



# Tumwater School District

Dr. Sean Dotson  
Superintendent

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

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, September 9, 2021

Start Time: 6:00pm

Location: District Office & YouTube

621 Linwood Ave. SW Tumwater, WA 98512

<https://www.youtube.com/channel/UC1HqrlB3H5cT8RBvB7kQgPA/featured>

### To Provide Public Comment Via Zoom:

<https://us02web.zoom.us/j/87484969955>

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](mailto: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**
- August 12, 2021 Board Meeting
  - August 26, 2021 Board Meeting
- 6:05pm**     **Consent Agenda**
- Personnel Report
  - Payroll & Vouchers
  - Budget Status Report
  - Capital Projects – BHHS Access Road; Dedication of Easement to the City for Right of Way
- 6:06pm**     **Public Comment Follow-Up/By the Numbers** (*Sean Dotson*)
- 6:20pm**     **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"*

- 6:40pm Reports to the Board**
- 1<sup>st</sup> Reading, Policy 2108-Intervention Programs (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 2255-Alternative Learning Experience Programs (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 3122-Excused and Unexcused Absences (*Shawn Batstone*)
  - 1<sup>st</sup> Reading, Policy 3225-School-Based Threat Assessment, NEW! (*Shawn Batstone*)
  - Enrollment Update (*Sean Dotson*)
  - SEL/MTSS Update (*Shawn Batstone & Andra Kelley-Batstone*)
- 7:30pm Superintendent's Report (*Sean Dotson*)**
- 7:45pm Board Discussion**
- Legislative Update (*Darby Kaikkonen*)
  - WIAA Update (*Casey Taylor*)
- 8:00pm Board Comments**
- 8:10pm Adjourn Regular Meeting**

**NEXT BOARD MEETING: Regular Board Meeting on October 14<sup>th</sup> 2021 (sign-in info available by 10/8/21) and Buildings & Grounds Update/Discussion and Board Work Session on September 23, 2021 (sign-in info available by 9/17/21).** The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

## APPROVAL OF MINUTES

- August 12, 2021 Board Meeting
- August 26, 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  
August 12, 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 were no changes to the previously published version of the agenda.

**Review of Minutes**

- **Casey Taylor/Laurie Sale, Motioned/Seconded (M/S) to approve the minutes from the July 8, 2021 Regular Board Meeting. The motion passed unanimously.**

**Consent Agenda**

- **Darby Kaikkonen/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:

<b>Employment:</b>				
Mikayla Kee	Paraprofessional	BHHS	Continuing (2021-2022)	TAP
Chelsi Yarger Weedon	Paraprofessional	BLE	One Year Only, effective 2021-2022 school year	TAP
Chelsea Grunenfelder	Teacher	MTS	0.4 FTE One-Year-Only (2021-2022)	TEA
Elizabeth Sproul	Teacher	EOE	1.0 FTE Continuing (2021-2022)	TEA
Nickcoal Metcalf	Paraprofessional	BMS	ESY 2020-2021	TAP
Harriet Ferris	Paraprofessional	Special Services	Continuing (2021-2022)	TAP
Zachary Suderman	Assistant Principal	THS	1.0 FTE One-Year-Only (2021-2022)	ADMIN
David Hansen	Teacher	THS	1.0 FTE Continuing (2021-2022)	TEA
Adam Griffin	Teacher	PGS	0.5 FTE One-Year-Only (2021-2022)	TEA
Alisha Perkinson	Teacher	EOE	1.0 FTE One-Year-Only (2021-2022)	TEA
Mario Ragazzo	Teacher	THS	1.0 FTE Continuing (2021-2022)	TEA
Theresa Pena-Nunez	Office Professional 6	BHHS	Continuing, effective 2021-2022 school year	TOPA
Rebecca Trehuba	Paraprofessional	BMS	One Year Only, effective 2021-2022 school year	TAP
Nikolas Soll	Bus Driver Trainee	Transportation	Effective August 16, 2021	PSE
Teresa Frazier	Office Professional 1	Special Services	Continuing, effective August 18, 2021	TOPA
Jill Place	Teacher	BHHS	1.0 FTE Continuing (2021-2022)	TEA
<b>Adjusted:</b>				
Dena Jordan	Labor Relations Coordinator	HR	From Labor Relations Coordinator to Transportation Manager/ HR Liaison effective July 9, 2021	Non-Rep
Nicole Deaton	Teacher	EOE	From Paraprofessional at MTS to Teacher at EOE	TAP
Jody Giuntoli	Paraprofessional	ECLC	From 6.0 hours per day at THS to 4.0 hours per day at ECLC	TAP

Teresa Sinclair	Custodian	PGS	From PGS to EOE as continuing evening custodian, effective September 1, 2021	PSE
Norma Hansen	Cook	PGS	From PGS to BMS continuing cook, effective September 7, 2021	PSE
Sunny Seng	Temporary Custodian	BMS	From Temporary Custodian to Substitute Custodian, effective July 8, 2021	PSE
Azar Salazar	Temporary Custodian	TMS	From Temporary Custodian to Substitute Custodian, effective July 8, 2021	PSE

**Resignation:**

Justin Skindell	Net Tech II	Technology	Effective July 23, 2021	NON-REP
Krista Craig	Substitute Bus Driver	Transportation	Effective July 29, 2021	PSE
Justin Foster	Substitute Bus Driver	Transportation	Effective August 11, 2021	PSE
Michael Stovall	Paraprofessional	TMS	Effective August 31, 2021	TAP
Alekcander Zhdanov	Director of Diversity, Equity & Inclusion	DO	Effective July 30, 2021	ADMIN
Jacqueline Collett	Teacher	TVA	Requesting release from 2021-2022 contract, effective September 1, 2021	TEA
Megan Olsen Enger	Teacher	TMS	Requesting release from 2021-2022 contract, effective September 1, 2021	TEA
Katy Gallegher	Teacher	PGS	Requesting release from 2021-2022 contract, effective September 1, 2021	TEA
Lindsey Witcosky	Teacher	TVA	Requesting release from 2021-2022 contract, effective September 1, 2021	TEA

**Leaves:**

Colleen Bonner	Executive Assistant to the Director	NMSC	Intermittent LOA starting June 18, 2021 through the remainder of the 2020-2021 school year.	NON-REP
Jody Halterman	Principal	TVA	1.0 LOA from Assistant Principal position at THS for the 2021/2022 school year	ADMIN

**Co-Curricular:**

Corinne Dowd	Paraprofessional: Summer Enrichment Program	BMS	TAP
Michelle Mageo	ESY Secondary - Summer Teacher	MTS	N/A
Alexis Jasper	ESY Primary - Summer Teacher	MTS	N/A
Kylee Eichner	ESY Primary - Summer Teacher	MTS	N/A
Jenifer Slempe	ESY Paraprofessional	MTS	TAP
Jennifer Southworth	Paraprofessional: Summer Enrichment Program	PGS	TAP
Jayden Gregory	ESY Paraprofessional	MTS	TAP
Andrew Landowski	H.S. Marching Band Director	BHHS	TEA
Anett Hanna	SPED Pre-School Team Lead	ECLC	TEA

**Corrections:**

Recind Jen Potters hire for OP1 for Student Learning. Jen is staying as a Net Tech II effective July 1, 2021  
 Kristin Sperling listed as One Year Only (2021-2022) and is actually a Continuing Paraprofessional  
 Rescind Andie Harts Transportation Bus Driver Resignation effective July 16, 2021

➤ Payroll and Vouchers

FUND NAME	WARRANTS (INCLUSIVE)		AMOUNT
<b><u>GENERAL FUND:</u></b>			
Payroll			
Payroll Taxes			\$ 1,171,263.26
Direct Deposit			\$ 1,227,070.37
Payroll Benefit Wire Transfer			\$ 3,472,481.81
Accounts Payable - Payroll	72805740	to 72805753	\$ 21,620.70
Accounts Payable	72218793	to 72218812	\$ 80,491.93
Accounts Payable	77218813	to 72218813	\$ 255.36
Accounts Payable	72218814	to 72218814	\$ 2,250.00
Accounts Payable	72218815	to 72218822	\$ 70,003.30
Accounts Payable	72218823	to 72218823	\$ 54.75
Accounts Payable	72218824	to 72218840	\$ 46,418.74
Accounts Payable	72218841	to 72218841	\$ 2,859.80
Accounts Payable	72218842	to 72218866	\$ 164,285.89
Accounts Payable	72218867	to 72218882	\$ 978,857.14
Accounts Payable	72218883	to 72218883	\$ 2,832.39
Accounts Payable	72218884	to 72218894	\$ 71,590.14

Accounts Payable	72218895	to	72218895	\$	20,000.00
Accounts Payable	72218896	to	72218896	\$	2,000.00
Accounts Payable ACH				\$	7,693.61
Accounts Payable ACH				\$	15,277.07
Accounts Payable ACH				\$	465,427.40
Accounts Payable ACH				\$	147,856.64
Accounts Payable ACH				\$	32,639.34
Accounts Payable ACH				\$	71,585.24
ACH Rejection				\$	(175.00)
Voided Warrants				\$	(834.91)
Accounts Payable - COMP TAX				\$	1,392.44
<b>TOTAL GENERAL</b>					
<b>FUND:</b>				<b>\$</b>	<b>8,075,197.41</b>

**CAPITAL PROJECTS FUND:**

Accounts Payable	72012463	to	72012464	\$	30,162.93
Accounts Payable	72012465	to	72012465	\$	2,140.49
Accounts Payable	72012466	to	72012466	\$	11,904.56
Accounts Payable	72012467	to	72012467	\$	4,266.25
Accounts Payable	72012468	to	72012472	\$	313,540.71
Accounts Payable ACH				\$	722,340.61
Accounts Payable ACH				\$	125,529.85
Accounts Payable ACH				\$	511,552.79
Voided Warrants					
Accounts Payable - COMP TAX				\$	-
<b>TOTAL CAPITAL PROJECTS</b>					
<b>FUND:</b>				<b>\$</b>	<b>1,721,438.19</b>

**ASSOCIATED STUDENT BODY FUND:**

Accounts Payable	72441926	to	72441929	\$	6,230.92
Accounts Payable	72441930	to	72441930	\$	1,589.34
Accounts Payable ACH				\$	365.77
Accounts Payable ACH				\$	133.61
Accounts Payable ACH				\$	25,526.90
Accounts Payable ACH					
Voided Warrants					
Accounts Payable - COMP TAX				\$	269.73
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>				<b>\$</b>	<b>34,116.27</b>

**PRIVATE  
PURPOSE FUND:**

Accounts Payable	72700561	to	72700561		
Accounts Payable ACH				\$	780.00
Accounts Payable - COMP TAX					



	<b>TOTAL PRIVATE PURPOSE</b>		<b>FUND:</b>		<b>\$ 780.00</b>
<b><u>TRANSPORTATION VEHICLE FUND:</u></b>					
Accounts Payable ACH					
	<b>TOTAL TRANSPORTATION</b>		<b>VECHILE FUND:</b>		<b>\$ -</b>

- Budget Status Report
- 2021-22 School Board Meeting Schedule - UPDATED
- Capital Projects-Acceptance of Contracts As Complete – THS library and hallway lighting and BMS kitchen re-roofing.
- Capital Projects-Contract Change Order – BHHS hallway finishes.

**Recognition/Pubic Comment Follow-Up/By The Numbers**

- Public Comment Follow Up: There was no public comment at the last meeting.
- By the Numbers: Sean Dotson presented. \$86,462,458 is the projected state and federal revenue for the 21-22 school year which is 82% of our total revenue. Sean shared that we risk losing this funding if we do not follow DOH guidelines; the state would immediately stop that funding to us. He also updated the COVID numbers. The data shows a higher rate again.

**Public Comment**

- Agenda and Non-Agenda Items: Becky Powell stated that 3 people signed up to address the Board on one topic. Jenny Sanich, Tarah Kimbrough and Shana Barehand all spoke regarding the mask mandate/policy.

**Reports to the Board**

- 1<sup>st</sup> Reading, Policy 4311-School Safety and Security Services Program (NEW): Shawn Batstone presented on this topic.
- 1<sup>st</sup> Reading, Policy 3207-Prohibition of Harassment, Intimidation and Bullying: Shawn Batstone presented on this topic.
- 1<sup>st</sup> Reading, Policy 3241-Student Discipline: Shawn Batstone presented on this topic.
- Preliminary Budget Review: Jennifer Carrouger presented on this topic.

**Superintendent's Report**

- Superintendent's Report: Sean talked about getting students back on track. Our theme/focus for this year is Pulling Together. We need everyone working together to be effective this year. He talked about a few areas that we will ask our staff to concentrate on this year. Who benefits and who does not from our work? This Spring, the district started training staff with the Speak Up at Schools program. We are asking staff to pull together around the idea of Multi-Tiered Systems of

Supports (MTSS) for our students. Also, to pull together to collect and use data. Another goal is to have staff really engage in Professional Learning Communities.

Sean also updated everyone on the DOH Requirements for schools in the Fall and the consequences if we don't follow these requirements. The Board asked Sean to bring a representative from the District's law firm and insurance company to the next Board meeting on August 26, 2021.

Sean also reviewed our new policy review/input opportunity for the public. It was also decided that the public comment window would be open from 8 AM – 6 PM on the date of Board meetings.

### **Board Discussion**

- Legislative Update: Darby Kaikkonen updated on the General Assembly and the process. There were two bills from the last session: SB 5044 – Sean Dotson reported and HB 1356 – Melissa Beard reported.
- Equity Update: There is an Equity Advisory Committee (EAC) meeting planned for 8/18/21. Darby and Scott are assigned to that committee. At the next meeting, the committee will decide on the 21-22 meeting schedule. Laurie Sale expressed interest in joining this committee and Darby Kaikkonen volunteered to give Laurie her spot as she will soon be busy with her Legislative work.

### **Board Member Comments**

- Darby Kaikkonen: We have to do a better job at documenting work sessions. Last year we made a lot of gains, but we are battling with looking at data. It's an equity strategy and is extremely useful in that work.
- Scott Killough: Thanked the community for being civil. He hopes we can remain civil moving forward because there are many more difficult topics to talk about. Urges everyone to educate themselves as he has had to this past year on different topics.
- Casey Taylor: Encouraged the community to engage with the Board. Apologized for voting to hire the DEI Director. He expressed his concerns around the decision making regarding local control by our Governor and OSPI.
- Laurie Sale: Would like to hear from more of the District Leadership Team. Thanked Jennifer for all the information regarding the budget. Thanked her fellow Board members and the community; it was wonderful to see so many community members at the meeting. Please feel free to reach out to her if you have questions or concerns.
- Melissa Beard: Appreciated the community staying the entire meeting. Thanked her fellow board members and the diversity of thought they all bring to the table. She trusts them to be thoughtful, kind and bold. Casey will be leading the 8/26/21 meeting because Melissa will be out of town driving her daughter to college.

With no further business coming before the Board, the Regular Board Meeting adjourned at 8:25 PM.

Recorded by:  
Becky Powell

Signed this 9th day of September 2021.

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Board Member

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Board Secretary



Dr. Sean Dotson  
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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  
August 26, 2021  
6:00 pm

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

Casey Taylor called the meeting to order at 6:00 pm and acknowledged that the Tumwater School District sits on the ancestral land of the Nisqually, Squaxin Island and Chehalis people, thanking the caretakers of the land who have lived on and continue to live on the land since time immemorial. He then asked Becky Parsons to lead in the flag salute.

**Public Comment Reminder:**

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

**Agenda Discussion/Approval:**

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

**Consent Agenda:**

- **Darby Kaikkonen/Laurie Sale, Motioned/Seconded (M/S) to approve the Consent Agenda as presented. The motion passed unanimously. The Consent Agenda was approved as follows:**

- Personnel Report:

<b>Employment:</b>				
Serena Harrah	Paraprofessional	BMS	Continuing, effective 2021-2022 school year	TAP
Jill Pierce	Paraprofessional	THE	One Year Only (2021-2022)	TAP
Krista Chugg	Paraprofessional	SS	One Year Only (2021-2022)	TAP
Stephen Walker	Paraprofessional	EOE	One Year Only (2021-2022)	TAP
Peter Kane	Paraprofessional	SS	One Year Only (2021-2022)	TAP
Jamison Hammett	Paraprofessional	EOE	One Year Only (2021-2022)	TAP
Amanda Watson	Paraprofessional	ECLC	One Year Only (2021-2022)	TAP
Rechelle Schimke	Teacher	Student Learning	0.5 FTE, Continuing (2021-2022)	TEA

BOARD OF DIRECTORS  
MELISSA BEARD   DARB Y KA I K K O N E N   S C O T T K I L L O U G H   L A U R I E S A L E   C A S E Y T A Y L O R

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

<b>Adjusted:</b>				
Jody Giuntoli	Paraprofessional	THS	From Continuing Paraprofessional at THS to One Year Only Paraprofessional at ECLC, 21-22 school year only	TAP
<b>Resignation:</b>				
Debra Branson	Office Professional 6	TMS	Effective August 31, 2021	TOPA
Reed McCanse	Paraprofessional	BMS	Effective August 31, 2021	TAP
Tracy Parascand	Paraprofessional	BHHS	Effective August 31, 2021	TAP
Margaret Mickelson	Counselor	TMS	Requesting release from 2021-2022 contract, pending qualified replacement	TEA
Christine Spengler	Paraprofessional	PGS	Resigning 2.0 hours effective 2021-2022 school year	TAP
Amanda Strong	Teacher	THE	Requesting to be released from 2021/2022 contract effective September 1, 2021	TEA
<b>Retirement:</b>				
Tom Cundy	Bus Driver	Transportation	Effective August 31, 2021	PSE
<b>Leaves:</b>				
Claire Runge	SLP	Special Services	Intermittent LOA beginning September 13, 2021, intending to return to regular schedule on January 31, 2022	TEA
Katy Linich	Teacher	EOE	LOA starting September 8, 2021, returning November 29, 2021	TEA
Melissa Whitson	Teacher	PGS	LOA starting September 8, 2021, returning April 11, 2022	TEA
Brandon Frazier	Teacher	THS	Intermittent LOA starting September 27, 2021, through January 10, 2022	TEA
Jody Giuntoli	Paraprofessional	THS	LOA from THS position for 2021-2022 school year, returning 2022-2023	TAP

- Financial Services – Bus Trade-Ins
- Capital Projects-Acceptance of Contracts As Complete – THS PAC seating.
- Capital Projects-Contract Change Order – THS PAC addition and modernization.

## **Public Hearing**

- 2021/22 Budget Hearing: At 6:03 PM, the budget public hearing was entered. Jennifer Carrougher presented. No public comment was given. The budget public hearing ended at 6:09 PM.

### **Recognition/Pubic Comment Follow-Up**

- Public Comment Follow Up: Based on the public comment from the 8/12/21 meeting, the district's attorney would be speaking to current DOH requirements as a report to the board.

### **Public Comment**

- Agenda and Non-Agenda Items: Becky Powell stated that 4 people signed up to address the Board on two different topics. Tarah Kimbrough, Cortnee Williams and Dave Morris spoke about future COVID protocols. Katherine Saylor spoke about the Director of Diversity, Equity and Inclusion vacant position.

### **Reports to the Board**

- DOH Requirements Follow-Up Discussion: Lance Andree, Tumwater School District attorney from Porter, Foster, Rorick LLP, presented.

### **Action Items**

- 2<sup>nd</sup> Reading, Policy 4311-School Safety and Security Services Program (NEW): Shawn Batstone presented on this topic.  
**Darby Kaikkonen/Scott Killough, (M/S) to approve Policy 4311-School Safety and Security Services Program as presented. The motion passed unanimously.**
- 2<sup>nd</sup> Reading, Policy 3207-Prohibition of Harassment, Intimidation and Bullying: Shawn Batstone presented on this topic.  
**Laurie Sale/Darby Kaikkonen, (M/S) to approve Policy 3207-Prohibition of Harassment, Intimidation and Bullying as presented. The motion passed unanimously.**

Casey Taylor asked if we could make a motion to discuss a new policy to address vaccination status in our DOH quarantine guidance. Sean Dotson said that this type of discussion would need board approval to amend the agenda. Shawn Batstone suggested that a draft policy be brought to a public meeting to start the conversation and invite comment then. Casey agreed to this approach.

- 2<sup>nd</sup> Reading, Policy 3241-Student Discipline: Shawn Batstone presented on this topic.  
**Scott Killough/Laurie Sale, (M/S) to approve Policy 3241-Student Discipline as presented. The motion passed unanimously.**
- Resolution 02-21-22, Budget Adoption 21-22 SY: Jennifer Carrougher presented on this topic.

**Darby Kaikkonen/Scott Killough, (M/S) to approve Resolution 02-21-22, Budget Adoption 21-22 SY as presented. The motion passed unanimously.**

- Resolution 08-20-21, Capital Projects Budget Extension 20-21 SY: Jennifer Carrougher presented on this topic.  
**Laurie Sale/Darby Kaikkonen, (M/S) to approve Resolution 08-20-21, Capital Projects Budget Extension 20-21 SY as presented. The motion passed unanimously.**

### **Superintendent's Report**

- Superintendent's Report: Sean reviewed the current COVID-19 numbers in Thurston County. Sean discussed the district's health and safety protocols. He also reported about The Pillars of Success and the Equity Training coming up for staff at Tumwater U.

### **Board Member Comments**

- Darby Kaikkonen: Her guiding principal is based on the first paragraph of Policy 1000-Legal Status and Operations of school boards. She believes that pre-pandemic boards had very different perspectives. She shared that she was terrified that we were going to lose a child not to COVID but to mental health issues. The volume of public comment/casual conversations that they received from everyone to get kids back in school because kids were suffering was indescribable. She fully supported the opening of schools; full time in-person learning with teachers and peers. She shared that she won't take any action that threatens or compromises that fundamental right to a high-quality education for our number one constituent...our children.
- Scott Killough: Announced that he is a future grandfather to a girl! The Together! golf tournament was phenomenal. The growth of the tournament from two years ago was amazing and he had a great time. He prepared a statement regarding his position on students wearing masks in school. He is going to follow the science and medical community. The best way to slow or stop the spread is to wear a mask; especially when vaccinated and un-vaccinated people are mixing. He is always open to civil conversations.
- Casey Taylor: Thanks to the six individuals who provided policy and budget feedback on-line. He also thanked public comment speakers. The board will always do what's in the best interest of the kids, however their hands are severely tied by the governor. He agreed with Lance that this is a state level issue and the conversation needs to happen there. The emergency order that is still in effect limits the board's local control.
- Laurie Sale: Thanked everyone for sharing their opinions/stories. She also thanked district leaders for being present tonight and we are all here for the children. Her family moved to Tumwater from Olympia SD because it's an excellent district and they have always felt welcomed. Going forward, it important to remember that we are all in this together. If we don't stay together, our community will suffer. Please reach out to her if you have questions.

- Melissa Beard: Shared that her kiddo is prepared to go out into the world in part because of her excellent Tumwater education. She thanked staff because it's hard, but kids appreciate it.

With no further business coming before the Board, the Regular Board Meeting adjourned at 7:36 PM.

Recorded by:  
Becky Powell

Signed this 9th day of September 2021.

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Board Member

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Board Secretary



## **CONSENT AGENDA**

- Personnel Report: Questions can be directed to Beth Scouller.
- Financial Services – Payroll and Vouchers: Questions can be directed to Jennifer Carrougher.
- Financial Services – Budget Status Report: Questions can be directed to Jennifer Carrougher.
- Capital Projects – Acceptance of Contracts as Complete, BHHS Access Road; Dedication of Easement to the City for Right of Way: Questions can be directed to Mel Murray.



# Tumwater School District

Dr. Sean Dotson  
Superintendent

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

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

## MEMORANDUM

**DATE:** September 3, 2021

**TO:** School Board  
Superintendent

**FROM:** Beth Scouler, Human Resources

**RE:** Consent Agenda  
Preliminary Personnel Report

---

This preliminary report will be ready for your review on Tuesday, September 7, 2021. We apologize for any inconvenience.

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

*"Continuous Student Learning in a Caring, Engaging Environment"*

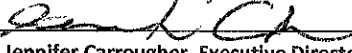
# Tumwater School District

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 August 2021.

2-13

DATE: September 9, 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
<b>GENERAL FUND:</b>		
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		
ACH Rejection		
Voiced Warrants		\$ (4,120.00)
Accounts Payable - COMP TAX		\$ 2,434.41
<b>TOTAL GENERAL FUND:</b>		<b>\$ 7,844,440.18</b>

<b>CAPITAL PROJECTS FUND:</b>		
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
Voiced Warrants		
Accounts Payable - COMP TAX		\$ -
<b>TOTAL CAPITAL PROJECTS FUND:</b>		<b>\$ 457,360.59</b>

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

<b>PRIVATE PURPOSE FUND:</b>		
Accounts Payable	72700561 to 72700561	_____
Accounts Payable ACH		_____
Accounts Payable - COMP TAX		_____
<b>TOTAL PRIVATE PURPOSE FUND:</b>		<b>\$ -</b>

<b>TRANSPORTATION VEHICLE FUND:</b>		
Accounts Payable ACH		_____
<b>TOTAL TRANSPORTATION VEHICLE FUND:</b>		<b>\$ -</b>

Board of Directors of Tumwater School District No. 33
<div style="text-align: center;"> <p>_____ _____ _____ _____</p> </div>
<p>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.</p> <p style="text-align: right;">_____ <i>Sean Dotson, Secretary to the Board</i></p>



# Tumwater School District

Dr. Sean Dotson  
Superintendent

621 Linwood Avenue SW Tumwater, WA 98512-6847  
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Special Services:  
(360) 709-7040

## MEMORANDUM

**DATE:** September 3, 2021

**TO:** School Board  
Superintendent

**FROM:** Jennifer Carrougher, Financial Services

**RE:** Consent Agenda  
Budget Status Report

---

The County Treasurer posted our district's statements the morning of September 3, 2021. Financial Services will need to reconcile and post them before we can run this report for the Consent Agenda.

This will be ready for your review on Tuesday, September 7, 2021.

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

*"Continuous Student Learning in a Caring, Engaging Environment"*



**DATE:** September 2, 2021  
**FROM:** Mel Murray, Capital Projects Supervisor  
**SUBJECT:** Consent Agenda  
Black Hills High School Access Road  
Dedication of Easement to the City for Right of Way

\*\*\*\*\*

When BHHS was built in 1995, easements were granted by two neighboring property owners, the Doelmans and the Parris, for the road and utility lines from Littlerock Road to the school entry. Now that surrounding properties are being developed into housing, the City is asking the easements be dedicated to the City as right of way per recorded easements.

The Parr easement is a triangular one that allows the BHHS road to intersect Littlerock Road at 90-degree angle. This easement needs to be dedicated now so the Sienna developer across Littlerock Road can obtain permits to upgrade the traffic signal. The signal supports and the signal equipment need to be installed in the right-of-way, not an easement.

The Doelman easement will be dedicated to the City when that property is developed. At that time the BHHS road and utility easement will be extinguished. This is expected to be a few years away.

Approval of the Parr easement dedication is recommended and grants Superintendent Dotson the authority to execute the agreement.

\*\*\*\*\*

After Filing Return To:

City of Tumwater  
Attention Community Development  
555 Israel Road SW  
Tumwater, WA 98501

**ROAD AND UTILITY EASEMENT DEDICATION**

<b>Grantor:</b>	TUMWATER SCHOOL DISTRICT NO. 33
<b>Grantee:</b>	CITY OF TUMWATER
<b>Abbrev. Legal Description:</b>	PTN W.H. BARNES DLC NO. 38, TWP 17N, RGE 2W, W.M.  Situates in the County of Thurston, State of Washington
<b>Tax Parcel No.:</b>	09090006000
<b>Related Documents:</b>	9408300139

This ROAD AND UTILITY EASEMENT DEDICATION (“**Dedication**”) is made as of this \_\_\_\_\_ day of \_\_\_\_\_, 2021 by **TUMWATER SCHOOL DISTRICT NO. 33**, a Washington public school district (“**Declarant**”).

**RECITALS**

A. On August 15, 1994, Claude D. Parr, Phyllis M. Parr, William H. Parr, and Evelyn Parr granted Declarant that certain nonexclusive and perpetual Road and Utility Easement (“**Easement**”) recorded as Instrument No. 9408300139 in Volume 2317, Page 662 of the real property records of Thurston County, Washington, burdening that certain real property more particularly described on the Exhibit A attached to such Easement and the EXHIBIT A attached hereto and incorporated for all purposes herein (“**Easement Area**”).

B. Pursuant to the Easement, Declarant had the right to dedicate the roadway and the utility lines in the Easement Area to the **CITY OF TUMWATER**, a Washington municipal corporation (“**City**”) for the public’s use and benefit.

C. Accordingly, Declarant wishes to dedicate all rights, title, and interest in and to the roads, rights-of-way, and public and private utilities and utility lines on, over, above, across, along, in, upon, under, and through the Easement Area to the City for the use and benefit of the public, along with all rights appurtenant thereto.

#### AGREEMENT

NOW THEREFORE, Declarant hereby grants, declares and dedicates as follows:

1. Dedication of Easement. Declarant does hereby grant, declare, and dedicate to the City, for the use and benefit of the public, all rights, title, and interest in and to its nonexclusive perpetual easement on, over, above, across, along, in, upon, under, and through the Easement Area, including the right to freely and without interruption excavate for, install, construct, operate, maintain, repair, replace, and use a roadway and public and private utilities and utility lines as may be necessary or desirable, including but not limited to a sewer line and a water line with all connections, manholes, pipelines, conduits and aboveground and underground appurtenances thereto and all gas, electricity, telephone and cable television, together with the nonexclusive right of ingress to and egress from the Easement Area for the foregoing purposes.

2. Successors and Assigns. The rights and duties herein established are covenants running with the land and shall inure to the benefit of and be binding upon the successors and assigns of Declarant and the City.

*[Remainder of page left blank; signature and Acknowledgment follows.]*

DATED as of the day and year first above written.

**Declarant**

TUMWATER SCHOOL DISTRICT NO. 33

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Its: \_\_\_\_\_

STATE OF WASHINGTON )  
 ) ss.  
COUNTY OF \_\_\_\_\_ )

On this day personally appeared before me \_\_\_\_\_, to me known to be the \_\_\_\_\_ of Tumwater School District No. 33, a Washington public school district, the entity that executed the within and foregoing instrument, and acknowledged the said instrument to be the free and voluntary act and deed of said entity for the uses and purposes therein mentioned, and on oath stated that he/she is authorized to execute said instrument.

GIVEN under my hand and official seal this \_\_\_\_\_ day of \_\_\_\_\_, 2021.

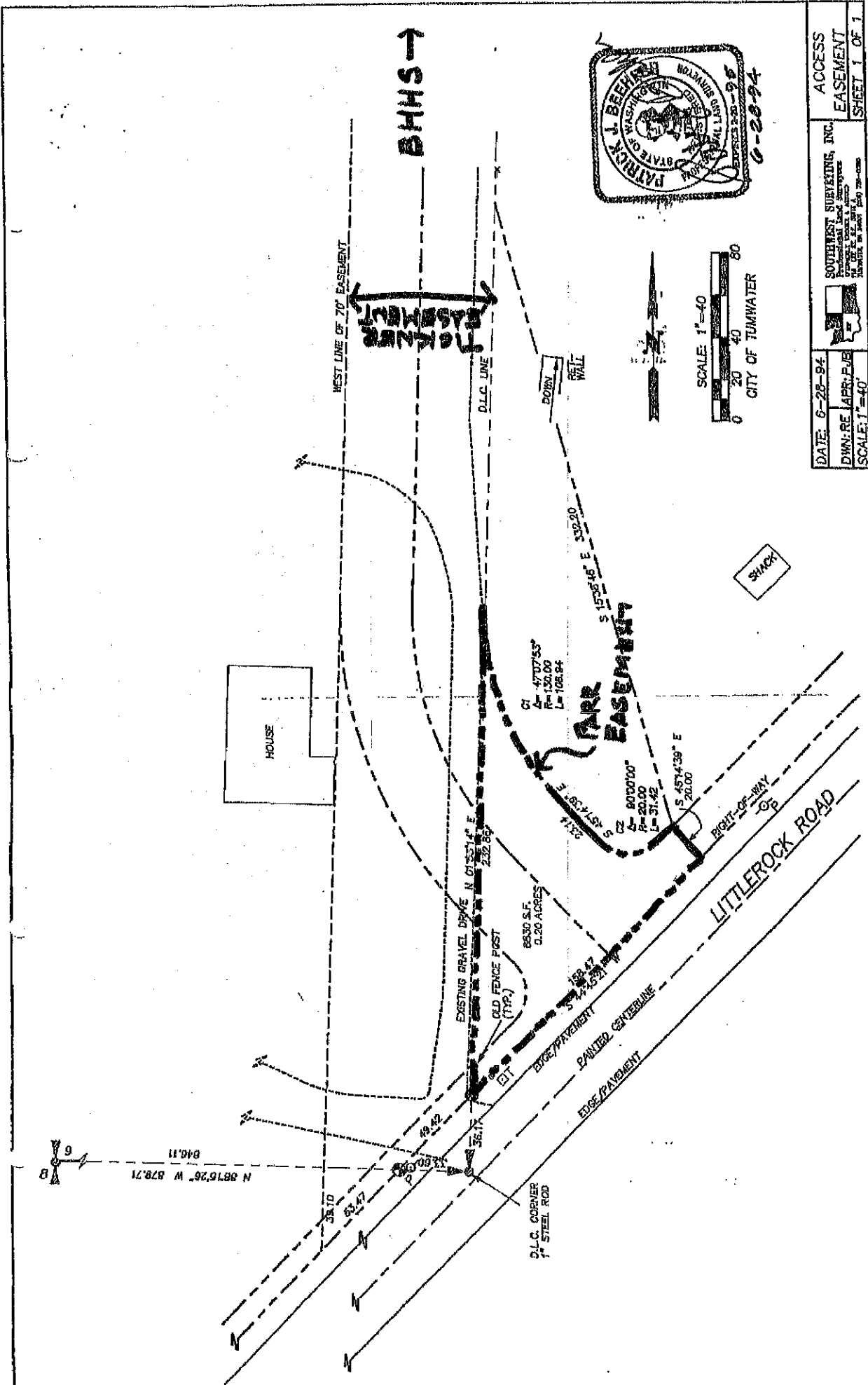
\_\_\_\_\_  
(Print name of notary)  
NOTARY PUBLIC in and for the State of  
Washington, residing at \_\_\_\_\_  
My commission expires \_\_\_\_\_



**EXHIBIT A**

THAT PORTION OF THE W.H. BARNES DONATION LAND CLAIM NO. 38, IN TOWNSHIP 17 NORTH, RANGE 2 WEST, W.M., THURSTON COUNTY, WASHINGTON, CONTAINED WITHIN THE FOLLOWING DESCRIBED TRACT;

BEGINNING AT THE INTERSECTION OF THE WEST LINE OF SAID D.L.C. 38 WITH THE NORTHWESTERLY RIGHT-OF-WAY OF LITTLEROCK ROAD S.W., SAID POINT BEING MARKED BY A CONCRETE MONUMENT; THENCE NORTH  $01^{\circ}53'14''$  EAST ALONG SAID WEST LINE 232.86 FEET TO A NON-TANGENT CURVE, THE RADIUS POINT OF WHICH BEARS SOUTH  $88^{\circ}06'46''$  EAST 130.00 FEET; THENCE SOUTHEASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF  $47^{\circ}07'53''$  FOR 106.94 FEET; THENCE SOUTH  $45^{\circ}14'39''$  EAST 23.14 FEET TO A CURVE THE RADIUS POINT OF WHICH BEARS NORTH  $44^{\circ}45'21''$  EAST 20.00 FEET; THENCE EASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF  $90^{\circ}00'00''$  FOR 31.42 FEET; THENCE NORTH  $44^{\circ}45'21''$  EAST 9.36 FEET; THENCE SOUTH  $45^{\circ}14'39''$  EAST 20.00 FEET TO THE NORTHWESTERLY RIGHT-OF-WAY OF LITTLEROCK ROAD; THENCE SOUTH  $44^{\circ}45'21''$  WEST ALONG SAID RIGHT-OF-WAY 158.47 FEET TO THE POINT OF BEGINNING.



DATE: 6-28-94	SOUTHWEST SURVEYING, INC.	ACCESS
DRAWN: RE JARR: PUE	Professional Land Surveyors	EASEMENT
SCALE: 1" = 40'	10000 License No. 10000	SHEET 1 OF 1

BHHS →

WEST LINE OF 70' EASEMENT

D.L.C. LINE

DOWN  
RET. WALL

TARR  
EASEMENT

SHACK

RIGHT-OF-WAY  
TOP

LITLEROCK ROAD

EXISTING GRAVEL DRIVE N 01°53'14" E  
232.89'

8630 S.F.  
0.20 ACRES

OLD FENCE POST  
(TYP.)

D.L.C. CORNER  
1" STEEL ROD

C1  
Δ = 47°07'53"  
R = 132.00  
L = 108.94

C2  
Δ = 80°00'00"  
R = 30.00  
L = 31.42

S 45°44'39" E  
20.00'

S 15°55'46" E  
332.20'

N 88°16'26" W 878.71'  
046.11'

6  
8

## REPORTS TO THE BOARD

- 1<sup>st</sup> Reading, Policy 2108-Intervention Programs: Shawn Batstone will present on this topic.
- 1<sup>st</sup> Reading, Policy 2255-Alternative Learning Experience Programs: Shawn Batstone will present on this topic.
- 1<sup>st</sup> Reading, Policy 3122-Excused and Unexcused Absences: Shawn Batstone will present on this topic.
- 1<sup>st</sup> Reading, Policy 3225-School-Based Threat Assessment (NEW): Shawn Batstone will present on this topic.
- Enrollment Update: Sean Dotson will present on this topic.
- SEL/MTSS Update: Shawn Batstone and Andra Kelley-Batstone will present ofn 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

DRAFT

**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	Defining full-time equivalent student — Students receiving instruction through alternative learning experience online programs — Requirements — Rules.
	RCW 28A.150.305	Alternative educational service providers — Student eligibility.
	RCW 28A.150.325	Alternative learning experience programs – Generally – Rules
	RCW 28A.250.050	Student access to online courses and online learning programs — Policies and procedures — Dissemination of information — Development of local or regional online learning programs.
	WAC 392-121-107	Definition-Course of study
	WAC 392-121-182	Alternative Learning Experience
	WAC 392-121-188	Instruction provided under contract

Management Resources:

<i>Policy News</i> , October 2011	Alternative Learning Experience
<i>Policy News</i> , October 2012	Alternative Learning Experience

**ADOPTION DATE:** December 28, 1995

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

**Tumwater School District  
Board Policy**

**EXCUSED AND UNEXCUSED ABSENCES**

~~Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents/guardians and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents/guardians can request and be provided such information in languages in which they are fluent. Parents/guardians will be required to date and acknowledge review of this information online or in writing.~~

**Definition of Absent or Absence**

**Absence from in-person learning**

**WAC 392-401-015A states that the definition of an absence:**

- (1) A student is absent when they are:
  - (a) Not physically present on school grounds; and
  - (b) Not participating in the following activities at an approved location:
    - i. Instruction;
    - ii. Any instruction-related activity; or
    - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
- ~~(2) Students shall not be absent if:
  - (a) They have been suspended, expelled, or emergency expelled;
  - (b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
  - (c) The student is enrolled in qualifying "course of study" activities as defined by WAC 392-121-107.~~
- ~~(3) A full day absence is when a student is absent for 50% of their scheduled day. (4) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.~~

**Definition of absence from remote learning**

**(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.**

## **Excused and Unexcused Absences**

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

### **Excused Absences**

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. Absences due to the following reasons must be excused:

1. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health); for the student or person for whom the student is legally responsible;
2. Family emergency, including but not limited to a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependence status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions, or emergency expulsions imposed pursuant to Chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to safety concerns, including absences related to threats, assaults or bullying;
11. Absences due to a student's migrant status;



12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. Principal (or designee) may excuse up to five (5) days per school year.

~~Any absence from school is unexcused unless it meets one of the above criteria provided in WAC 382-410-020.~~

13. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

- A.1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- B.2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a

nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

## Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month period during the current school year. The notification will include the potential consequences of additional unexcused absences.
4. A conference with the parent or guardian will be held after three unexcused absences within any month period during the current school year. ~~This effort may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school.~~ **The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. If the parent/guardian does not attend the conference, However, the school will notify the parent/guardian will be notified of the steps the district has decided to take to eliminate or reduce the student's absences.**
5. **Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:**
  - I. **Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.**
  - II. **These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community engagement board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain**

supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

- III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's ~~fifth~~ **seventh** unexcused absence in a month during the current school year, the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community truancy **engagement** board and file a stay petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent/guardian, student or parent/guardian and student no ~~later~~ **earlier** than the seventh unexcused absence, within any month period, during the current school year ~~or upon~~ **and not later than** the ~~tenth~~ **fifteenth** unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents/guardians and students annually.

### **Unexcused absences from remote learning**

Absences from remote learning must be marked as a "non-truancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

### **Tardies and Disciplinary Actions**

1. Students shall not be absent if:
  - a. They have been suspended, expelled or emergency expelled pursuant to chapter 392-400 WAC;
  - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
  - c. The student is enrolled in qualifying "course of study" activities defined in WAC 392-121-107.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

### **Tiered response system for student absences**

WAC 392-401A-045 states:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Daily notification of absences to parents;
- (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

### **Student dependents pursuant to Chapter 13.34, RCW**

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

### **Migrant Students**

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References: 3120 - Enrollment  
3230 - Student Privacy and Searches  
~~3240 - Student Conduct Expectations and Reasonable Sanctions~~  
~~3241 - Classroom Management, Student Discipline and Corrective Actions~~  
4218 - Language Access Plan

Legal References: Chapter 28A.225 Compulsory school attendance and admission[new section added pursuant to SSHB 2449 (2016 legislative session)]  
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition

~~WAC 392-400-325 Statewide definition of excused and unexcused  
daily absences.~~

Chapter 392-401A WAC Statewide definition of absence for the  
2020-21 school year

Management Resources:

2020 – September Alert  
2018 – August 2018 – August Policy Issue  
2017 – July Policy Issue  
2016 - July Issue  
2015 - June Issue  
2012 - December Issue  
2011 - December Issue  
Policy News, June 2001 More Tweaking of Becca Petitions

Adoption Date: November 14, 1985

Revised Dates: December 2006 June 2011 December 2012 June 2015 July  
2016 October 2018 October 2019

**Tumwater School District  
Board Policy**

**EXCUSED AND UNEXCUSED ABSENCES**

Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents/guardians and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents/guardians can request and be provided such information in languages in which they are fluent. Parents/guardians will be required to date and acknowledge review of this information online or in writing.

**Definition of Absent or Absence**

- (1) A student is absent when they are:
  - (a) Not physically present on school grounds; and
  - (b) Not participating in the following activities at an approved location:
    - i. Instruction;
    - ii. Any instruction-related activity; or
    - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
- (2) Students shall not be absent if:
  - (a) They have been suspended, expelled, or emergency expelled;
  - (b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
  - (c) The student is enrolled in qualifying "course of study" activities as defined by WAC 392-121-107.
- (3) A full day absence is when a student is absent for 50% of their scheduled day. (4) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

**Excused Absences**

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

- A. Absences due to the following reasons must be excused:
  1. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental, optometry, pregnancy, and in-

- patient or out-patient treatment for chemical dependency or mental health); for the student or person for whom the student is legally responsible;
2. Family emergency, including but not limited to a death or illness in the family;
  3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
  4. Court, judicial proceeding, court-ordered activity, or jury service;
  5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
  6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
  7. Absence directly related to the student's homeless or foster care/dependence status;
  8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
  9. Absences due to suspensions, expulsions, or emergency expulsions imposed pursuant to Chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
  10. Absences due to safety concerns, including absences related to threats, assaults or bullying;
  11. Absences due to a student's migrant status;
  12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. Principal (or designee) may excuse up to five (5) days per school year.

Any absence from school is unexcused unless it meets one of the above criteria provided in WAC 382-410-020.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

- A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the

same confidentiality rights regarding HIV and sexually transmitted diseases.

### **Unexcused Absences**

- A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month period during the current school year. The notification will include the potential consequences of additional unexcused absences.
- D. A conference with the parent or guardian will be held after three unexcused absences within any month period during the current school year. This effort may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent/guardian does not attend the conference, the parent/guardian will be notified of the steps the district has decided to take to reduce the student's absences.
- E. Not later than the student's fifth unexcused absence in a month during the current school year, the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community truancy board and file a stay petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
- F. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent/guardian, student or parent/guardian and student no later than the seventh unexcused absence, within any month period, during the current school year or upon the tenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents/guardians and students annually.

### **Student dependents pursuant to Chapter 13.34, RCW**

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable



appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Cross References: 3120 - Enrollment  
3230 - Student Privacy and Searches  
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RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition  
WAC 392-400-325 Statewide definition of excused and unexcused daily absences.

Management Resources:

2016 - July Issue  
2015 - June Issue  
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Policy News, June 2001 More Tweaking of Becca Petitions

**Adoption Date: November 14, 1985**

**Revised Dates: December 2006 June 2011 December 2012 June 2015 July 2016 October 2018 October 2019**

**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:**

DRAFT



# Reinvest in MTSS

Steps to Get Started  
(PBIS/SEL/RP/CSCP)

## TSD SIP- "WHOLE CHILD" GOAL:

By 2021, a system of supports and interventions will be fully operational in each school to address social/emotional barriers to learning and success.

### Strategies:

- Conduct/enhance professional development for staff on strategies related to trauma informed classrooms
- Create a mental health task force to include community partners, nurses, school psychologists, counselors, etc.
- Create a student referral/triage model to access mental health services
- Create a service provider list for student/family services
- Conduct trainings for parents on parenting and behavior management
- Create/enhance existing multi-tiered support systems in each building related to social emotional support
- Conduct asset mapping of existing resources



**Tumwater  
School District**

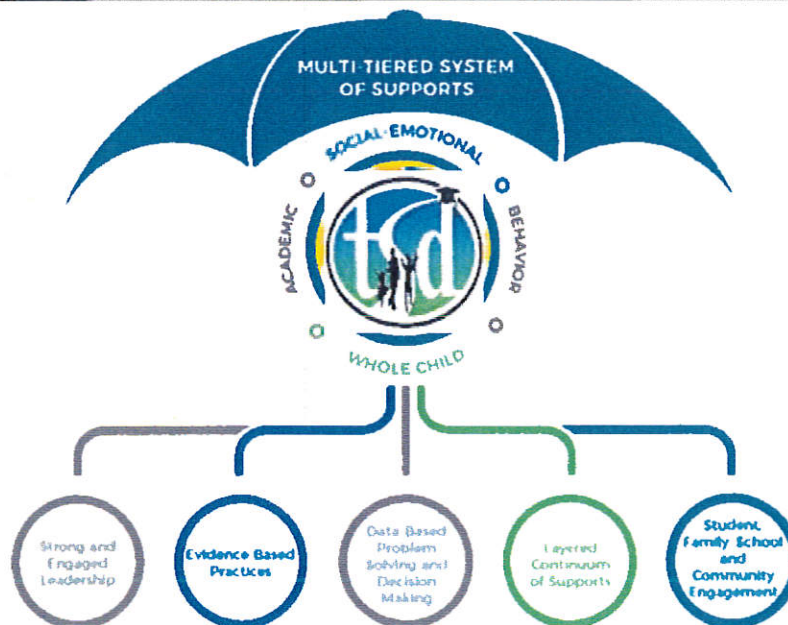
# Whole Child Model

ASCD 2007 revised model to include school & community

The Whole School, Whole Community, Whole Child (WSCC) strengthens a unified and collaborative approach to learning and health.

WSCC calls for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.

It emphasizes a districtwide, schoolwide approach.

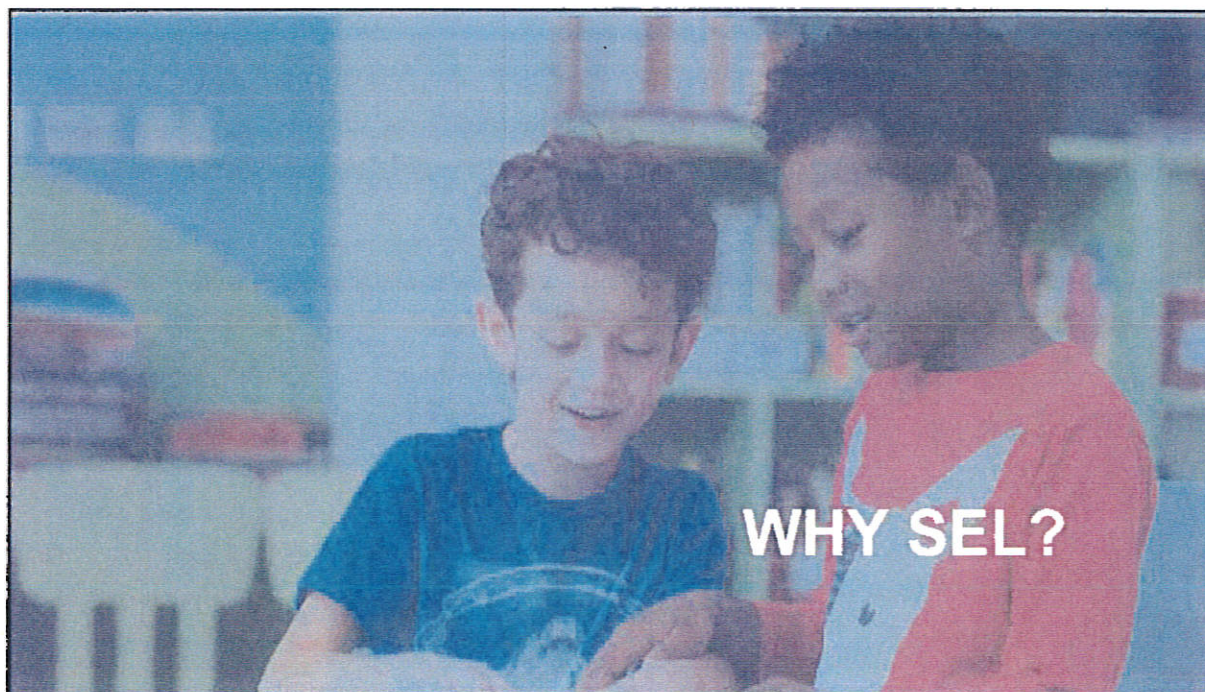
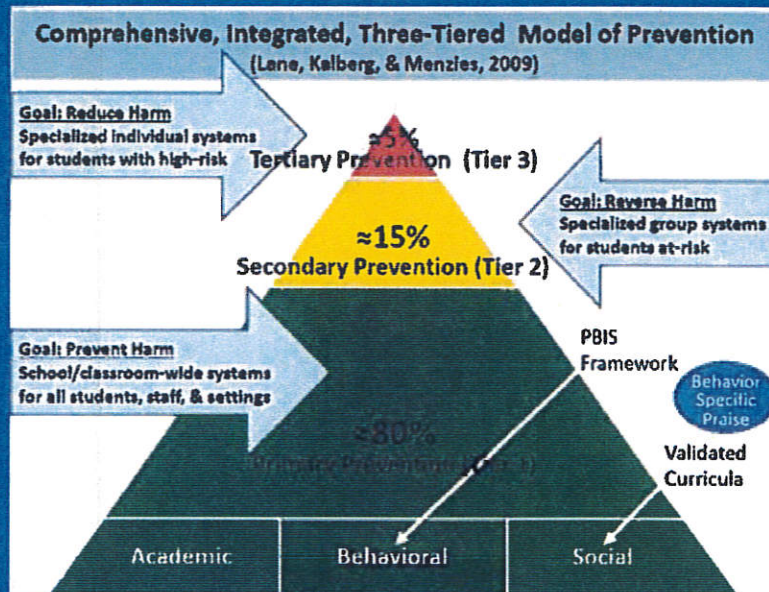


<https://louisiana.net/mss/>

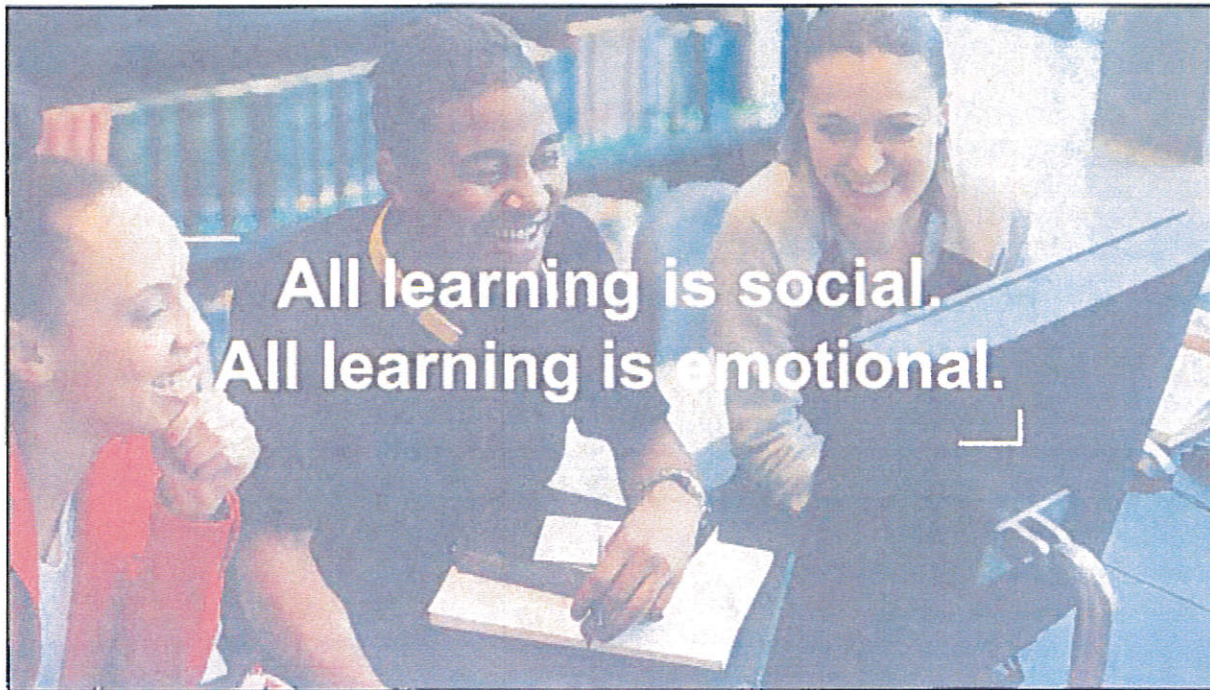
# MTSS: PBIS TEAMS

Prevention-based framework of team-driven, data-driven problem solving for improving outcomes for every student using a layered continuum of evidence-based practices applied at the classroom, school, and district levels.

TSD is partnering with and following direction for implementation by: OSPI, MTSS, University of Washington AIMS Cohort 2, CASEL Framework & Student SEL Standards, crosswalked with WA State SEL Student Standards.







**Decades of research studies demonstrate the following benefits....**



Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate



Decline in students' anxiety, behavior problems, and substance use



Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance

Wise financial investment according to cost-benefit research



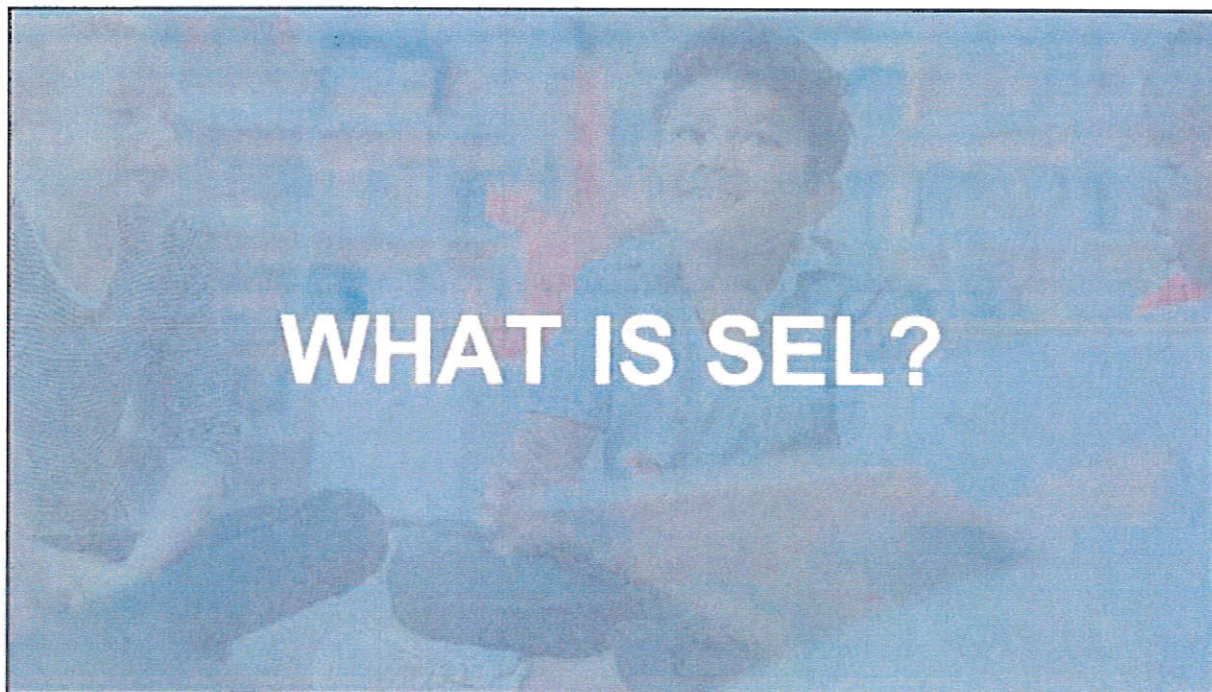
Learn more: [casel.org](https://casel.org)

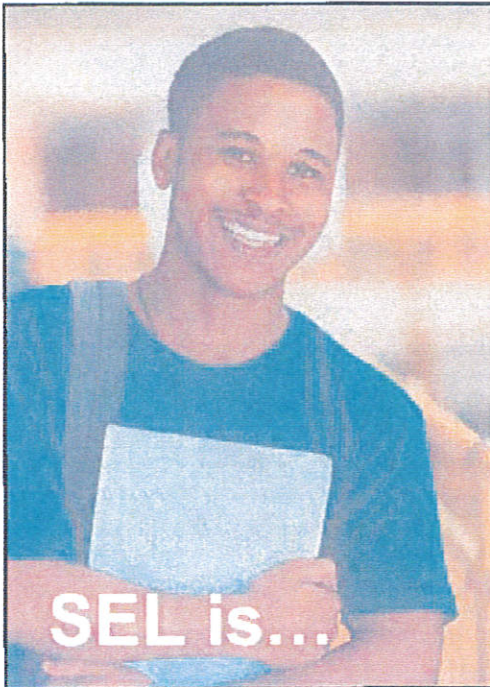
## SEL as a Lever for Equity

- SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
- SEL is a strategy for systemic improvement and not just an intervention for at-risk students.
- SEL is a way to uplift student voice and promote agency and civic engagement.
- SEL supports adults in strengthening practices that promote equity.
- Districts must engage students, families, and communities as authentic partners in social and emotional development.



Learn more: [casel.org](https://casel.org)





Social and emotional learning (SEL) is an integral part of education and human development.

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020). Especially in the current climate, PK-12 education leaders see SEL and other whole child approaches as vital to advance equity and improve student outcomes.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.

SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

[casel.org](https://casel.org) 

# SEL Standards

WA State SEL=>CASEL

# SEL Standards

WA State SEL Standards thru culturally responsive lens:

[https://learn.ospi.k12.wa.us/mod/scorm/player.php?a=29&currentorg=WASELStandards\\_ORG&scoid=63&sesskey=u5iqtb6CZH&display=popup&mode=normal](https://learn.ospi.k12.wa.us/mod/scorm/player.php?a=29&currentorg=WASELStandards_ORG&scoid=63&sesskey=u5iqtb6CZH&display=popup&mode=normal)

=> Crosswalk with CASEL SEL national standards & ASCA Mindsets & Behaviors

=> Scope and Sequence using the following curriculum:

- K-5: Sanford Harmony, Second Step, Steps to Respect,
- 6-12: Character Strong, Overcoming Obstacles (Cascadia)

=> Measuring and Monitoring Growth:

- Universal delivery
- Panorama Perception Survey Data

# CASEL Framework

5 Interrelated areas of skills

4 Key Settings: Integration throughout TSD's academic curricula and culture, across schoolwide practices, and through ongoing collaboration with families and community partners.

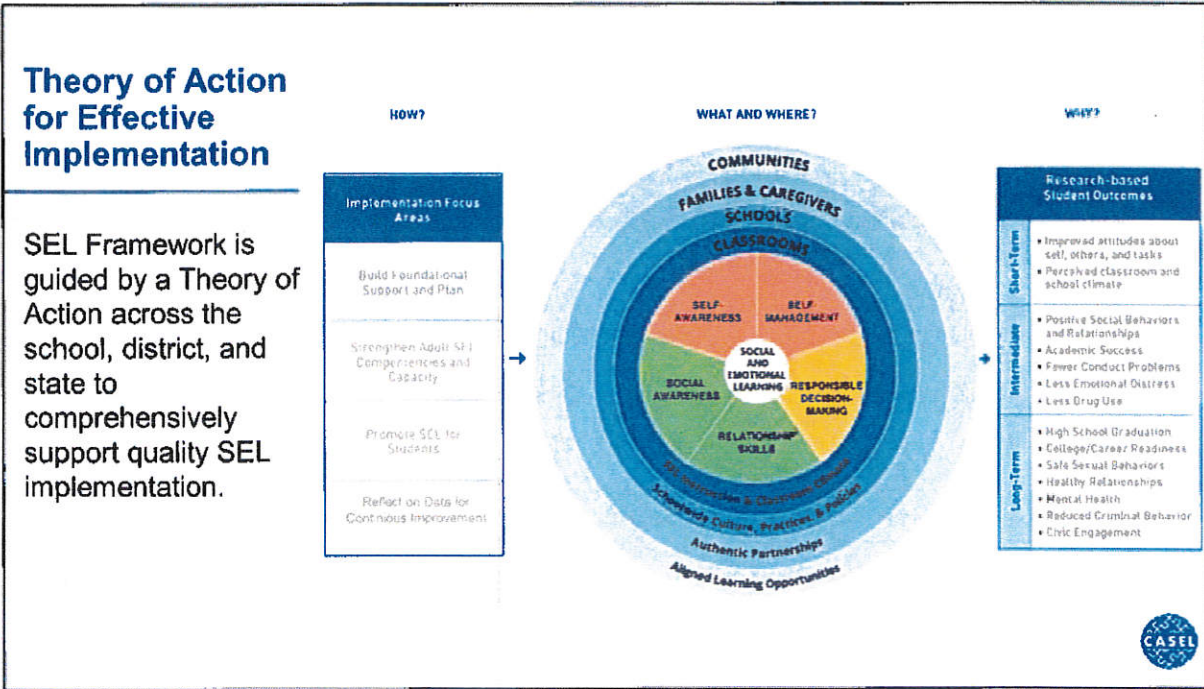
4 Outcomes:

- foster youth voice, agency, and engagement
- Supportive classroom and school climates, including response to behavior
- Enhance adult SEL competence
- Establish authentic family & community partnerships

[Link to interactive wheel](#)



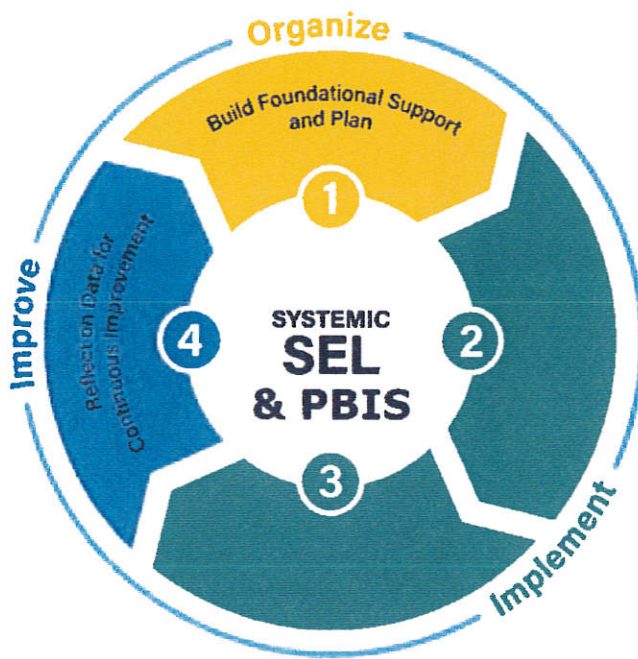
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### Ten Teaching Practices That Promote Students' Social-Emotional Competencies

1. Student-Centered Discipline
2. Teacher Language
3. Responsibility and Choice
4. Warmth and Support
5. Cooperative Learning
6. Classroom Discussions
7. Self-Reflection and Self-Assessment
8. Balanced Instruction
9. Academic Press and Expectations
10. Competence Building—Modeling, Practicing, Feedback, Coaching

## A Process for Districtwide & Schoolwide PBIS-SEL



Learn more [casel.org](https://casel.org)

## District SEL Implementation Framework (CASEL)

- 4 Focus Areas
- 16 Steps
- Rubric for each focus area

Implementation Rubric (CASEL): <https://drc.casel.org/practice-continuous-improvement-rubric/>

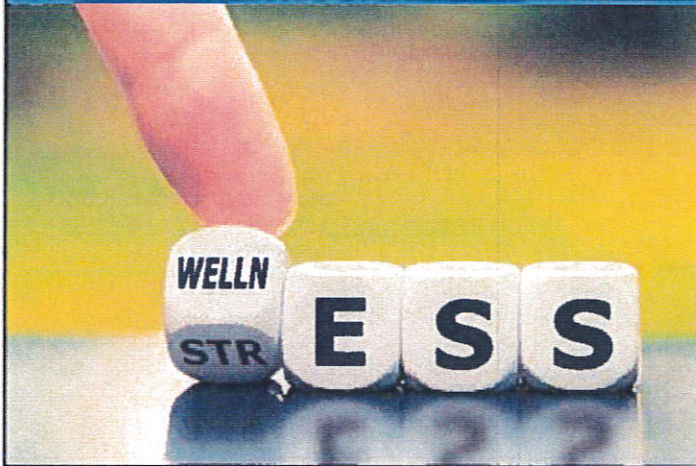
1. **ORGANIZE: Build Foundational Support and Plan**
  - a. Shared Vision & Plan
  - b. Communication
  - c. Organizational Structure around SEL, academics, & equity (break down silos between district & building level departments & teams)
  - d. Align Resources
2. **IMPLEMENT: Strengthen adult SEL competencies and capacity**
  - a. District Expertise
  - b. Professional Learning
  - c. Adult SEL & Cultural Competence
  - d. Staff Trust, Community, and Efficacy
3. **IMPLEMENT: Promote SEL for Students by ensuring consistent opportunities for all students to engage in high-quality SEL.**
  - a. SEL Standards (developmentally appropriate & culturally-responsive)
  - b. Evidence-Based Programs & Practices
  - c. Family & Community Partnerships
  - d. Integration of SEL into TSD priorities
4. **IMPROVE: Practice Continuous Improvement**
  - a. Planning for Improvement
  - b. Documenting Implementation
  - c. Data Reporting & Reflecting
  - d. Action Planning & Sharing

Use the Reunite-Renew-Thrive organizer to prioritize.

**Reopening with SEL** has tools to support each critical practice below:

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
  - a. Foster new relationships that elevate student and family voice
  - b. Use two-way communication strategies
  - c. Examine impact of SEL efforts
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
  - a. Allow space for connection & healing among adults
  - b. Ensure access to mental health and trauma support
  - c. Identify opportunities for innovation & antiracist practices
  - d. Provide embedded professional learning
3. Create safe, supportive and equitable learning environments that promote all students' social and emotional development.
  - a. Build adult-student and peer relationships
  - b. Weave in opportunities for SEL practice and reflection to support students' sense of identity, agency, and belonging
  - c. Implement comprehensive system of supports
  - d. Discuss impact of pandemic and racial inequity
  - e. Collaborate with families & community partners
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.
  - a. Elevate student voice in reflecting and acting on data
  - b. Support educators in reflecting on instruction and environment
  - c. Partner with families & community members to improve

## GALE eLibrary for professional development



### GALE eLibrary access:

1. Login:
  - a. URL: [https://link.gale.com/apps/GVRL?u=tsd33\\_pd](https://link.gale.com/apps/GVRL?u=tsd33_pd)
  - b. Access Code: tumwater
2. Bookmark to your toolbar
3. Support Materials for Getting Started
  - a. Tip Sheets & Videos: <https://support.gale.com/training/browse/gvrl>
  - b. Webinars: <https://support.gale.com/wsl/webinars> (attend live or view recording)

## References:



Learning Policy Institute: <https://restart-reinvent.learningpolicyinstitute.org/ensure-supports-social-and-emotional-learning>

ASCD Whole Child Model (5 Tenants- healthy, safe, engaged, supported, challenged, sustainability):

- [http://www.ascd.org/programs/learning\\_and\\_health/wsc-model.aspx](http://www.ascd.org/programs/learning_and_health/wsc-model.aspx)
- [http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/WSCC\\_Examples\\_Publication.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/WSCC_Examples_Publication.pdf)

Components of Whole School/Child/Community: <https://www.cdc.gov/healthyschools/wsc/components.htm>

CASEL's Roadmap for Reopening Schools: <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

National Center for Learning Disabilities White Paper, "Effective Implementation of MTSS, RTI, and PBIS": <https://www.nclld.org/wp-content/uploads/2019/11/Essential-Components-of-Data-Based-Problem-Solving-Approaches-Final.pdf>

TSD SIP: <https://www.tumwater.k12.wa.us/cms/lib/WA01001561/Centricity/Domain/1173/SPwebfile.pdf>

Washington State SEL Implementation Guide:

<https://www.k12.wa.us/sites/default/files/public/student-support/SEL/pubdocs/Washington%20SEL%20Implementation%20Guide%20with%20CC.pdf>



