SD, Port Townsend, and The Port of Olympia for a Maritime Academy supporting NMSC • Ag Chem/VCS framework 90hr complimentary for 9 th grade science • Implement <i>Writing in Career and Technical Education</i> – HS ELA Equivalency • Add CHS Espresso Business and certification/training on NMSC campus (Marketing) • Investigate STEM Physics • Review Anatomy Table to develop a dissection, Anatomage, models and VR Lab
Student Access to Program (Criteria 4)	2020-2021 1. Promotion of CTE opportunities in our school and community (O) 2. Monitor Perkins and enrollment data creating an action plan in response for gaps (C,O) 3. Elementary Summer Field STEM program (NC) 4. Develop alternative interventions in ELA via equivalency or applied courses (O) 5. Semi-annually identify FR and descriptor groups for program access, participation in CTSOs 6. Certification acquisition, academic success and pathway selection (O) 7. Add Course Planner via Naviance to electronic platform (C) 8. Master Scheduling (9-12) based on based on pathway interest (O) 9. Add FAFSA Completion to HSBP (C) 10. Naviance 6 th -12 th articulated launch (O) 11. Local course name changes on frameworks (NC)	2021-2022 • Promotion of CTE opportunities in our school and community • Monitor Perkins and enrollment data creating an action plan in response for gaps • Equity profile on student access to programs based on pathways • Review 3-5 and 4-6 alternative scheduling to allow for greater pathway enrollment • Research evening high school with CTE options and school-to-work link • Implement WSL through district office (TriFinity) • Expand IGNITE to TMS • Contract with ESD 113 to Showcase BHS and THS (Programs-16-Pathways-to-Careers) • Naviance 6 th -12 th articulated launch • Master Scheduling (9-12) based on based on pathway interest	2022-2023 • Promotion of CTE opportunities in our school and community • Monitor Perkins and enrollment data creating an action plan in response for gaps • Free Summer Academy for Nontrad and STEM (grades 5-7) • Plan a Junior CTSO program at B and G (allow students to travel b/w high schools) • Boys and Girls Club CTE modules designed by CTSO students	2023-2024 • Promotion of CTE opportunities in our school and community • Monitor Perkins and enrollment data creating an action plan in response for gaps • Free Summer Academy for Nontrad and STEM (grades 5-7) • Implement a "Junior" CTSO program at B and G • Add 360 Block for CORE PLUS Aero & Construction (allow students to travel b/w high schools)
				2024-2025 • Re-Approve STEM Program • Continue local discussion on work readiness and classroom assessments • Monitor Perkins Enrollment Data • Update publications for representation of special populations

A – Abandoned due to changing need

<p>Data & Accountability (Criteria 5)</p>	<p>1. Review Precision Exam data (O) 2. Review subgroup data in courses; academic success, certifications, and completer and concentrator growth (O) 3. Establish longitudinal cohort (Class of 2021) to track enrollment in year 13 programs (NC) 4. Establish longitudinal cohort (Class of 2021) to track enrollment in year 13 programs (NC) 5. Expand 21st Century Skills to other departments (O)</p>	<p>• Review Precision Exam data • Review subgroup data in courses; academic success, certifications, and completer and concentrator growth (O) • Establish longitudinal cohort (Class of 2021) to track enrollment in year 13 programs (NC) • Two year data review on Class of 2021 with follow up feedback tool • Expand 21st Century Skills to other departments • Align, modify, and implement Common Assessments • Use PLC + Data Cycle to improve PLC outcomes</p>	<p>• Review Precision Exam data • Review subgroup data in courses; academic success, certifications, and completer and concentrator growth (O) • Establish longitudinal cohort (Class of 2021) to track enrollment in year 13 programs • Two year data review on Class of 2021 with follow up feedback tool • Expand 21st Century Skills to other departments • Align, modify, and implement Common Assessments • Use PLC + Data Cycle to improve PLC outcomes</p>	<p>• Support all teachers with relevant achievement data to support targeted instruction</p>	<p>• Update SDS documentation • Maintain safety testing • MSDS annual update</p>
<p>Safety & Practices (Criteria 6)</p>	<p>1. Complete review of equipment repairs and replacement (annually) (O) 2. MSDS annual update (O) 3. Review CTE liability with supervision, student access and equipment use (O) 4. Implement CORE PLUS Construction 180 & Aero 180 Safety Training for staff and students (O)</p>	<p>• Complete review of equipment repairs and replacement (annually) • MSDS annual update • Review CTE liability with supervision, student access and equipment use • Implement workshop for FieldSTEM and Lab-based Programs</p>	<p>• Complete review of equipment repairs and replacement (annually) • MSDS annual update • Review CTE liability with supervision, student access and equipment use • Implement workshop for FieldSTEM and Lab-based Programs</p>	<p>• Monitor equipment and facility needs • Work to repair vs replace due to funding</p>	<p>• Monitor equipment and facility needs • Work to repair vs replace due to funding</p>
<p>Equipment & Facilities (Criteria 7)</p>	<p>1. BHS and THS Shop expansion for applied robotics, drone tech, and manufacturing (O) 2. Monitor equipment and facility needs (C) 3. Feasibility Study for Materials Science and Technology at MS or HS (A)</p>	<p>• Monitor equipment and facility needs • Support Elementary Makerspace development</p>	<p>• Monitor equipment and facility needs • Support Elementary Makerspace development</p>	<p>• Modify based upon technology shifts and course vendor upgrades • Monitor software upgrades • Renew online curriculum tools</p>	<p>• Modify based upon technology shifts and course vendor upgrades • Monitor software upgrades • Renew online curriculum tools</p>
<p>Instructional Materials (Criteria 8)</p>	<p>1. Support the addition of FCS STEM alignment (A) 2. PLTW course modifications (C; O) 3. Purchase probezara (C) 4. Expand environmental science and sustainability (C) 5. Purchase CORE Plus Aero and Construction materials and supplies (C) 6. Equip Health Science and Environmental Science Course Pathways (C)</p>	<p>• PLTW course modifications • Review online curriculum tools • CASE course modifications • Investigate STEM Physics • Review Anatomage Table for purchase (Health Sciences)</p>	<p>• PLTW course modifications • Review online curriculum tools • Update tech needs for programs • Review Computer Science scope and sequence and tech • Plan MS Makerspace • Develop Health Sciences (Anatomage, Dissection, VR Google, and Models Lab)</p>	<p>• Monitor equipment and facility needs • Support Elementary Makerspace development</p>	<p>• Monitor equipment and facility needs • Support Elementary Makerspace development</p>
<p>Leadership & Employability (Criteria 9)</p>	<p>1. Launch Your Future Spring 2021 MS (C) 2. Local MS competitions in selected areas (Prepping for CTSSO regional) (A) 3. WSL re-boot (qualifying course for 9th - 5th paired with Health) (A) 4. Continue use of Precision Exams for 21st Century Skills (C) 5. Partner with Yelm Community Schools to plan for JROTC/CADET (O)</p>	<p>• MS CTSSO Leadership to Regional Summit for PLTW • Expand service learning through CTSSOs with classroom connection • CTSSO Leadership course in each HS • Cyberspace, Virtual Reality, Artificial Intelligence, Drone/Aerospace Technology, Aircraft Manufacturing • STEM Challenge in the TSD • Continue working with district partners in developing a JROTC/CADET Program • 8th grade STEM Showcase with CTSSO Recognition • Send middle school parents/students CTSSO information and encourage/select participation as they transition to 9th grade</p>	<p>• MS CTSSO Leadership to Regional Summit for PLTW • Expand service learning through CTSSOs with classroom connection • CADET review • CTSSO participation and opportunities review • Encourage CTSSO entrepreneurial endeavors</p>	<p>• Monitor CTSSO and Equivalency Programs of Work • Extend entrepreneurial endeavors into the classrooms</p>	<p>• Monitor CTSSO and Equivalency Programs of Work • Extend entrepreneurial endeavors into the classrooms</p>
<p>Community & Advisory (Criteria 11)</p>	<p>1. Expand business partnerships (O) 2. COVID Fall Kickoff for Business Advisory (A) 3. Plan for Evening of Excellence highlighting (2022) 9-12 outstanding PLTW scholarship winners, concentrators, completer, 21st Century Skills, CTSSO, staff awards, school awards, etc. with business and advisory invitations (appreciation and fruits of labor) (A) 4. Construct an enhanced/interactive CTE website (ESD113) (O) 5. Equipment purchase (20-21) podcasts promoting career connected learning and beyond (21-22) (C)</p>	<p>• Support TSD Fall Kickoff and SPSCC Advisory participation with TSD staff • Implement FRESH Pollinators • Support business to youth partnerships • Add Local Advisory members as needed to reflect program input and growth based on labor market demands • Plan for Evening of Excellence highlighting 9-12 outstanding PLTW scholarship winners, concentrators, completers, 21st Century Skills, CTSSO, staff awards, school awards, etc. with business and advisory invitations (appreciation and fruits of labor)</p>	<p>• Support TSD Fall Kickoff and SPSCC Advisory participation with TSD staff • Implement FRESH Pollinators • Support business to youth partnerships • Add Local Advisory members as needed to reflect program input and growth based on labor market demands • Plan for Evening of Excellence highlighting 9-12 outstanding PLTW scholarship winners, concentrators, completers, 21st Century Skills, CTSSO, staff awards, school awards, etc. with business and advisory invitations (appreciation and fruits of labor)</p>	<p>• Host showcase events for students to connect classroom and post-secondary options • Engage potential students, parents and community in career pathway choices • Evening of Excellence</p>	<p>• Host showcase events for students to connect classroom and post-secondary options • Engage potential students, parents and community in career pathway choices • Evening of Excellence</p>
<p>Programs of Study, Dual Credit, Certification (Criteria 12 & 13)</p>	<p>1. Increase our Tech Prep/Dual Credit Articulations business partners (O) 2. Implement program certifications (O) 3. Investigate pathway designation on diploma (C) 4. Connect certifications to resume (O) 5. Develop database of students who have dropped out of 2y and 4 yr programs -- reach out to connect to career and technical pathway (C) 6. Develop Program Area recognition for students who have a concentrated study with pathway courses (Program Cord designation) (O)</p>	<p>• Increase our Tech Prep/Dual Credit Articulations • Expand course certifications • Add AP Studio Art (capstone) • Review AP Environmental Science and Sustainability (capstone) • Refine Summer Certification Courses with NMSC • Refine Program Area recognition for students who have a concentrated study with pathway courses (Program area Cord designation)</p>	<p>• Increase our Tech Prep/Dual Credit Articulations • Expand course certifications • Add AP Studio Art (capstone) • Add AP Environmental Science (capstone) • Develop database of students who have dropped out of 2yr and 4 yr programs -- reach out to connect to career and technical pathway • Articulate Apprenticeship opps with CORE PLUS Programs • ADD to Senior Night Program Area recognition for students who have a concentrated study with pathway courses (Program area Cord designation)</p>	<p>• Data, refine, and adjust re: Summer Certification Courses • Review International Baccalaureate Career and Technical Education Programs • Implement Summer Certification Courses</p>	<p>• Data, refine, and adjust re: Summer Certification Courses • Review International Baccalaureate Career and Technical Education Programs • Implement Summer Certification Courses</p>

<p>Counseling (Criteria 14)</p>	<p>1. Career Center balance bwn certification, internships, apprenticeships, technical and community college options (IC) 2. Design Career Centers that reflect career options for students... not debt centers (C) 3. Invest in career centers (IC) 4. LAUNCH Your FUTURE for 7th/8th grade students (IC) 5. CTE staff support for 8th grade (C) 6. Complete District Course Catalog (C) 7. ESD CTE Marketing and Outreach Plan Launch Phase 1 and 2 (C)</p>	<p>• Career Center balance bwn certification, internships, apprenticeships, technical and community college options • ESD CTE Marketing and Outreach Plan Launch Phase 1 and 2 • Start Friday (ACT) for students to visit industry (bus trip) • Counselor workshop series development (CTE Graduation Option, Dual Credit for College Credit Equivalency, and the 2 for 1, How CTE is Funded, Student Pathways, etc)</p>	<p>• Career Center balance bwn certification, internships, apprenticeships, technical and community college options • Plan and review ACTE CTE Counselor Certification</p>	<p>• Share community resources with counselors about certification, apprenticeships and technical training options • Invite counselor representative(s) to CTE meetings and conferences that will expand connections to workforce needs</p>	<p>Professional Development (Criteria 16)</p>
<p>Professional Development (Criteria 16)</p>	<p>1. New staff K-12 PLTW pathway training (C) 2. Offer CPR/First Aid Training (C) 3. Support professional learning related to job assignment (C) 4. Probeware training (C) 5. Develop new CTE teacher mentor program (IC) 6. Investigate externships for staff (summer) (C) 7. Offer one day release to each CTE staff to visit a business or state/federal agency related to course offerings aligning industry standards and expectations (IC)</p>	<p>• Target Summer WACTA Summer Conference for CTE Instructional Leaders to attend as a district team • New staff K-12 PLTW pathway training • Offer CPR/First Aid Training • Offer one day release to each CTE staff to visit a business or state/federal agency related to course offerings aligning industry standards and expectations • Support professional learning related to job assignment • Increase and support TSD CTE as staff presenters to local and national conferences/summits</p>	<p>• Target Summer WACTA Summer Conference for CTE Instructional Leaders to attend as a district team • MSHS PLTW Regional Conference • New staff K-12 PLTW pathway training • Investigate IB CTE (West Ada, Idaho) • Offer CPR/First Aid Training • Require one day release to each CTE staff to visit a business or state/federal agency related to course offerings aligning industry standards and expectations • Support professional learning related to job assignment • Increase and support TSD CTE as staff presenters to local and national conferences/summits</p>	<p>• Offer CPR/First Aid Training in May/June • Support workshops and trainings related to job assignment based on funding availability • Increase Summer CTE Conference participation • Increase State Program Area membership (ex. WTEA)</p>	<p>Professional Development (Criteria 16)</p>

ACTION ITEMS

- 2nd Reading, Policy 2108-Intervention Programs: Shawn Batstone will present on this topic.
- 2nd Reading, Policy 2255-Alternative Learning Programs: Shawn Batstone will present on this topic.
- 2nd Reading, Policy 3225-School-Based Threat Assessment (NEW): Shawn Batstone will present on this topic.
- Resolution 03-21-22, Capital Facility Plan 2021-2027: Mel Murray will present on this topic.

**Tumwater School District
Board Policy**

LEARNING ASSISTANCE PROGRAM

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic standards by providing supplemental instruction and services to those students. "Students who are not meeting academic standards" means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools.

Students' Affected By COVID-19 Pandemic

Until the expiration or termination of Proclamation 20-05 declaring a state of emergency for all counties in Washington due to COVID-19 or until September 1, 2025—whichever is later—the district will budget and expend learning assistance program funds to identify and address the academic and nonacademic needs of students resulting from and exacerbated by the COVID-19 pandemic.

Washington Integrated Student Supports Protocol

The district will budget and expend learning assistance program funds using the framework of the Washington integrated student supports protocol, established under RCW 28A.300.139.

The district may use up to 15% of its learning assistance program allocation to deliver academic, nonacademic, and social-emotional supports and services to students through partnerships with community-based or other out-of-school organizations in accordance with RCW 28A.300.139.

If the district enters into an agreement with a community partner in accordance with RCW 28A.300.139, the agreement must do the following:

- A. Specify that learning assistance program funds may be used only to provide direct supports and services to students;
- B. Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139; and
- C. Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.

Coordination with Other Programs

The district may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving

assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements.

Annual Report to OSPI

The district will submit an annual report on September 30th to the Office of Superintendent of Public Instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds;
- D. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided; and
- E. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Cross References: 6100 - Revenues From Local, State and Federal Sources
 4130 - Title I Parental Involvement
 2161 - Special Education and Related Services for Eligible Students
 2104 - Federal and/or State Funded Special Instructional Programs

Legal References: Chapter 28A.165 RCW Learning assistance program
 WAC 392-162 Special service program - Learning assistance
 SHB 1208, Chapter 111, Laws of 2021 Learning Assistance Program – Various Provisions

Management Resources: Policy News, June 2005 Learning Assistance Policy Updated
 2018 - February Policy Issue

ADOPTION DATE: March 27, 2014
REVISION DATE:

**Tumwater School District
Board Policy**

INTERVENTION PROGRAMS

The District, within its financial capacity, will offer programs that meet the needs of educationally disadvantaged students. Eligible students may receive services from federal, state, or locally funded special needs programs.

The superintendent is directed to identify eligible students and their special needs; design a program(s) that will satisfy those needs; monitor the progress of such programs.

Federal and/or State Funded Special Instruction Programs

The district shall participate in those special programs which are funded by state or federal government for which a local need can be defined and for which a local program would be developed if funds were available. Superintendent approval shall be required before submission of an application for such a program.

The superintendent shall adopt procedures in order that planning, implementation and evaluation phases of a special program are in compliance with the rules and regulations of the funding agency. Applications may include, but are not limited to, programs for gifted, remedial and minorities.

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with current federal law that outlines Title I requirements. It is the Board's intent that Title I funds shall be used efficiently and effectively to benefit the academic opportunities and progress of students in school-wide or Targeted-Assistance Programs.

Title I funds shall be used to provide educational services that are in addition to the regular service provided for district students. By adoption of this policy, the Board ensures equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies.

Legal References: RCW 28A.165.010-090 Learning Assistance Program
WAC 392-162 Special Program — Remediation Assistance

Management Resources:
Policy News, 6-2005 Learning Assistance Policy Updated

ADOPTION DATE: March 27, 2014

**Tumwater School District
Board Policy**

ALTERNATIVE LEARNING EXPERIENCE COURSES

The board authorizes the creation of alternative learning experience (ALE) courses, as defined in the procedure which accompanies this policy.

The district will make available to students enrolled in an ALE courses educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include the following types of courses as defined in RCW 28A.232.010:

1. Online courses (*See Policy 2024, Online Learning*);
2. Remote courses; and
3. Site-based courses.

The board will adopt and annually review written policies authorizing ALE courses, including each ALE course and course provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's ALE courses.

The district establishes the following alternative courses(s) provided on site, remote, or online, as defined in [WAC 392-550-020](#):

Tumwater Virtual Academy (K-12/Stride), Cascadia High School, and New Market High School

The school district official(s) responsible for this (these) course(s) is/are:

TVA Principal, Cascadia High School Administrator, and New Market High School Administrator

Reporting Requirements

1. Annual Report to the Board of Directors

The school district official responsible for overseeing each ALE course will report at least annually to the board. This annual report will include at least the following:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course;
3. A description of how the course supports the district's overall goals and objectives for student academic achievement; and

2. Monthly Report to the Superintendent of Public Instruction

The district must report monthly to the Superintendent of Public Instruction:

1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
 2. Information about the resident and serving districts of such students.
3. **Regular Submissions to CEDARS**
The district must report all required information to the office of superintendent of public instruction's Comprehensive Education Data and Research System under RCW 28A.300.500, including designating alternative learning experience courses as such when reporting course information to the Comprehensive Education Data and Research System.
4. **Annual Report to the Superintendent of Public Instruction**
The district must report annually to the Superintendent of Public Instruction:
1. the number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
 2. enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.
 3. the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

Assessment Requirements:

All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.

Part-time students whose ALE enrollment is claimed as greater than 0.8 FTE in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year. However, part-time students who are either receiving home-based instruction under [Chapter 28A.200, RCW](#) or who are enrolled in an approved private school under [Chapter 28A.195, RCW](#) are not required to participate in the assessments required under [Chapter 28A.655, RCW](#).

Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

- arranging for appropriate assessment materials;
- notifying the student of assessment administration schedules;
- arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and

- arranging for any allowable testing accommodations, and other steps as may be necessary.

The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

Valid Justification for Missed Contact

Valid justifications why a student may miss the weekly contact requirements of ALE for the purpose of truancy include those outlined in Excused absences WAC 392-401-020 and in Policy 3122.

Students who drop out of ALE courses

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student un-enrolls from the course or is otherwise no longer enrolled.

Procedures

The superintendent is directed to develop procedures consistent with WAC chapter 392-550 to govern the administration of the district's ALE courses.

Cross References: 2020 - Course Design, Selection and Adoption of
 Instructional Materials
 2024 - Online Learning
 3122 - Excused and Unexcused Absences
 3141 - Nonresident Students

Legal References: RCW 28A.150.305 Alternative educational service
 providers — Student eligibility.
 RCW 28A.232.010 Alternative learning experience courses
 — Generally — Rules — Reports.
 RCW 28A.250.050 Student access to online courses and
 online learning programs — Policies and procedures —
 Course credit — Dissemination of information —
 Development of local or regional online learning programs.
 WAC 392-121-107 Definition-Course of study
 WAC 392-121-188 Instruction provided under contract
 WAC 392-137-230 Length of Acceptance
 Chapter 28A.225 RCW Compulsory school attendance and
 admission

Management Resources: 2018 - May Policy Issue
2017 - April Issue
2014 - February Issue
2012 - October Issue
2011 - October Issue
2020 - August Issue

ADOPTION DATE: December 28, 1995

REVISION DATES: August 29, 1996; February 10, 2011

**Tumwater School District
Board Policy**

ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

The district will provide an appropriate course of study for Alternative Learning Experiences (ALE) consistent with the Washington Administrative Code. The District alternative learning program shall satisfy the state board of education requirements for courses of study or equivalencies, and if the program offers credit or a high school diploma, the ALE must meet the minimum high school graduation requirements.

An alternative learning experience is an individualized course of study for a student who is not defined as a home-based student, private student or adult education student. District Alternative Learning Programs may be provided in person, on-site, using digital, over the internet, or by other electronic means as provided under WAC 392-121. Each program will be accredited through the state accreditation program or through the regional accreditation program.

Students in alternative learning programs shall be assessed using the state assessment for the student's grade level and using other annual assessments required by the district. Part-time and home school students are not required to participate in the statewide assessments required under RCW 28A.655. Students attending an ALE program outside of their district shall participate in any required annual state assessments at the district of residence. The enrolling district shall coordinate the test-taking.

- I. Every student enrolled in the program shall have a written individual plan developed in collaboration with the student, the student's parent(s)/guardian(s), and other interested parties. The student's supervisor, who must be certificated instructional staff or contractor as defined in WAC 392-121-188, must approve the plan and has primary responsibility and accountability for the plan. The student learning plan must meet the following minimum criteria. The plan must:
 - a. Include a schedule of the duration of the program, including the beginning and ending dates.
 - b. Describe the specific learning goals and performance objectives in the alternative learning experience. This requirement may be met through course syllabi or other detailed descriptions of learning requirements.
 - c. Describe the average number of hours per week that the student will engage in learning activities to accomplish the objectives of the plan.
 - d. Describe how weekly contact requirements will be fulfilled.
 - e. Identify instructional materials essential to successful completion of the learning plan.

- f. Include a timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan.
 - g. Identify whether the alternative learning experience meets one or more of the state essential academic learning requirements defined by the district. High school alternative learning plans must identify whether the experience meets the state and district graduation requirements.
- II. Annually, during a public meeting, the board will approve the ratio of certificated instructional staff to full-time equivalent students enrolled in alternative learning experience programs and courses.
- III. Accountability for Student Performance: Students participating in Alternative Learning Experience programs shall be evaluated as follows:
- a. Each student's progress shall be evaluated monthly, based on the learning goals and performance objectives defined in the written student learning plan.
 - b. Certified instructional staff will determine whether the student is making satisfactory progress in meeting the written student learning plan.
 - c. If the student fails to make satisfactory progress for two consecutive evaluation periods an intervention plan shall be developed and implemented. The intervention plan shall be developed by certificated instructional staff in collaboration with the student, and for students in K-8, the student's parent(s)/guardian(s).
 - d. If after three consecutive evaluations the student is not making progress, the student will be removed from the program.
- IV. Each student enrolled in an alternative learning experience program shall have direct personal contact with school staff at least weekly, to discuss and evaluate student progress, until completion of the course objectives or the requirements of the written student learning plan. Direct personal contact means face-to-face meeting with the student, and if appropriate, with parent(s)/guardian(s). Personal contact may also be accomplished with a student through the use of the telephone, e-mail, instant messaging, interactive video communication, or other means of digital communication, as long as the communication is not found to compromise the educational quality, student health or safety, or the fiscal integrity of the district policy.
- V. Each student's educational progress will be reviewed at least monthly. The results of the reviews shall be shared with the students and with the parent(s)/guardian(s) of students in K-8 programs. If a student does not make satisfactory progress in the activities identified in his or her plan, a revised plan shall be implemented.
- VI. Parent(s)/Guardian(s) Responsibilities (K-8): Parent/guardian(s) are required to participate in the program on behalf of their child(ren) in at least the

following ways, or their child(ren) may be excluded or removed from the program:

- a. The parent(s)/guardian(s) must approve their child's plan.
- b. The parent(s)/guardian(s) must provide or implement those portions of their child(ren)'s plan for alternative learning experiences that are identified in the plan under the supervision of certificated instructional staff.
- c. The parent(s)/guardian(s) must meet with certificated instructional staff as prescribed in their child(ren)'s plan for purposes of evaluating their performance and/or receiving instruction on assisting with their child(ren)'s alternative learning experience.

If a student's parent(s)/guardian(s) cannot or will not participate in the program, the supervisor of the program may accept another suitable adult who agrees to meet the policy and program requirements set out for the parent(s)/guardian(s) on behalf of the student.

VII. District Supervision: The district shall designate one or more person(s) responsible for approving specific alternative learning experience programs or courses, monitoring compliance with WAC 392-121-182 and reporting at the end of each school year to the school district board of directors on the program. The annual report shall contain:

- a. The alternative learning experience student headcount and full-time equivalent enrollment claimed for basic education funding.
- b. A description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning; including the ratio of certificated instructional staff to full-time equivalent students **(as per Section II)**.
- c. A description of how the written student learning plan is developed and student performance supervised and evaluated by certificated staff **(as per Sections I and III)**.
- d. A description of how the alternative learning experience program supports the district's overall goals for academic achievement.
- e. Results of any self-evaluations conducted pursuant to WAC 392-121-182(7).

VIII. The district alternative learning program shall satisfy the state board of education requirements for courses of study or equivalencies; and if the program offers credit or a high school diploma, the alternative learning program must meet the minimum high school graduation requirements.

IX. The district shall identify expenditures directly related to the student learning plan, paid for by participants, which are reimbursable by the district.

Legal References: RCW 28A.150.262

RCW 28A.150.305

RCW 28A.150.325

RCW 28A.250.050

WAC 392-121-107

WAC 392-121-182

WAC 392-121-188

Defining full-time equivalent student
— Students receiving instruction
through alternative learning
experience online programs —
Requirements — Rules.
Alternative educational service
providers — Student eligibility.

Alternative learning experience
programs – Generally – Rules

Student access to online courses
and online learning programs —
Policies and procedures —
Dissemination of information —
Development of local or regional
online learning programs.

Definition-Course of study

Alternative Learning Experience

Instruction provided under contract

Management Resources:

Policy News, October 2011

Policy News, October 2012

Alternative Learning Experience

Alternative Learning Experience

ADOPTION DATE: December 28, 1995

REVISION DATES: August 29, 1996; February 10, 2011

**Tumwater School District
Board Policy**

SCHOOL-BASED THREAT ASSESSMENT

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multi-agency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline.

Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district/school-based members and community resource/law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 – Suicide Self-Harm Prevention.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that

promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Other tasks of threat assessment team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Cross References:	2121 - Substance Abuse Program
	2145 - Suicide Prevention
	2161 - Special Education and Related Services for Eligible Students
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
	3231 - Student Records
	3241 - Student Discipline
	3432 - Emergencies
	4210 - Regulation of Dangerous Weapons on School Premises

4310 - District Relationships with Law Enforcement and
other Government Agencies

Legal References:

CFR 34, Part 99, Family Educational Rights and Privacy
Act Regulations

Chapter 28A.320 RCW

Chapter 28A.300 RCW

ADOPTED:

RESOLUTION 03-21-22

**A RESOLUTION ADOPTING THE TUMWATER SCHOOL DISTRICT
CAPITAL FACILITIES PLAN 2021-2027**

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

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

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

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

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

WHEREAS, the District has studied the need for additional school facilities to serve new developments and has developed a Six-Year Capital Facilities Plan for the years 2021-2027; and

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

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

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

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

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

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

1. The Board of Directors of Tumwater School District No. 33 hereby adopts the Tumwater School District Capital Facilities Plan 2021-2027 which sets forth, among other things; the need for additional school facilities to serve new development, the cost of providing school facilities, the need for new revenues to finance additional facilities, the methodology for calculating impact fees pursuant to the GMA, and a schedule of GMA impact fees for a number of types of development activity.
2. The Board of Directors of the Tumwater School District No. 33 requests the City of Tumwater and Thurston County to adopt the Capital Facilities Plan 2021-2027 as a part of their capital facilities plan elements and that the Plan be used as a basis for imposition impact fees under the GMA.

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of Tumwater School District No. 33, Thurston County, Washington, adopts the Capital Facilities Plan 2021-2027 for said purposes stated herein.

ADOPTED this 14th day of October, 2021.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board