



# 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

Thursday, May 13, 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/91267056017>

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) or at 360-709-7001

- 6:00pm**      **Call Meeting To Order** (*Melissa Beard*)
- Recognition/Flag Salute
- 6:02pm**      **Public Comment Reminder** (*Melissa Beard*)
- 6:03pm**      **Administer Oath**
- Swearing-in of Laurie Sale (*Sean Dotson*)
- 6:05pm**      **Agenda Discussion/Approval** (*Melissa Beard/Sean Dotson*)
- 6:06pm**      **Meeting Minutes Review**
- April 15, 2021 Board Meeting
- 6:07pm**      **Special Recognition**
- Student Board Reps
    - Ella Jimenez, THS
    - Rebecca Allen, BHHS
    - Natasha Bunce, CHS
- 6:15pm**      **Consent Agenda**
- Personnel Report
  - Payroll and Vouchers
  - Budget Status Report
  - Financial Services – Bus Surplus
  - Donation – RISE Program at Michael T. Simmons Elementary
  - Capital Projects – Contract Award
  - Capital Projects – Contract Change Order
  - Capital Projects – Surplus Items

BOARD OF DIRECTORS

MELISSA BEARD    DARBY KAIKKONEN    SCOTT KILLOUGH    CASEY TAYLOR

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

- 6:16pm Student Representative Report**
- Tumwater High School (*Ella Jimenez*)
  - Cascadia High School (*Natasha Bunce*)
  - A.G. West Black Hills High School (*Rebecca Allen*)
- 6:30pm Recognition/Public Comment Follow-Up/By The Numbers (*Sean Dotson*)**
- Recognitions
    - Communications Director (*Sean Dotson*)
  - Public Comment Follow-Up (*Sean Dotson*)
  - By the Numbers (*Sean Dotson*)
- 6:45pm 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 Powell*)
- 7:15pm Reports to the Board**
- 1<sup>st</sup> Reading, Policy 3114-Part-Time, Home-Based, or Off-Campus Students (*Sean Dotson*)
  - Equity Planning Committee Update (*Sean Dotson*)
- 7:50pm Action Items**
- 2<sup>nd</sup> Reading, Policy & Procedure 2410-Graduation Requirements (*Sean Dotson*)
  - 2<sup>nd</sup> Reading, Policy 2409-Competency Based Credit (*Sean Dotson*)
  - Resolution 07-20-21 Delegating Authority to WIAA (*Sean Dotson*)
  - Academic & Student Well Being Recovery Plan (*Sean Dotson*)
- 8:00pm Superintendent's Report (*Sean Dotson*)**
- 8:10pm Board Discussion**
- Legislative Update (*Darby Kaikkonen*)
  - WIAA Update (*Casey Taylor*)
  - Board Retreat Discussion (*Melissa Beard*)
- 8:50pm Board Comments**
- 9:00pm Recess for Executive Session Session - to discuss Personnel Performance, Evaluation or Qualifications for Employment per RCW 42.30.110(1)(g)**
- 9:30pm Reconvene Regular Meeting**
- 9:31pm Adjourn Regular Meeting**

**NEXT BOARD MEETING: Regular Board Meeting on June 17, 2021** (*sign-in info available by 6/11/21*). The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

**APPROVAL OF MINUTES**

- April 15, 2021 Board Meeting



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**Tumwater School District**  
**School Board Meeting Minutes**  
District Office & YouTube (Zoom for Public Comment)  
621 Linwood Avenue SW  
Tumwater, WA 98512  
April 15, 2021  
6:00 pm

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

President Melissa Beard called the meeting to order at 6:00pm 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 changes to the previously published version of the agenda. **Scott Killough/Darby Kaikkonen, M/S (Moved/Seconded) to approve the changes to the previously published version of the agenda. The motion passed unanimously.**

**Review of Minutes**

- **Darby Kaikkonen/Casey Taylor, M/S to approve the minutes from the March 11, 2021 Regular Board Meeting. The motion passed unanimously.**

**Consent Agenda**

- **Casey Taylor/Scott Killough, 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> |                  |      |                           |     |
|--------------------|------------------|------|---------------------------|-----|
| Stephanie Maffeo   | Paraprofessional | LRE  | One Year Only (2020-2021) | TAP |
| Sara Crimmins      | Paraprofessional | EOE  | One Year Only (2020-2021) | TAP |
| Noelle Schenk      | Paraprofessional | BHHS | One Year Only (2020-2021) | TAP |
| Courtney Evans     | Paraprofessional | MTS  | One Year Only (2020-2021) | TAP |

BOARD OF DIRECTORS  
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

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

|                     |                            |                  |  |         |
|---------------------|----------------------------|------------------|--|---------|
| Sara Levoy          | Paraprofessional           | Special Services | One Year Only (2020-2021)  | TAP     |
| Michera Roos        | Paraprofessional           | EOE              | One Year Only (2020-2021)  | TAP     |
| Kira Ridewood       | Teacher                    | THS              | 1.0 FTE, One Year Only (2020-2021), effective April 12, 2021                                       | TEA     |
| Jeanne Mitchell     | Paraprofessional           | BLE              | Temporary  | TAP     |
| Terilyn Schold      | Paraprofessional           | Special Services | One Year Only (2020-2021)  | TAP     |
| Azar Salazar        | Custodian                  | TMS              | Temporary 3 month Custodian, effective March 22, 2021 through June 21, 2021                        | PSE     |
| Sarah Smith         | Office Professional 2      | Administration   | Continuing effective April 5, 2021   | TOPA    |
| Ericka Silla        | Psychologist               | Special Services | 1.0 FTE, Continuing (2021-2022)  | TEA     |
| Selesha Harrah      | Paraprofessional           | THE              | One Year Only (2020-2021)  | TAP     |
| Elle Personius      | Paraprofessional           | BHHS             | One Year Only (2020-2021)  | TAP     |
| Jennifer Carrougher | Executive Finance Director | DO               | Continuing position, effective July 1, 2021  | NON-REP |
| <b>Adjusted:</b>    |                            |                  |  |         |
| Karen Kelly         | Paraprofessional           | Transportation   | From 4.12 hours per day to 6.07 hours per day, One Year Only                                       | TAP     |
| Jon Halvorson       | Principal                  | THE              | From Interim Principal one-year-only to Continuing Principal effective July 1, 2021                | ADMIN   |
| Julie Rohr          | Bus Driver                 | Transportation   | From Bus Driver to Transportation Router, effective April 1, 2021                                  | PSE     |
| Larry Haggerty      | Lead Custodian             | TMS              | From Lead Custodian to swing shift Custodian at THS effective April 15, 2021                       | PSE     |
| Michael Aromin      | Swing Custodian            | THS              | From Swing Custodian at THS to day custodian in variable sites as needed, effective April 12, 2021 | PSE     |
| Ayn Gore            | Paraprofessional           | MTS / BHHS       | From 6.5 hours per day at MTS to 6.0 hours per day at BHHS, Continuing                             | TAP     |

|                          |                  |                  |   |         |
|--------------------------|------------------|------------------|---|---------|
| Mikayla Lee              | Paraprofessional | BHHS             | Additional 1.5 hours per day effective April 12, 2021, One year only                | TAP     |
| Cathy McNamara           | Principal        | TMS              | From Interim Principal one-year-only to Continuing Principal effective July 1, 2021 | ADMIN   |
| Corey Walker             | Paraprofessional | THS              | Additional 1 hour per day, One Year Only, effective April 12, 2021                  | TAP     |
| Wendi Weiks              | Paraprofessional | THS              | Additional 1 hour per day, One Year Only, effective April 12, 2021                  | TAP     |
| <b>Resignations:</b>     |                  |                  |   |         |
| Marcia Sizemore          | Teacher          | BHHS             | Effective June 21, 2021   | TEA     |
| Malembe Gonzales         | Paraprofessional | BHHS             | Effective March 18, 2021  | TAP     |
| Leigh Henrie             | Teacher          | MTS              | Resigning 0.4 of contract, effective 2021-2022 school year                          | TEA     |
| Virginia (Jade) Williams | NMSC Instructor  | NMSC             | Effective August 30, 2021   | NON-REP |
| Winter Clark             | Paraprofessional | THE              | Effective March 18, 2021  | TAP     |
| Tracy Eisenberg          | Teacher          | MTS              | Effective August 31, 2021   | TEA     |
| Katie Roach              | PSE Coordinator  | B&G              | Effective April 9, 2021   | PSE     |
| Tyler Thornton           | Paraprofessional | PGS              | Effective April 16, 2021  | TAP     |
| Amber Morales            | Paraprofessional | SL               | Effective April 2, 2021   | TAP     |
| <b>Retirements:</b>      |                  |                  |   |         |
| Kevan Hagen              | Teacher          | BMS/BHHS         | Effective June 30, 2021   | TEA     |
| Laura Hawthorne          | Teacher          | LRE              | Effective at the end of the 2020/2021 school year                                   | TEA     |
| Linda O'Shaughnessy      | Principal        | BMS              | Effective June 30, 2021   | ADMIN   |
| Wendy Roberson           | Net Tech III     | THS              | Effective June 30, 2021   | NON-REP |
| Deborah (Starr) Wyatt    | Teacher          | Special Services | Effective June 30, 2021   | TEA     |
| Deborah Dahlen           | Teacher          | BLE              | Effective June 21, 2021   | TEA     |
| Teresa Neat              | Paraprofessional | BLE              | Effective June 30, 2021   | TAP     |
| <b>Leaves:</b>           |                  |                  |   |         |
| Carisa Shaw              | Paraprofessional | BLE              | LOA starting March 5, 2021 returning March 17, 2021                                 | TAP     |
| Charles Chandler         | Custodian        | TMS              | LOA starting March 8, 2021, returning approximately June 7, 2021                    | PSE     |

|                       |  |                    |  |     |
|-----------------------|--|--------------------|--|-----|
| Andie Hart            | Bus Driver/Cook                              | Transportation/THE | LOA starting March 1, 2021, returning TBD                                    | PSE |
| Megan Olsen Enger     | Teacher                                      | TMS                | 0.8 LOA starting March 1, 2021, return date to be determined                 | TEA |
| Louise Schmidt        | Custodian                                    | NMSC               | LOA starting March 11, 2020, returning approximately April 22, 2021          | PSE |
| Tracy Parascand       | Paraprofessional                             | BHHS               | LOA starting March 18, 2021, returning for the 2021-2022 school year         | TAP |
| Tina Vay              | Bus Driver                                   | Transportation     | LOA starting March 13, 2021, returning approximately June 3, 2021            | PSE |
| Anthony Steele        | Teacher                                      | TMS                | LOA starting June 7, 2021 through the remainder of the 2020-2021 school year | TEA |
| Lisa Szydlowski       | SLP  | SS                 | 0.2 LOA for the 2021-22 school year  | TEA |
| <b>Co-Curricular:</b> |  |                    |  |     |
| Gabrielle Jones       | Assistant Cheer Coach                        | BHHS               |  | N/A |
| Anthony Harris        | Activities Coordinator Assistant (job share) | TMS                |  | N/A |
| Sarah Dyer            | Activities Coordinator Assistant (job share) | TMS                |  | N/A |
| Emma-Kate Schaake     | Assistant Girls Tennis                       | THS                |  | N/A |
| Emma-Kate Schaake     | Secondary Summer School Coordinator          | THS                |  | TEA |
| Katherine Flores      | Assistant Track                              | BHHS               |  | N/A |
| Keith Thuline         | Assistant Track                              | THS                |  | N/A |
| Trey Lopes            | Assistant Boys Soccer                        | THS                |  | N/A |
| Ethan Au              | Assistant Track                              | BHHS               |  | N/A |
| Carole Mihalyi        | Middle School Intramural Coordinator         | BMS                |  | N/A |
| Nathan Ditterline     | Middle School Intramural Supervisor          | BMS                |  | N/A |
| Angela Borovec        | Middle School Intramural Supervisor          | BMS                |  | N/A |

|                       |                                      |            |            |
|-----------------------|--------------------------------------|------------|------------|
| Julie Grieve          | Middle School Intramural Supervisor  | BMS        | N/A        |
| Chris Gundersen       | Middle School Intramural Coordinator | BMS        | N/A        |
| Josh Dube             | Middle School Intramural Supervisor  | BMS        | N/A        |
| Chris McCauley        | Middle School Intramural Supervisor  | BMS        | N/A        |
| Justine Overlie       | Middle School Intramural Supervisor  | BMS        | N/A        |
| Jennifer Field        | Middle School Intramural Coordinator | TMS        | N/A        |
| Jennifer Hyer-Long    | Middle School Intramural Coordinator | TMS        | N/A        |
| Norm Hjelm            | Middle School Intramural Coordinator | TMS        | N/A        |
| Annette Greeno        | Middle School Intramural Supervisor  | TMS        | N/A        |
| Kailyn Berry          | Middle School Intramural Supervisor  | TMS        | N/A        |
| Norm Hjelm            | Middle School Intramural Supervisor  | TMS        | N/A        |
| Paul Kramer           | Middle School Intramural Supervisor  | TMS        | N/A        |
| Robert Nichols        | Middle School Intramural Supervisor  | TMS        | N/A        |
| Travis Schultz        | Middle School Intramural Supervisor  | TMS        | N/A        |
| Jenn Slemp            | Middle School Intramural Supervisor  | TMS        | N/A        |
| Robert Kondrat        | Middle School Intramural Supervisor  | TMS        | N/A        |
| Jace Feldmeier        | Middle School Intramural Supervisor  | TMS        | N/A        |
| Caleb Pedersen        | Head Boys Soccer                     | BHHS       | N/A        |
| <b>Kelsey Lincoln</b> | <b>Assistant Fastpitch Coach</b>     | <b>THS</b> | <b>N/A</b> |

**Recommendations:**

Recommend approval to issue Sarah Wyrembek a conditional certificate for her role as a Registered Nurse.  
 Recommend approval to issue 2021/22 certificated contracts

**Corrections:**



Correction to location for new hire Trisha Schenck, was approved at March 11, 2021 Board Meeting as EOE, should be LRE for location

➤ Payroll and Vouchers

| FUND NAME                            | WARRANTS (INCLUSIVE) |                       | AMOUNT                 |
|--------------------------------------|----------------------|-----------------------|------------------------|
| <b><u>GENERAL FUND:</u></b>          |                      |                       |                        |
| Payroll                              |                      |                       |                        |
| Payroll Taxes                        |                      |                       | \$ 1,076,299.62        |
| Direct Deposit                       |                      |                       | \$ 3,330,406.39        |
| Payroll Benefit Wire                 |                      |                       |                        |
| Transfer                             |                      |                       | \$ 1,146,390.21        |
| Accounts Payable -Payroll            | 72805652             | to 72805652           | \$ 1,563.05            |
| Accounts Payable -Payroll            | 72805653             | to 72805653           | \$ 1,395.24            |
| Accounts Payable -Payroll            | 72805654             | to 72805679           | \$ 46,553.09           |
| Accounts Payable                     | 72218317             | to 72218331           | \$ 45,199.37           |
| Accounts Payable                     | 77218332             | to 72218347           | \$ 55,332.69           |
| Accounts Payable                     | 72218348             | to 72218387           | \$ 215,174.24          |
| Accounts Payable                     | 72218388             | to 72218411           | \$ 330,639.16          |
| Accounts Payable                     | 72218412             | to 72218429           | \$ 1,104,818.31        |
| Accounts Payable                     | 72218430             | to 72218430           | \$ 20,000.00           |
| Accounts Payable ACH                 |                      |                       | \$ 31,315.32           |
| Accounts Payable ACH                 |                      |                       | \$ 33,136.36           |
| Accounts Payable ACH                 |                      |                       | \$ 333,685.88          |
| Accounts Payable ACH                 |                      |                       | \$ 220,285.66          |
| Accounts Payable ACH                 |                      |                       | \$ 6,040.97            |
| Accounts Payable ACH                 |                      |                       | \$ 30,126.82           |
| Accounts Payable ACH                 |                      |                       | \$ 3,705.00            |
| Voided Warrants                      |                      |                       | \$ (5,132.72)          |
| Accounts Payable - COMP              |                      |                       |                        |
| TAX                                  |                      |                       | \$ 310.46              |
|                                      |                      | <b>TOTAL</b>          |                        |
|                                      |                      | <b>GENERAL FUND:</b>  | <b>\$ 8,027,245.12</b> |
| <b><u>CAPITAL PROJECTS FUND:</u></b> |                      |                       |                        |
| Accounts Payable                     | 72012434             | to 72012434           | \$ 13,607.80           |
| Accounts Payable                     | 72012435             | to 72012439           | \$ 59,516.51           |
| Accounts Payable                     | 72012443             | to 72012447           | \$ 294,254.15          |
| Accounts Payable ACH                 |                      |                       | \$ 324,061.25          |
| Accounts Payable ACH                 |                      |                       | \$ 30,367.21           |
| Accounts Payable ACH                 |                      |                       | \$ 7,454.74            |
| Accounts Payable ACH                 |                      |                       | \$ 458,994.65          |
| Voided Warrants                      |                      |                       |                        |
| Accounts Payable - COMP              |                      |                       |                        |
| TAX                                  |                      |                       | \$ -                   |
|                                      |                      | <b>TOTAL CAPITAL</b>  |                        |
|                                      |                      | <b>PROJECTS FUND:</b> | <b>\$ 1,188,256.31</b> |

**ASSOCIATED STUDENT BODY FUND:**

|  |          |    |          |           |                  |
|--|----------|----|----------|-----------|------------------|
| Accounts Payable                           | 72441890 | to | 72441892 | \$        | 2,863.17         |
| Accounts Payable                           | 72012440 | to | 72012442 | \$        | 254.00           |
| Accounts Payable                           | 72441893 | to | 72441897 | \$        | 675.99           |
| Accounts Payable ACH                       |          |    |          | \$        | 733.11           |
| Accounts Payable ACH                       |          |    |          | \$        | 16,972.21        |
| Accounts Payable ACH                       |          |    |          | \$        | 455.69           |
| Voided Warrants                            |          |    |          |           |                  |
| Accounts Payable - COMP<br>TAX             |          |    |          |           |                  |
| <b>TOTAL ASSOCIATED STUDENT BODY FUND:</b> |          |    |          | <b>\$</b> | <b>21,954.17</b> |

**PRIVATE PURPOSE  
FUND:**

|  |          |    |          |           |              |
|--|----------|----|----------|-----------|--------------|
| Accounts Payable                       | 72700558 | to | 72700558 | \$        | 87.13        |
| Accounts Payable ACH                   |          |    |          |           |              |
| Accounts Payable ACH                   |          |    |          |           |              |
| Accounts Payable - COMP<br>TAX         |          |    |          |           |              |
| <b>TOTAL PRIVATE<br/>PURPOSE FUND:</b> |          |    |          | <b>\$</b> | <b>87.13</b> |

**TRANSPORTATION  
VECHILE FUND:**

|   |  |  |  |           |          |
|---|--|--|--|-----------|----------|
| Accounts Payable ACH                              |  |  |  |           |          |
| <b>TOTAL<br/>TRANSPORTATION<br/>VECHILE FUND:</b> |  |  |  | <b>\$</b> | <b>-</b> |

- Budget Status Report
- Surplus of Financial Services Safe
- TAP/TSD Negotiated Contract
- 2021-22 SY Calendar - DRAFT
- Capital Projects-Contract Acceptance
- Capital Projects-Authorization to Bid/Contract Award
- Capital Projects-Contract Change Orders
- Capital Projects – Contract Award

**Student Reports**

The question posed to the student board reps for this meeting is: What could our high schools be doing to best prepare our students for a successful career after high school?

- Rebecca Allen-BHHS: Hybrid going great; improvement in mental health. Group C (all remote) is reporting different. No more support system. Example...when teacher moves away from computer, they can't hear and sometimes their volume is off. Sometimes teacher disappears. When she asked how to recover lost learning, students interpreted this in different ways. Feels like a punishment if they failed. Credit retrieval classes would be OK as long as it doesn't interfere with extra-curricular

activities. She heard a rumor that students will be held back. Please keep lost learning fair and not waste student's time.

- Ella Jimenez-THS: Same results as Rebecca. Summer school seems like a punishment; the pandemic is not the student's fault. Extra-curricular through New Market could be an option.

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

- Public Comment Follow Up: No public comment follow-up.
- By the Numbers: Sean had some numbers in regard to reopening our schools. He also gave a COVID case update.

### **Public Comment**

- Agenda and Non-Agenda Items: Becky Powell stated that 3 people signed up to address the Board on 3 different topics. Helena Rice spoke about Special Services. Rana Longworth spoke about Equity. Meghan Borden spoke about the Reopening Plan.

### **Reports to the Board**

- 1<sup>st</sup> Reading, Policy & Procedure 2410 – Graduation Requirements: Sean Dotson presented on this topic.
- 1<sup>st</sup> Reading, Policy 2409 – Competency Based Credit: Sean Dotson presented on this topic.

### **Action Items**

- Resolution No. 06-20-21 – Emergency Waiver of High School Graduation Credits: Sean Dotson presented.  
**Scott Killough/Casey Taylor, M/S to approve Resolution No. 06-20-21 Emergency Waiver of High School Graduation Credits as presented. The motion passed unanimously.**

### **Superintendent's Report**

- Superintendent's Report: Sean Dotson presented. He discussed some challenges with opening school 4 days/week and plans on sharing a decision early next week. High school graduations will be outside at Tumwater Stadium and the schools are working on planning senior activities. The SBA will be taken next Fall. There will be an all staff training on 4/21 regarding Speak up at School curriculum on how to respond to racial bias and bullying.

### **Board Discussion**

- Legislative Update: Darby Kaikkonen presented. She reported on several House & Senate Bills.
- WIAA Update: Casey Taylor presented. We are currently in season 2. Participation is down 10-15 percent. Just a reminder that these are WIAA events and spectators need to follow those rules; coaches and athletic directors are spending too much time with mask enforcement. Season 3 will be basketball and wrestling. Wrestling will happen with strict protocols; participants will take 2 Covid-19 tests a week.

- Equity Discussion: Scott Killough presented on the 3/17/21 meeting. The next meeting will be on 4/21/21 @ 6 PM. Everyone is welcome. Staff equity training is a short-term fix...long term is the year after year after year progressive trainings and onboarding classes for new employees is important. The committee is forming 5 sub-groups for future work.
- Government to Government Engagement: Melissa Beard presented. She drafted letters to Tribal Chairs and tried to make sure she personalized to each Tribe. The Board agreed that the letters were ready to send.

**Board Member Comments**

- Darby Kaikkonen: Wants to meet with principals at her 2 assigned schools one more time this year. Would still like to meet the other principals she hasn't met. Really appreciated the letter from the group of doctors offering help in regards to the mental health of our children. She responded with a letter from herself and thanked them. She was invited to be a part of their Community Task Force.
- Scott Killough: Please honor elementary school teacher lunch and planning time. The Board has to find a way to genuinely appreciate our staff and celebrate them.
- Casey Taylor: Appreciates the hard work the district is putting in to get back to 4 days per week. Use the community volunteers however we need them.
- Rebecca Allen: Had a couple students who were worried about transitioning to 4 days instead of 2. They would like to stay at 2 and felt like it was working.
- Ella Jimenez: She had heard the same concerns as Rebecca about 2 days to 4 days. Kids are doing better physically and emotionally.
- Melissa Beard: Grateful that staff was willing to take the change of 4 days per week on. Thankful for Sean and all of his hard work with the associations. She credits his leadership with how fast the District was able to move forward with in-person learning.

With no further business coming before the Board, the Regular Board Meeting recessed at 8:23 PM for Executive Session to discuss Personnel Performance, Evaluation or Qualifications for Employment, pursuant to RCW 42.30.110(1)(g).

After Executive Session, the Regular Board meeting reconvened at 9:00 PM.

With no further business coming before the Board, the Regular Board Meeting adjourned at 9:01 PM.

Recorded by:  
Becky Powell

Signed this 13<sup>th</sup> day of May 2021.

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Board Member

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Board Secretary

## CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouler.
- Payroll and Vouchers: Questions can be directed to Jim Brittain.
- Budget Status Report: Questions can be directed to Jim Brittain.
- Financial Services – Bus Surplus: Questions can be directed to Jim Brittain.
- Donation Acceptance:
  - \$10,000.00 to the RISE Program at Michael T. Simmons Elementary
- Capital Projects - Construction Contract Award, BLE Fire Sprinklers: Questions can be directed to Mel Murray.
- Capital Projects – Contract Change Order, THS PAC: Questions can be directed to Mel Murray.
- Capital Projects – Surplus Items, BLE Furniture: Questions can be directed to Mel Murray.



# Tumwater School District

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May 7, 2021

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

*Preliminary*

| <b>Adjusted:</b>     |                      |                  |  |         |
|----------------------|----------------------|------------------|--|---------|
| Shawn Guthrie        | Principal            | BMS              | From Interim Principal one-year-only to Continuing Principal   | ADMIN   |
| Ron Smith            | Net Tech 1           | Technology       | From Teacher to Net Tech I effective July 1, 2021 for the 21-22 school year  | Non-Rep |
| Allison Bezanson     | Teacher              | BLE              | From SPED Resource at BLE to Remote SPED Resource for Elementary students, effective May 3, for the remainder of the 2020/21 school year | TEA     |
| Stephanie Maffeo     | Paraprofessional     | LRE              | Additional 1.5 hours per day effective May 3, 2021   | TAP     |
| Jennifer Wilbur      | Paraprofessional     | EOE              | Additional .5 hours/day Continuing, effective 21-22 school year  | TAP     |
| Anett (Netti) Hanna  | Teacher              | Special Services | From 1.0 FTE (2020-21 One Year Only) to 1.0 FTE (2021-22 Continuing)   | TEA     |
| Nadia Renner         | Physical Therapist   | Special Services | From 0.4 FTE (2020-21 One Year Only) to 0.4 FTE (2021-22 Continuing)   | TEA     |
| Alex Mager           | Shift Custodian      | TMS              | From Shift Custodian to Lead Custodian effective April 26, 2021  | PSE     |
| <b>Resignations:</b> |                      |                  |  |         |
| Kristen Olson        | Teacher              | BLE              | Effective June 21, 2021  | TEA     |
| Emily Weber          | Counselor            | THE              | Resigning 0.2 of contract, effective 2021-2022 school year   | TEA     |
| Jonathan Ashby       | Substitute Custodian | B&G              | Effective April 21, 2021   | PSE     |
| Kathi Clarke         | Paraprofessional     | EOE              | Effective May 7, 2021  | TAP     |
| Matt Newton          | NMSC Instructor      | NMSC             | Effective August 31, 2021  | NON-REP |

**BOARD OF DIRECTORS**

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN

"Continuous Student Learning in a Caring, Engaging Environment"

|   |                                |                  |   |      |
|---|--------------------------------|------------------|---|------|
| Erin Novak  | Teacher                        | EOE              | Resigning 0.5 of contract effective 2021/22 school year   | TEA  |
| Jonathan Fox  | Teacher                        | BMS              | Effective June 21, 2021   | TEA  |
| <b>Retirements:</b>   |                                |                  |   |      |
| Teresa DuBois   | Teacher                        | THS              | Effective June 21, 2021   | TEA  |
| Steve Brooks  | Teacher                        | BLE              | Effective August 31, 2021   | TEA  |
| Anne Lux  | Teacher                        | EOE              | Effective June 21, 2021   | TEA  |
| <b>Terminations:</b>  |                                |                  |   |      |
| Yolanda Heathscott  | Bus Driver                     | Transportation   | Effective April 16, 2021  | PSE  |
| <b>Leaves:</b>  |                                |                  |   |      |
| Anita Tavelli   | Office Professional 1          | Capital Projects | LOA starting April 24, 2021, returning approximately June 4, 2021.                              | TOPA |
| Robin Youngquist  | Paraprofessional               | THE              | Intermittent LOA starting March 29, 2021, intending to return approximately May 3, 2021         | TAP  |
| Ronald Smith  | Teacher                        | MTS              | 1.0 LOA from teaching position for the 2021-2022 school year to work in another position in TSD | TEA  |
| Robyn Knight  | Teacher                        | MTS              | 1.0 LOA for the 2021-2022 school year   | TEA  |
| John Glenn  | Teacher                        | BHHS             | LOA starting May 10, 2021, returning May 20, 2021   | TEA  |
| Katy Linich   | Teacher                        | EOE              | LOA starting approximately May 27, 2021 through the remainder of the 2020/2021 school year      | TEA  |
| Katy Linich   | Teacher                        | EOE              | 0.5 LOA for the 2021-22 school year   | TEA  |
| <b>Co-Curricular:</b>   |                                |                  |   |      |
| Emily Weber   | Elementary Counselor Lead      | SL               |   | TEA  |
| Sarah Stone   | Middle School Counselor Lead   | SL               |   | TEA  |
| Anna Bush   | High School Counselor Lead     | SL               |   | TEA  |
| Kristian Nyberg   | Summer School - FRESH          | THS              |   | TEA  |
| Cortney Rhoades   | Summer School - Science        | THS              |   | TEA  |
| Cindy McNeely   | Summer School - Social Studies | THS              |   | TEA  |
| Madison Midstokke   | Summer School - ELA            | THS              |   | TEA  |
| Jordan L. Stray   | Summer School - PE/Health      | THS              |   | TEA  |
| Joshua Simmons  | Summer School - Math           | THS              |   | TEA  |
| Justin McKaughan  | Summer School Coordinator -    | BMS/TMS          |   | TEA  |
| Kelsey Lincoln  | Summer School Coordinatordr -  | PGS/MTS          |   | TEA  |
| <b>Recommendations:</b>   |                                |                  |   |      |
| Recommend approval for the following teachers to teach out of their endorsed areas: |                                |                  |   |      |
| Monika Kuligowski - BHHS  |                                |                  |   |      |
| Michael Cousino - BLE/THE   |                                |                  |   |      |

|   |
|---|
| Lori Tibbetts - EOE/MTS/BLE   |
| Rebecca Halbert - CHS   |
| Anthony Neff - CHS  |
| Michael Stuck - CHS   |
| Thatcher Wood - CHS   |
| Patricia McNabb - EOE/LRE   |
| Amanda Cooper - BMS   |
| Zachery Duncan - BMS  |
| Steven Jensen - BMS   |
| Whitney Lowe - BMS  |
| Christa Williamson - BMS  |
| Lisa Prosser - LRE  |
| Olivia Burbidge - MTS   |
| Heather Siminski - PGS  |
| Jeffrey Broome - THS  |
| Theresa Johnson - THS   |
| Cherie Andreassen - TMS   |
| Kailyn Berry - TMS  |
| Margaret Coffman - TMS  |
| Madison Midstokke - TMS   |
| Caitlin Shaufler - TMS  |
| Vanessa Walter - TMS  |
| Alexis Catanzano - TVA  |
| Jacqueline Collett - TVA  |
| Anne Stoneking - TVA  |
| Recommend approval to update salary schedule 24   |
| Recommend approval to update salary schedule 09 to include Tumwater Virtual Academy Principal   |
| Recommend approval of adjustment to salary schedules 7, 7A, 8A, 8B, 10, 13, 13A, 14, 15, 18, 19, 20, 25, 29, 30 effective 2021/22 school year |
| Recommend approval to issue all contracts for 2021/22 school year   |
| <b>Corrections:</b>   |
| TAP 20-21 CBA Approved at April 15, 2021 Board Meeting  |







# Tumwater School District

Dr. Sean Dotson  
Superintendent

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

**TO: School Board  
Superintendent**

**FROM: Jim Brittain, Executive Director of Financial Services**

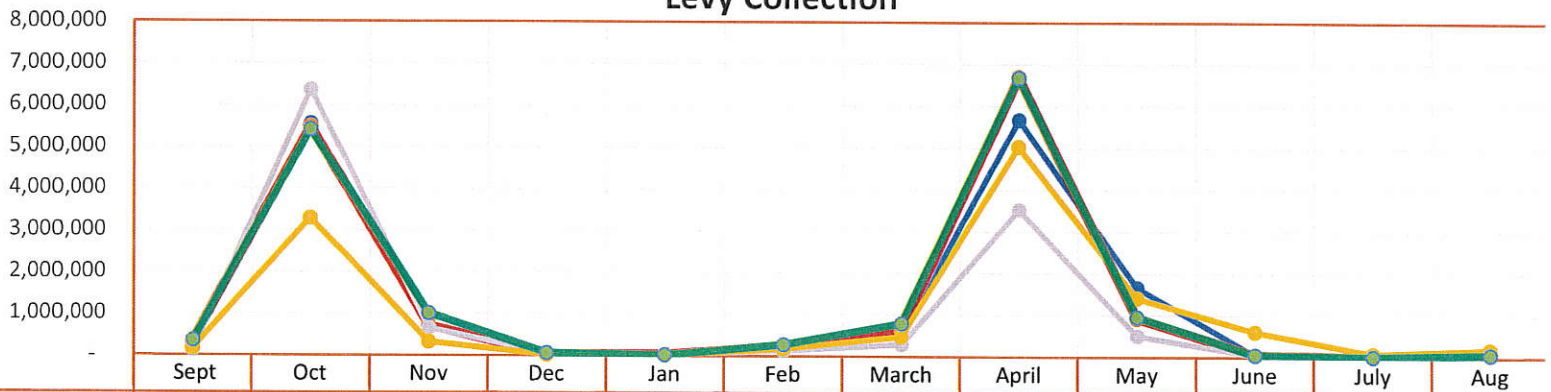
**RE: Budget Status Reports – April 2021**

**Budget Status Report** - Attached are the April 2021 Budget Status reports for all five operating funds (General Fund, Capital Projects Fund, Debt Service Fund, ASB Fund and Transportation Vehicle Fund).

The following provides General Fund information for levy collections, net cash balance and monthly ending fund balance.

**Levy Collections** - The following graph shows the actual levy collections for 2016-17 through 2020-2021 (September through April - Actual / May through August - Estimate). The overall 2020-21 levy is \$374,246 higher than the 2017-18 levy collection. The April's levy collection was \$73,818 from estimated projection.

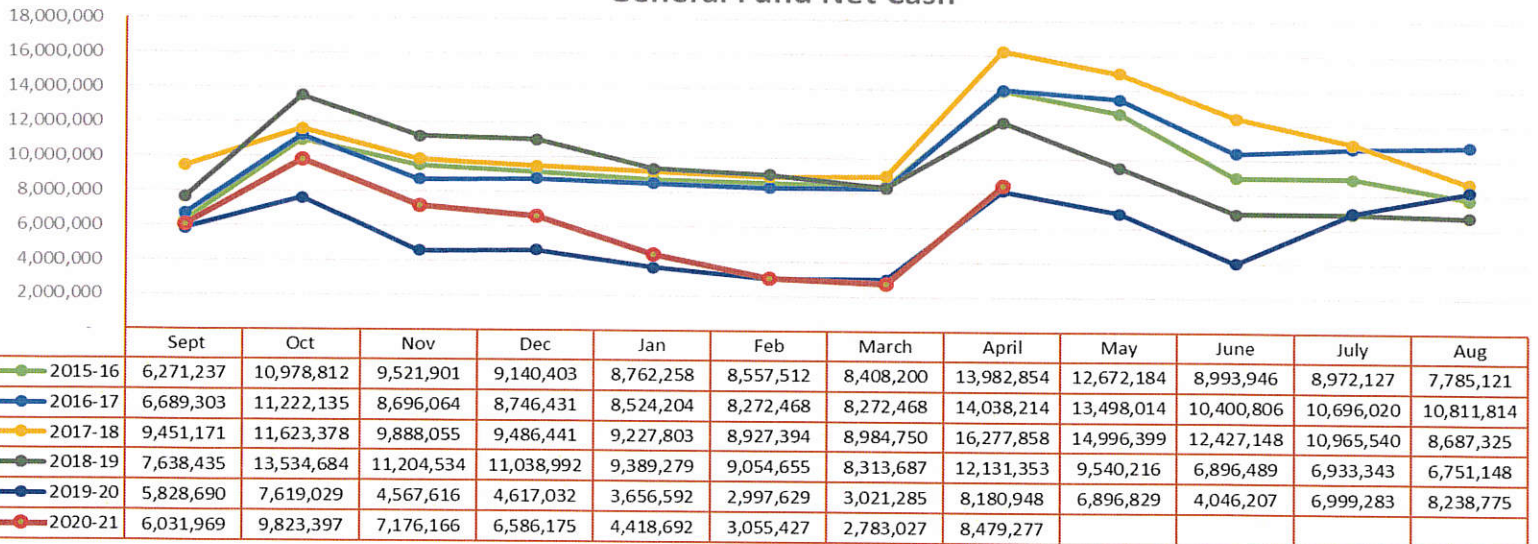
**Levy Collection**



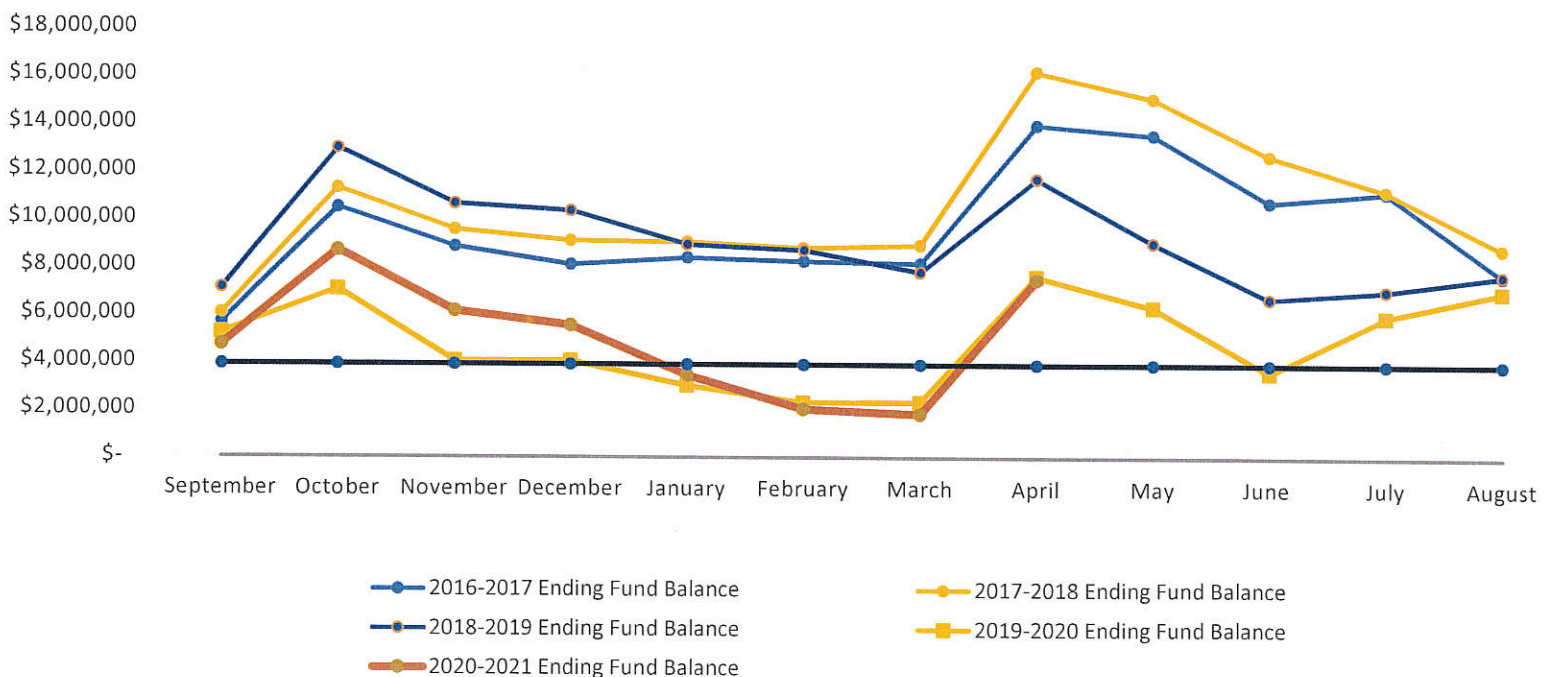
2020-2021 – May through August estimated levy collections are based on prior years' collections

**General Fund Net Cash Balance** (cash less warrants outstanding): The following graph shows the district's net cash balance for the periods 2015-2016 through April 2021. The district's net cash includes New Market Skill Center cash of \$1,059,430. Without the April levy collection of \$6,678,158 the district would've overspent by \$1,026,767.

**General Fund Net Cash**



**General Fund – Fund Balance:** The following chart provides General Fund TSD Fund Balance for the periods 2016-17 through April 2021. The straight line is the district's required 4% minimum fund balance. TSD April 2021 ending fund balance is \$138,850 less than our fund balance was at this time last year. The total fund balance for the district is \$8,535,396 including New Market Skill Center of \$1,059,430. The fund balance should continue to improve with both 2020-21 transportation and enrollment stabilization of \$3,130,501 and the remaining ESSER II & III federal support of \$6,117,416.



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

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

|   | ANNUAL<br>BUDGET  | ACTUAL<br>FOR MONTH  | ACTUAL<br>FOR YEAR   | ENCUMBRANCES         | BALANCE              | PERCENT      |
|---|-------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| <b>A. REVENUES/OTHER FIN. SOURCES</b>   |                   |                      |                      |                      |                      |              |
| 1000 LOCAL TAXES  | 15,061,458        | 6,678,157.60         | 14,481,660.15        |                      | 579,797.85           | 96.15        |
| 2000 LOCAL SUPPORT NONTAX   | 2,913,955         | 3,291.11             | 302,568.29           |                      | 2,611,386.71         | 10.38        |
| 3000 STATE, GENERAL PURPOSE   | 59,159,864        | 5,410,737.54         | 38,345,015.81        |                      | 20,814,848.19        | 64.82        |
| 4000 STATE, SPECIAL PURPOSE   | 15,058,636        | 1,069,396.33         | 7,035,697.34         |                      | 8,022,938.66         | 46.72        |
| 5000 FEDERAL, GENERAL PURPOSE   | 0                 | 71.25                | 84,555.47            |                      | 84,555.47-           | 0.00         |
| 6000 FEDERAL, SPECIAL PURPOSE   | 3,514,153         | 276,742.60           | 2,452,164.93         |                      | 1,061,988.07         | 69.78        |
| 7000 REVENUES FR OTH SCH DIST   | 10,000            | .00                  | 7,787.26             |                      | 2,212.74             | 77.87        |
| 8000 OTHER AGENCIES AND ASSOCIATES  | 137,500           | .00                  | 17,235.00            |                      | 120,265.00           | 12.53        |
| 9000 OTHER FINANCING SOURCES  | 0                 | .00                  | .00                  |                      | .00                  | 0.00         |
| <b>Total REVENUES/OTHER FIN. SOURCES</b>  | <b>95,855,566</b> | <b>13,438,396.43</b> | <b>62,726,684.25</b> |                      | <b>33,128,881.75</b> | <b>65.44</b> |
| <b>B. EXPENDITURES</b>  |                   |                      |                      |                      |                      |              |
| 00 Regular Instruction  | 55,912,895        | 4,415,963.66         | 36,714,480.88        | 18,512,584.99        | 685,829.13           | 98.77        |
| 10 Federal Stimulus   | 0                 | 129,204.50           | 129,204.50           | 24,765.00            | 153,969.50-          | 0.00         |
| 20 Special Ed Instruction   | 10,936,342        | 1,077,221.35         | 7,921,900.96         | 5,166,426.71         | 2,151,985.67-        | 119.68       |
| 30 Voc. Ed Instruction  | 4,427,327         | 256,974.68           | 2,435,123.40         | 1,118,057.93         | 874,145.67           | 80.26        |
| 40 Skills Center Instruction  | 3,616,313         | 245,366.95           | 2,073,361.92         | 568,356.68           | 974,594.40           | 73.05        |
| 50+60 Compensatory Ed Instruct.   | 3,980,388         | 216,893.35           | 1,635,992.13         | 886,632.69           | 1,457,763.18         | 63.38        |
| 70 Other Instructional Pgms   | 357,489           | 12,102.94            | 139,841.25           | 54,149.68            | 163,498.07           | 54.26        |
| 80 Community Services   | 578,485           | 43,757.02            | 175,638.15           | 215,192.09           | 187,654.76           | 67.56        |
| 90 Support Services   | 17,869,483        | 1,389,520.38         | 11,364,304.50        | 6,268,672.48         | 236,506.02           | 98.68        |
| <b>Total EXPENDITURES</b>   | <b>97,678,722</b> | <b>7,787,004.83</b>  | <b>62,589,847.69</b> | <b>32,814,838.25</b> | <b>2,274,036.06</b>  | <b>97.67</b> |
| C. OTHER FIN. USES TRANS. OUT (GL 536)  | 0                 | .00                  | .00                  |                      |                      |              |
| D. OTHER FINANCING USES (GL 535)  | 0                 | .00                  | .00                  |                      |                      |              |
| <b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES<br/>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</b> |                   |                      |                      |                      |                      |              |
|   | 1,823,156-        | 5,651,391.60         | 136,836.56           |                      | 1,959,992.56         | 107.51-      |
| <b>F. TOTAL BEGINNING FUND BALANCE</b>  |                   |                      |                      |                      |                      |              |
|   | 8,843,934         |                      | 8,398,559.61         |                      |                      |              |
| <b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>   |                   |                      |                      |                      |                      |              |
|   | XXXXXXXXX         |                      | .00                  |                      |                      |              |
| <b>H. TOTAL ENDING FUND BALANCE<br/>(E+F + OR - G)</b>                                    |                   |                      |                      |                      |                      |              |
|   | 7,020,778         |                      | 8,535,396.17         |                      |                      |              |

I. ENDING FUND BALANCE ACCOUNTS:

|   |           |              |
|---|-----------|--------------|
| G/L 810 Restricted For Other Items      | 4,930     | 4,930.00     |
| G/L 815 Restrict Unequalized Deduct Rev | 0         | .00          |
| G/L 821 Restrictd for Carryover         | 50,000    | .00          |
| G/L 825 Restricted for Skills Center    | 1,069,858 | 1,059,429.99 |
| G/L 828 Restricted for C/O of FS Rev    | 0         | .00          |
| G/L 830 RESERVE FOR DEBT SERVICE        | 0         | .00          |
| G/L 835 Restrictd For Arbitrage Rebate  | 0         | .00          |
| G/L 840 Nonspnd FB - Invent/Prepd Itms  | 1,000,000 | .00          |
| G/L 845 Restricted for Self-Insurance   | 0         | .00          |
| G/L 850 Restricted for Uninsured Risks  | 0         | .00          |
| G/L 870 Committed to Other Purposes     | 0         | .00          |
| G/L 872 COMMITTED TO MIN FUND BALANCE P | 0         | .00          |
| G/L 875 Assigned Contingencies          | 0         | .00          |
| G/L 884 Assigned to Other Cap Projects  | 0         | .00          |
| G/L 888 ASSIGNED TO OTHER PURPOSES      | 103,745-  | .00          |
| G/L 890 Unassigned Fund Balance         | 4,999,735 | 3,563,887.18 |
| G/L 891 Unassigned Min Fnd Bal Policy   | 0         | 3,907,149.00 |
| <u>TOTAL</u>                            | 7,020,778 | 8,535,396.17 |

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

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

| A. REVENUES/OTHER FIN. SOURCES  | ANNUAL BUDGET | ACTUAL FOR MONTH | ACTUAL FOR YEAR | ENCUMBRANCES | BALANCE      | PERCENT |
|---|---------------|------------------|-----------------|--------------|--------------|---------|
| 1000 Local Taxes  | 0             | .00              | .00             |              | .00          | 0.00    |
| 2000 Local Support Nontax   | 800,000       | .00              | 788,884.77      |              | 11,115.23    | 98.61   |
| 3000 State, General Purpose   | 0             | .00              | 72,059.19       |              | 72,059.19-   | 0.00    |
| 4000 State, Special Purpose   | 1,000,000     | 36,377.34        | 1,796,043.90    |              | 796,043.90-  | 179.60  |
| 5000 Federal, General Purpose   | 0             | .00              | .00             |              | .00          | 0.00    |
| 6000 Federal, Special Purpose   | 0             | .00              | .00             |              | .00          | 0.00    |
| 7000 Revenues Fr Oth Sch Dist   | 0             | .00              | .00             |              | .00          | 0.00    |
| 8000 Other Agencies and Associates  | 0             | .00              | .00             |              | .00          | 0.00    |
| 9000 Other Financing Sources  | 0             | .00              | .00             |              | .00          | 0.00    |
| <u>Total REVENUES/OTHER FIN. SOURCES</u>  | 1,800,000     | 36,377.34        | 2,656,987.86    |              | 856,987.86-  | 147.61  |
| <b>B. EXPENDITURES</b>  |               |                  |                 |              |              |         |
| 10 Sites  | 375,000       | 17,490.04        | 40,600.91       | 72,432.48    | 261,966.61   | 30.14   |
| 20 Buildings  | 6,810,000     | 839,811.80       | 5,091,242.11    | 1,469,952.76 | 248,805.13   | 96.35   |
| 30 Equipment  | 2,065,000     | 15,374.43        | 272,857.84      | 958,890.98   | 833,251.18   | 59.65   |
| 40 Energy   | 0             | .00              | 101,333.80      | 0.00         | 101,333.80-  | 0.00    |
| 50 Sales & Lease Expenditure  | 0             | .00              | .00             | 0.00         | .00          | 0.00    |
| 60 Bond Issuance Expenditure  | 5,000         | .00              | 1,440.00        | 0.00         | 3,560.00     | 28.80   |
| 90 Debt   | 0             | .00              | .00             | 0.00         | .00          | 0.00    |
| <u>Total EXPENDITURES</u>   | 9,255,000     | 872,676.27       | 5,507,474.66    | 2,501,276.22 | 1,246,249.12 | 86.53   |
| C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>   | 0             | .00              | .00             |              |              |         |
| D. <u>OTHER FINANCING USES (GL 535)</u>   | 0             | .00              | .00             |              |              |         |
| E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u> | 7,455,000-    | 836,298.93-      | 2,850,486.80-   |              | 4,604,513.20 | 61.76-  |
| F. <u>TOTAL BEGINNING FUND BALANCE</u>  | 11,322,000    |                  | 11,625,729.72   |              |              |         |
| G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>   | XXXXXXXX      |                  | .00             |              |              |         |
| H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>                                      | 3,867,000     |                  | 8,775,242.92    |              |              |         |

I. ENDING FUND BALANCE ACCOUNTS:

|  |            |              |
|--|------------|--------------|
| G/L 810 Restricted For Other Items     | 0          | .00          |
| G/L 825 Restricted for Skills Center   | 170,000    | 187,124.60   |
| G/L 830 RESERVE FOR DEBT SERVICE       | 0          | .00          |
| G/L 835 Restrictd For Arbitrage Rebate | 0          | .00          |
| G/L 840 Nonspnd FB - Invent/Prepd Itms | 0          | .00          |
| G/L 850 Restricted for Uninsured Risks | 0          | .00          |
| G/L 861 Restricted from Bond Proceeds  | 5,500,000- | .00          |
| G/L 862 Committed from Levy Proceeds   | 2,676,000  | 551,124.38-  |
| G/L 863 Restricted from State Proceeds | 6,840,000  | 6,131,023.92 |
| G/L 864 RESERVE FROM FEDERAL PROC      | 0          | .00          |
| G/L 865 Restricted from Other Proceeds | 260,000    | 263,642.17   |
| G/L 866 RESTRICTED-IMPACT PROCEEDS     | 630,000    | 1,540,628.42 |
| G/L 867 RESTRICTED-MITIGATION FEES     | 715,000    | 844,014.22   |
| G/L 869 Rsrvd UnDistib Proceeds        | 0          | .00          |
| G/L 870 Committed to Other Purposes    | 0          | .00          |
| G/L 889 ASSIGNED TO FUND PURPOSES      | 766,893    | 698,621.51   |
| G/L 890 Unassigned Fund Balance        | 0          | .00          |
| <u>TOTAL</u>                           | 6,557,893  | 9,113,930.46 |
| Differences                            | 2,690,893- | 338,687.54   |

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

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

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

| <u>A. REVENUES/OTHER FIN. SOURCES</u>   | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u>      | <u>PERCENT</u> |
|---|----------------------|-------------------------|------------------------|---------------------|---------------------|----------------|
| 1000 Local Taxes  | 13,215,877           | 4,662,956.61            | 12,844,348.25          |                     | 371,528.75          | 97.19          |
| 2000 Local Support Nontax   | 75,000               | 1,721.73                | 50,990.86              |                     | 24,009.14           | 67.99          |
| 3000 State, General Purpose   | 120,000              | 37,125.12               | 267,494.71             |                     | 147,494.71-         | 222.91         |
| 5000 Federal, General Purpose   | 0                    | .00                     | .00                    |                     | .00                 | 0.00           |
| 9000 Other Financing Sources  | 403,973              | .00                     | 403,973.00             |                     | .00                 | 100.00         |
| <u>Total REVENUES/OTHER FIN. SOURCES</u>  | <u>13,814,850</u>    | <u>4,701,803.46</u>     | <u>13,566,806.82</u>   |                     | <u>248,043.18</u>   | <u>98.20</u>   |
| <u>B. EXPENDITURES</u>  |                      |                         |                        |                     |                     |                |
| Matured Bond Expenditures   | 14,414,354           | .00                     | 14,020,000.00          | 0.00                | 394,354.00          | 97.26          |
| Interest On Bonds   | 4,317,337            | .00                     | 2,311,818.39           | 0.00                | 2,005,518.61        | 53.55          |
| Interfund Loan Interest   | 0                    | .00                     | .00                    | 0.00                | .00                 | 0.00           |
| Bond Transfer Fees  | 100,000              | .00                     | 1,200.00               | 0.00                | 98,800.00           | 1.20           |
| Arbitrage Rebate  | 0                    | .00                     | .00                    | 0.00                | .00                 | 0.00           |
| Underwriter's Fees  | 0                    | .00                     | .00                    | 0.00                | .00                 | 0.00           |
| <u>Total EXPENDITURES</u>   | <u>18,831,691</u>    | <u>.00</u>              | <u>16,333,018.39</u>   | <u>0.00</u>         | <u>2,498,672.61</u> | <u>86.73</u>   |
| C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>                                     | 0                    | .00                     | .00                    |                     |                     |                |
| D. <u>OTHER FINANCING USES (GL 535)</u>   | 0                    | .00                     | .00                    |                     |                     |                |
| E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u> | 5,016,841-           | 4,701,803.46            | 2,766,211.57-          |                     | 2,250,629.43        | 44.86-         |
| F. <u>TOTAL BEGINNING FUND BALANCE</u>  | 11,335,000           |                         | 11,599,065.16          |                     |                     |                |
| G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>                                   | XXXXXXXX             |                         | .00                    |                     |                     |                |
| H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>                                | 6,318,159            |                         | 8,832,853.59           |                     |                     |                |
| I. <u>ENDING FUND BALANCE ACCOUNTS:</u>   |                      |                         |                        |                     |                     |                |
| G/L 810 Restricted for Other Items  | 0                    |                         | 929,869.09             |                     |                     |                |
| G/L 830 Restricted for Debt Service   | 6,198,159            |                         | 6,640,907.97           |                     |                     |                |
| G/L 835 Restrictd For Arbitrage Rebate  | 0                    |                         | .00                    |                     |                     |                |
| G/L 870 Committed to Other Purposes   | 0                    |                         | .00                    |                     |                     |                |
| G/L 889 ASSIGNED TO FUND PURPOSES   | 120,000              |                         | 1,262,076.53           |                     |                     |                |
| G/L 890 Unassigned Fund Balance   | 0                    |                         | .00                    |                     |                     |                |
| <u>TOTAL</u>  | <u>6,318,159</u>     |                         | <u>8,832,853.59</u>    |                     |                     |                |



40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

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

|  | ANNUAL<br>BUDGET | ACTUAL<br>FOR MONTH | ACTUAL<br>FOR YEAR | ENCUMBRANCES     | BALANCE             | PERCENT      |
|--|------------------|---------------------|--------------------|------------------|---------------------|--------------|
| <b>A. REVENUES</b>   |                  |                     |                    |                  |                     |              |
| 1000 General Student Body  | 716,593          | 209.73              | 50,225.16          |                  | 666,367.84          | 7.01         |
| 2000 Athletics   | 359,835          | 85.00-              | 65,482.30          |                  | 294,352.70          | 18.20        |
| 3000 Classes   | 132,930          | .00                 | .00                |                  | 132,930.00          | 0.00         |
| 4000 Clubs   | 216,444          | .00                 | 9,501.29           |                  | 206,942.71          | 4.39         |
| 6000 Private Moneys  | 21,378           | 4.17                | 19,098.51          |                  | 2,279.49            | 89.34        |
| <b>Total REVENUES</b>  | <b>1,447,180</b> | <b>128.90</b>       | <b>144,307.26</b>  |                  | <b>1,302,872.74</b> | <b>9.97</b>  |
| <b>B. EXPENDITURES</b>   |                  |                     |                    |                  |                     |              |
| 1000 General Student Body  | 661,600          | 2,950.93            | 43,858.05          | 1,968.95         | 615,773.00          | 6.93         |
| 2000 Athletics   | 409,551          | 6,059.52            | 86,006.77          | 11,823.33        | 311,720.90          | 23.89        |
| 3000 Classes   | 97,125           | 140.62              | 377.35             | 0.00             | 96,747.65           | 0.39         |
| 4000 Clubs   | 236,984          | 9,314.58            | 35,260.21          | 0.00             | 201,723.79          | 14.88        |
| 6000 Private Moneys  | 61,677           | 124.00              | 2,767.00           | 84.00            | 58,826.00           | 4.62         |
| <b>Total EXPENDITURES</b>  | <b>1,466,937</b> | <b>18,589.65</b>    | <b>168,269.38</b>  | <b>13,876.28</b> | <b>1,284,791.34</b> | <b>12.42</b> |
| <b>C. EXCESS OF REVENUES<br/>OVER (UNDER) EXPENDITURES (A-B)</b> |                  |                     |                    |                  |                     |              |
|  | 19,757-          | 18,460.75-          | 23,962.12-         |                  | 4,205.12-           | 21.28        |
| <b>D. TOTAL BEGINNING FUND BALANCE</b>                           |                  |                     |                    |                  |                     |              |
|  | 597,126          |                     | 703,435.60         |                  |                     |              |
| <b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>                  |                  |                     |                    |                  |                     |              |
|  | XXXXXXXX         |                     | .00                |                  |                     |              |
| <b>F. TOTAL ENDING FUND BALANCE<br/>(C+D + OR - E)</b>           |                  |                     |                    |                  |                     |              |
|  | 577,369          |                     | 679,473.48         |                  |                     |              |
| <b>G. ENDING FUND BALANCE ACCOUNTS:</b>                          |                  |                     |                    |                  |                     |              |
| G/L 810 Restricted for Other Items                               | 0                |                     | 16,075.00          |                  |                     |              |
| G/L 819 Restricted for Fund Purposes                             | 581,569          |                     | 626,718.35         |                  |                     |              |
| G/L 840 Nonspnd FB - Invent/Prepd Itms                           | 0                |                     | 36,680.13          |                  |                     |              |
| G/L 850 Restricted for Uninsured Risks                           | 0                |                     | .00                |                  |                     |              |
| G/L 870 Committed to Other Purposes                              | 0                |                     | .00                |                  |                     |              |
| G/L 889 ASSIGNED TO FUND PURPOSES                                | 0                |                     | .00                |                  |                     |              |
| G/L 890 Unassigned Fund Balance                                  | 0                |                     | .00                |                  |                     |              |
| <b>TOTAL</b>   | <b>581,569</b>   |                     | <b>679,473.48</b>  |                  |                     |              |
| Differences  | 4,200-           |                     | .00                |                  |                     |              |

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

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

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

| <u>A. REVENUES/OTHER FIN. SOURCES</u>  | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u>    | <u>PERCENT</u> |
|--|----------------------|-------------------------|------------------------|---------------------|-------------------|----------------|
| 1000 Local Taxes   | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 2000 Local Nontax  | 3,500                | 66.72                   | 1,622.20               |                     | 1,877.80          | 46.35          |
| 3000 State, General Purpose  | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 4000 State, Special Purpose  | 435,000              | .00                     | .00                    |                     | 435,000.00        | 0.00           |
| 5000 Federal, General Purpose  | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 6000 Federal, Special Purpose  | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 8000 Other Agencies and Associates   | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 9000 Other Financing Sources   | 10,000               | .00                     | .00                    |                     | 10,000.00         | 0.00           |
| <u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>  | <u>448,500</u>       | <u>66.72</u>            | <u>1,622.20</u>        |                     | <u>446,877.80</u> | <u>0.36</u>    |
| <u>B. 9900 TRANSFERS IN FROM GF</u>  | <u>0</u>             | <u>.00</u>              | <u>.00</u>             |                     | <u>.00</u>        | <u>0.00</u>    |
| <u>C. Total REV./OTHER FIN. SOURCES</u>  | <u>448,500</u>       | <u>66.72</u>            | <u>1,622.20</u>        |                     | <u>446,877.80</u> | <u>0.36</u>    |
| <u>D. EXPENDITURES</u>   |                      |                         |                        |                     |                   |                |
| Type 30 Equipment  | 600,000              | .00                     | .00                    | 0.00                | 600,000.00        | 0.00           |
| Type 60 Bond Levy Issuance   | 0                    | .00                     | .00                    | 0.00                | .00               | 0.00           |
| Type 90 Debt   | 0                    | .00                     | .00                    | 0.00                | .00               | 0.00           |
| <u>Total EXPENDITURES</u>  | <u>600,000</u>       | <u>.00</u>              | <u>.00</u>             | <u>0.00</u>         | <u>600,000.00</u> | <u>0.00</u>    |
| <u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>  | <u>403,973</u>       | <u>.00</u>              | <u>403,973.00</u>      |                     |                   |                |
| <u>F. OTHER FINANCING USES (GL 535)</u>  | <u>0</u>             | <u>.00</u>              | <u>.00</u>             |                     |                   |                |
| <u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u> | <u>555,473-</u>      | <u>66.72</u>            | <u>402,350.80-</u>     |                     | <u>153,122.20</u> | <u>27.57-</u>  |
| <u>H. TOTAL BEGINNING FUND BALANCE</u>   | <u>570,350</u>       |                         | <u>569,999.34</u>      |                     |                   |                |
| <u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>  | <u>XXXXXXXX</u>      |                         | <u>.00</u>             |                     |                   |                |
| <u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>                                     | <u>14,877</u>        |                         | <u>167,648.54</u>      |                     |                   |                |
| <u>K. ENDING FUND BALANCE ACCOUNTS:</u>  |                      |                         |                        |                     |                   |                |
| G/L 810 Restricted For Other Items   | 0                    |                         | .00                    |                     |                   |                |
| G/L 819 Restricted for Fund Purposes   | 14,877               |                         | 167,648.54             |                     |                   |                |
| G/L 830 RESERVE FOR DEBT SERVICE   | 0                    |                         | .00                    |                     |                   |                |
| G/L 835 Restrictd For Arbitrage Rebate   | 0                    |                         | .00                    |                     |                   |                |
| G/L 850 Restricted for Uninsured Risks   | 0                    |                         | .00                    |                     |                   |                |
| G/L 889 ASSIGNED TO FUND PURPOSES  | 0                    |                         | .00                    |                     |                   |                |
| G/L 890 Unassigned Fund Balance  | 0                    |                         | .00                    |                     |                   |                |
| <u>TOTAL</u>   | <u>14,877</u>        |                         | <u>167,648.54</u>      |                     |                   |                |

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



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:** April 30, 2021

**TO:** School Board  
Superintendent

**FROM:** Jim Brittain, Executive Director of Financial Services

**RE:** *Consent Agenda - Bus Surplus*

---

Transportation is requesting board action for the surplus of Bus #62 and Bus #64. Bus #62 was purchased in 2004 and Bus #64 was purchased in 2005.

Both buses have been identified with significant engine issues that would require extensive engine overhaul. The buses have exceeded their useful life for the district and need to be replaced.

BOARD OF DIRECTORS  
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

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



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Tumwater School District  
621 Linwood Avenue SW  
Tumwater, WA 98512-8499



April 6, 2021

To a representative at Tumwater School District:

I am pleased to attach a grant to Tumwater School District from Vanguard Charitable, a 501(c)(3) nonprofit organization that administers a donor-advised fund. This grant was issued at the recommendation of one of our donors.

**A grant from The Daniel and Adrienne Wasserman Charitable Fund**

**In the amount of \$10,000.00**

**To be used for:** For support of projects at the RISE program at Michael T. Simmons.

At its discretion, your organization may thank the donors named in this letter. However, no individual or entity should receive a tax substantiation letter from your organization in connection with this grant.

**Please recognize these individuals or entities for this grant:**

Mr. Daniel S. Wasserman  
817 Orchid Ave  
Capitola, CA 95010-3720

Mrs. Adrienne Wasserman  
9112 Old Highway 99 SE  
Olympia, WA 98501

By accepting this grant, your organization agrees (a) to use the grant exclusively in furtherance of your organization's tax-exempt mission, (b) that the grant will not confer a prohibited benefit to the recommending donor, his or her family members, or certain entities that they own or control, and (c) to abide by the additional certifications, policies, and guidelines contained in the **Important information about grants** section on the following pages. If your organization is uncertain whether you can certify the accuracy of any of these statements, please contact Vanguard Charitable at 888-383-4483.

We are pleased to support your organization and its mission on behalf of our donors. More information is available at [vanguardcharitable.org/nonprofits](http://vanguardcharitable.org/nonprofits).

Best regards,

Jane G. Greenfield  
President



cc: Mr. Daniel S. Wasserman  
cc: Mrs. Adrienne Wasserman

to be used for: For support of projects at the RISE program at Michael I. Simmons.

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Best regards,

Jane G. Greenfield  
President



cc: Mr. Daniel S. Wasserman  
cc: Mrs. Adrienne Wasserman

5070-01-00-0000409-0001-0000844 P44943 34 GPN P

Tear at Perforation

(continued on next page)

Date of check **04/06/2021**

Check Number **1005390**

TEN THOUSAND DOLLARS AND ZERO CENTS

53-292  
113

Pay To The Order Of **Tumwater School District**

Check Amount

**\$10,000.00**



Bank of New York - Mellon  
Everett, MA

Please cash this check within sixty days

Authorized Signature

⑈0001005390⑈ ⑆011302920⑆ ⑆724998⑈



\*\*\*\*\* MEMO \*\*\*\*\*

**DATE:** May 7, 2021  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** Consent Agenda – Construction Contract Award  
Black Lake Elementary Fire Sprinklers

Bids were received on Thursday, May 6, 2021 for the installation of fire sprinklers at Black Lake Elementary School. The school was built in 1982 without a fire sprinkler system because of the lack of water pressure in the area, so the building design incorporated concrete firewalls instead. When it was renovated in 2005, sprinklers were not installed. Fire sprinklers are recognized as an extremely important role in saving lives and protecting against a significant property loss. The 2020 capital levy specifically included this project. In the base bid, the scope of work includes removing and reusing the ceiling tiles in the classrooms. An alternate bid was requested in the bid documents for replacing the removed tiles with all new ones.

Five contractors submitted Part A (base bid and unit prices) and Part B (alternate bid and listing of major subcontractor) bids. Because of a change in public bid laws for projects over \$1 million, the bidders have until 2 PM Monday, May 10 to submit Part C (listing of steel and rebar subcontractors). According to our attorney, the State law was not intended to be this way but the word “or” is in a place in the RCW where an “and” should have been used. The five bids received are listed below. J.A. Morris and Berschauer Inc. did not submit Part C yet and have until Monday to do so.

|                                   | J.A. Morris | Construct, Inc | Scott Wall Construction | Olympic Peninsula Construction | Berschauer, Inc. |
|-----------------------------------|-------------|----------------|-------------------------|--------------------------------|------------------|
| <b>Base Bid</b>                   | \$1,335,000 | \$1,339,000    | \$1,489,223             | \$1,769,500                    | \$1,881,254      |
| <b>Alt. Bid #1</b>                | \$220,000   | \$116,500      | \$131,500               | \$100,000                      | \$213,583        |
| <b>Total with Alternate Bid =</b> | \$1,555,000 | \$1,455,500    | \$1,620,723             | \$1,869,500                    | \$2,094,837      |

The architect is TCF Architecture and their estimate was \$1,890,000 for base bid plus the alternate bid. We will make a recommendation to award the contract to the responsive low bidder including alternate bid after the 2 PM deadline on Monday May 10 has passed.

\*\*\*\*\*



**DATE:** May 7, 2021

**TO:** Tumwater School District Board of Directors

**FROM:** Mel Murray, Director of Facilities

**SUBJECT:** Consent Agenda  
Capital Projects Contract Change Orders

\*\*\*\*\*

Change Order #4 for the Tumwater High School Performing Arts Center Addition and Modernization construction contract is attached.

It includes Proposal Request #1 for almost \$160,000. This was to replace ten double and triple sets of metal doors, their frames and hardware around the gym in Building C. Installed in 1975, these doors had 45 years of hard use and were not opening and closing properly.

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

\*\*\*\*\*



**CHANGE  
ORDER**

AIA Document G701

OWNER X  
ARCHITECT X  
CONTRACTOR X  
FIELD  
OTHER

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

CHANGE ORDER NO.: 4

DATE: 4/22/2021

ARCHITECT'S PROJECT NO.: 2018-031

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

CONTRACT DATE: 6/4/2020

CONTRACT FOR: Construction

The Contract is changed as follows:

|   |   |              |
|---|---|--------------|
| 1 | Incorporate work described by PR #1   | \$159,993.96 |
| 2 | Incorporate work described by PR#3  | \$24,322.63  |
| 3 | Incorporate work described by CCD#12  | \$16,204.85  |
| 4 | Increase contract time by 29 days. Substantial completion to be June 30th, 2021 | \$0.00       |

**Total Change Order # 4** **\$200,521.44**


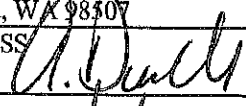
This change order provides for all compensation arising directly or indirectly for this work including money, time and impact compensation

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

|   |                |
|---|----------------|
| The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was   | \$2,729,406.00 |
| Net change by previously authorized Change Orders   | \$51,352.32    |
| The (Contract Sum) ( <del>Guaranteed maximum Price</del> ) prior to this Change Order was   | \$2,780,758.32 |
| The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) (decreased) ( <del>unchanged</del> ) by this Change Order in the amount of | \$200,521.44   |
| The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be  | \$2,981,279.76 |

The Contract Time will be (increased) (decreased) (~~unchanged~~) by twenty nine calendar (29) days.  
The date of Substantial Completion as of the date of this Change Order therefore is: Wednesday, June 30, 2021

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

|   |   |  |
|---|---|--|
| <u>Tovani Hart, PC</u><br>ARCHITECT   | <u>Scott Wall Construction, Inc</u><br>CONTRACTOR   | <u>Tumwater School District</u><br>OWNER |
| <u>609 A Columbia St. SW</u><br>ADDRESS   | <u>P.O. Box 2789</u><br>ADDRESS   | <u>621 Linwood Ave. SW</u><br>ADDRESS    |
| <u>Olympia, WA 98501</u><br>ADDRESS   | <u>Olympia, WA 98507</u><br>ADDRESS   | <u>Tumwater, WA 98512</u><br>ADDRESS     |
| <u>BY </u><br>BY | <u>BY </u><br>BY | <u>BY</u><br>BY                          |
| <u>DATE 05/05/2021</u><br>DATE  | <u>DATE 5/5/21</u><br>DATE  | <u>DATE</u><br>DATE                      |



\*\*\*\*\* **MEMO** \*\*\*\*\*

**DATE:** May 10, 2021  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT: Consent Agenda:  
Surplus Items – Old Furniture at Black Lake Elementary**

Replacement of the furniture at Black Lake Elementary is included in the 2020 capital levy. Most of the existing furniture is original to building when it was built in 1982 and was not replaced with the major renovation done in 2005.

The company supplying the new furniture this summer inventoried the condition of the existing furniture. All of it was graded either 'C' (fair to poor, end of useful life) or 'D' (poor to unsafe).

We would like to surplus all pieces listed.

\*\*\*\*\*

# PRODUCT SUMMARY

BLACK LAKE ES



## TABLES - ACTIVITY

| ITEM   | MODEL # | MANUFACTURER<br>DESCRIPTION        | QTY | Condition Grade |
|--------|---------|------------------------------------|-----|-----------------|
| E-0003 | □       | TBD<br>30X72                       | 69  | C               |
| E-0004 | □       | TBD<br>SOFT PLASTIC                | 462 | C               |
| E-0005 | □       | TBD<br>HEALTH BED                  | 1   | C               |
| E-0006 | □       | TBD<br>DESK                        | 9   | C               |
| E-0007 | □       | TBD<br>MOBILE ARM CHAIR            | 1   | C               |
| E-0008 | □       | TBD<br>LOW SHELVING                | 10  | C               |
| E-0009 | □       | TBD<br>LOW MOBILE STORAGE CART     | 18  | C               |
| E-0010 | □       | TBD<br>CAFETERIA TABLE             | 19  | C               |
| E-0011 | □       | TBD<br>METAL FOLDING CHAIRS        | 234 | C               |
| E-0012 | □       | TBD<br>RISERS                      | 5   | C               |
| E-0013 | □       | TBD<br>TEACHERS CHAIR              | 39  | C               |
| E-0014 | □       | TBD<br>BBF PEDESTAL                | 3   | C               |
| E-0015 | □       | TBD<br>FOLDING TABLE               | 1   | C               |
| E-0016 | □       | TBD<br>ARMLESS TASK CHAIR          | 5   | C               |
| E-0017 | □       | TBD<br>TALL MOBILE SHELVING        | 5   | C               |
| E-0018 | □       | TBD<br>36" SQUARE TABLE            | 1   | C               |
| E-0019 | □       | TBD<br>TEACHERS DESK               | 30  | C               |
| E-0020 | □       | TBD<br>4 DRAWER FILE               | 44  | C               |
| E-0021 | □       | TBD<br>GUEST CHAIR                 | 23  | C               |
| E-0022 | □       | TBD<br>36"X72" TABLE               | 3   | C               |
| E-0023 | □       | TBD<br>MOBILE TALL STORAGE CABINET | 46  | C               |
| E-0024 | □       | TBD<br>36X72 TABLE                 | 7   | C               |
| E-0025 | □       | TBD<br>CREDENZA                    | 19  | C               |

# PRODUCT SUMMARY

BLACK LAKE ES



---

|        |   |                                   |    |   |
|--------|---|-----------------------------------|----|---|
| E-0026 | □ | TBD<br>CUBBY                      | 1  | C |
| E-0027 | □ | TBD<br>BOOKSHELF                  | 1  | C |
| E-0028 | □ | TBD<br>30X82 COMPUTER TABLE       | 4  | C |
| E-0029 | □ | TBD<br>30X72 COMPUTER TABLE       | 19 | C |
| E-0030 | □ | TBD<br>48"ROUND                   | 11 | C |
| E-0031 | □ | TBD<br>24X36 TABLE                | 6  | C |
| E-0032 | □ | TBD<br>LIBRARY MOBILE CART        | 8  | C |
| E-0033 | □ | TBD<br>HALF CIRCLE ACTIVITY TABLE | 8  | C |
| E-0034 | □ | TBD<br>36 ROUND                   | 2  | C |
| E-0035 | □ | TBD<br>HARD PLASTIC               | 96 | C |
| E-0036 | □ | TBD<br>20X48 TABLE                | 6  | C |
| E-0037 | □ | TBD<br>30X48                      | 2  | C |
| E-0038 | □ | TBD<br>COMBO DESK                 | 73 | D |
| E-0039 | □ | TBD<br>24X60                      | 1  | C |
| E-0040 | □ | TBD<br>3 DRAWER LATERAL FILE      | 1  | C |
| E-0041 | □ | TBD<br>30X36 TABLE                | 18 | C |
| E-0042 | □ | TBD<br>BOOK BOX DESK              | 52 | D |
| E-0043 | □ | TBD<br>28X48 TABLE                | 4  | C |
| E-0044 | □ | TBD<br>28X60 TABLE                | 10 | C |
| E-0045 | □ | TBD<br>FLIP TOP STUDENT DESK      | 28 | D |
| E-0046 | □ | TBD<br>STOOLS                     | 26 | C |
| E-0047 | □ | TBD<br>24X72 WOOD TABLE           | 1  | C |
| E-0048 | □ | TBD<br>TALL BOOK SHELF            | 8  | D |
| E-0049 | □ | TBD<br>30X40 TABLE                | 1  | C |
| E-0050 | □ | TBD<br>2 DRAWER FILE CABINET      | 1  | C |

# PRODUCT SUMMARY

BLACK LAKE ES



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E-0051 □

TBD  
36X60 TABLE

1

C

Total pieces = 1,443

Condition Grading Legend:

A - Like new

B - Good to fair

C - Fair to Poor (End of useful life)

D - Poor to Unsafe

F - Unsafe

## REPORTS TO THE BOARD

- 1<sup>st</sup> Reading, Policy 3114 – Part-Time, Home-Based, or Off-Campus Students:  
Sean Dotson will present on this topic.
- Equity Planning Committee Update: Sean Dotson will present on this topic.

## Tumwater School District Board Policy

### PART-TIME, HOME-BASED, OR OFF-CAMPUS STUDENTS

~~The district shall permit the enrollment of and provide ancillary services for part time students~~ **Part time students are permitted to enroll and receive ancillary services**, provided such students are **otherwise** eligible for full time enrollment in the school district, and such courses/services are not available in the student's private school or an approved extension thereof. Part-time **status also** includes any student, ~~who is not enrolled in a private school, and who is receiving home-based instruction.~~ **Part time also includes students who are and taking courses at one of our schools or receiving ancillary services from the district or both, or any student involved in an approved work training program.** ~~approved by the Board. Enrollment for such students will be on a space available basis and parents may be required to provide transportation.~~

**Home-based Instruction shall consist of instructional and related educational activities, including the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music. Such instruction will be equivalent, as liberally construed, to the total annual program hours per grade level as established for public schools.**

- ~~1. Planned and supervised instructional and related educational activities including the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music.~~
- ~~2. 450 hours per year of instruction for Kindergarten  
900 hours per year of instruction for Grades 1-3  
990 hours per year of instruction for Grades 4-8  
1,080 hours per year of instruction for Grades 9-12~~

**Each parent whose child is receiving home-based instruction has the duty to:**

- 1. Ensure that** test scores or annual academic progress assessments and immunization records, as well as any other records, ~~must be~~ are kept relating to the student's instructional and educational activities. These records may be used by the public school if the student wishes to discontinue home-based instruction.
- 2. Ensure that** a standardized achievement test, approved by the State Board of Education, ~~must be~~ **is** administered annually to the student by a qualified individual or an annual assessment of the student's academic progress **is** written by a certificated person who is currently working in the field of education. The standardized test results or the annual academic progress report ~~shall~~ be made part of the student's permanent records.

#### **Parent Qualifications**

RCW 28A.225.010(4) requires that the instructional and educational activities be:

1. Provided by a parent who is instructing his or her child(ren) only and is supervised by a certificated person (Chapter 28A.410 RCW). The supervision consists of objectives by the certificated person and the parent; a minimum each month of an average of one contact hour per week with the child being supervised by the certificated person; and evaluation of such child's progress by the certificated person. The number of children supervised by the certificated person shall not exceed thirty; or
2. Provided by a parent who is instructing his or her child(ren) only and who has either earned forty-five college level credit hours or the equivalent in semester hours; or
3. Provided by a parent who has completed a course in home based instruction at a post-secondary institution or a vocational-technical institute; or
4. Provided by a parent who is deemed sufficiently qualified to provide home based instruction by the superintendent of the local school district in which the child resides.

~~The following procedures shall be utilized for the evaluation of parental requests to provide home-based schooling to their own children in lieu of attending Tumwater Public Schools.~~

- ~~1. A parent requesting to provide home-based instruction to his/her own child(ren) shall file with the Tumwater School District Office no later than September 15th annually or within two weeks of the beginning of any semester for middle and/or high school students as specified by state law and district policy.~~
- ~~2. The statement shall include:
  - a. The intent to provide home-based instruction.
  - b. The means by which all legal requirements will be met, including but not limited to parental instructional qualifications, per state law and district policy.~~

Home-based instruction may be provided by a parent who has filed a declaration of intent with the superintendent by September 15, or within two (2) weeks of the beginning of any quarter, trimester or semester. Parents may file their declaration of intent with the school district in which they reside or in a school district that has accepted their student pursuant to [RCW 28A.225.225](#).

All decisions relating to philosophy or doctrine, selection of books, teaching materials and curriculum, and methods, timing, and place in the provision or evaluation of home-based instruction shall be the responsibility of the parent except as set forth in the signed declaration of intent. Failure of a parent to comply with the standards as specified in this policy shall constitute a violation of the compulsory attendance law.

|                   |                 |  |
|-------------------|-----------------|--|
| Legal References: | RCW 28A.225.220 | Adults, children from other districts,<br>agreements for attending school<br>— Tuition |
|                   | 28A.225.225     | Applications to attend nonresident<br>district   |
|                   | 28A.195.010     | Private schools — Extension<br>programs for parents to teach                           |



- 28A.225.010 children in their custody — Scope of state control — Generally Attendance mandatory — Age — Persons having custody shall cause child to attend public school — Exceptions
- 28A.200.010 Home-based instruction — Duties of parents
- 28A.200.020 Home-based instruction — Certain decisions responsibility of parent

RCW 28A.150.350

Part-time students — Defined —  
Enrollment authorized —  
Reimbursement for costs--  
Funding authority recognition--  
Rules

WAC 392-121-182

Enrollment time credit-off-campus —  
Alternative Learning Experiences  
— Study time off-campus  
Instruction Requirements

392-134-010

Attendance rights of part-time public  
school students

**ADOPTED: 1995**

**REVISED: 1998; 2008; October 24, 2013**

**Tumwater School District  
Board Policy**

**PART-TIME, HOME-BASED, OR OFF-CAMPUS STUDENTS**

The district shall permit the enrollment of and provide ancillary services for part time students, provided such students are eligible for full time enrollment in the school district, and such courses/services are not available in the student's private school or an approved extension thereof. Part-time includes any student who is not enrolled in a private school and who is receiving home-based instruction. Part time also includes students who are taking courses at one of our schools or receiving ancillary services from the district or both, or any student involved in a work training program approved by the Board. Enrollment for such students will be on a space available basis and parents may be required to provide transportation.

***Home-based Instruction shall consist of:***

1. Planned and supervised instructional and related educational activities including the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music.
2. 450 hours per year of instruction for Kindergarten  
900 hours per year of instruction for Grades 1-3  
990 hours per year of instruction for Grades 4-8  
1,080 hours per year of instruction for Grades 9-12
3. Test scores or annual academic progress assessments and immunization records, as well as any other records, must be kept relating to the student's instructional and educational activities. These records may be used by the public school if the student wishes to discontinue home-based instruction.
4. A standardized achievement test, approved by the State Board of Education, must be administered annually to the student by a qualified individual or an annual assessment of the student's academic progress written by a certificated person who is currently working in the field of education. The standardized test results or the annual academic progress report shall be made part of the student's permanent records.

***Parent Qualifications***

RCW 28A.225.010(4) requires that the instructional and educational activities be:

1. Provided by a parent who is instructing his or her child(ren) only and is supervised by a certificated person (Chapter 28A.410 RCW). The supervision consists of objectives by the certificated person and the parent; a minimum each month of an average of one contact hour per week with the child being supervised by the certificated person; and evaluation of such child's progress by the certificated person. The number of children supervised by the certificated person shall not exceed thirty; or
2. Provided by a parent who is instructing his or her child(ren) only and who has either earned forty-five college level credit hours or the equivalent in semester hours; or

3. Provided by a parent who has completed a course in home based instruction at a post-secondary institution or a vocational-technical institute; or
4. Provided by a parent who is deemed sufficiently qualified to provide home based instruction by the superintendent of the local school district in which the child resides.

The following procedures shall be utilized for the evaluation of parental requests to provide home-based schooling to their own children in lieu of attending Tumwater Public Schools.

1. A parent requesting to provide home-based instruction to his/her own child(ren) shall file with the Tumwater School District Office no later than September 15th annually or within two weeks of the beginning of any semester for middle and/or high school students as specified by state law and district policy.
2. The statement shall include:
  - a. The intent to provide home-based instruction.
  - b. The means by which all legal requirements will be met, including but not limited to parental instructional qualifications, per state law and district policy.

All decisions relating to philosophy or doctrine, selection of books, teaching materials and curriculum, and methods, timing, and place in the provision or evaluation of home-based instruction shall be the responsibility of the parent except as set forth in the signed declaration of intent. Failure of a parent to comply with the standards as specified in this policy shall constitute a violation of the compulsory attendance law.

|                   |                 |  |
|-------------------|-----------------|--|
| Legal References: | RCW 28A.225.220 | Adults, children from other districts, agreements for attending school — Tuition   |
|                   | 28A.225.225     | Applications to attend nonresident district  |
|                   | 28A.195.010     | Private schools — Extension programs for parents to teach children in their custody — Scope of state control — Generally |
|                   | 28A.225.010     | Attendance mandatory — Age — Persons having custody shall cause child to attend public school — Exceptions               |
|                   | 28A.200.010     | Home-based instruction — Duties of parents   |
|                   | 28A.200.020     | Home-based instruction — Certain decisions responsibility of parent  |

RCW 28A.150.350

Part-time students — Defined —  
Enrollment authorized —  
Reimbursement for costs--  
Funding authority recognition--  
Rules

WAC 392-121-182

Enrollment time credit-off-campus —  
Alternative Learning Experiences  
— Study time off-campus  
Instruction Requirements

392-134-010

Attendance rights of part-time public  
school students

**ADOPTED: 1995**

**REVISED: 1998; 2008; October 24, 2013**

## **ACTION ITEMS**

- 2<sup>nd</sup> Reading, Policy & Procedure 2410 – Graduation Requirements: Sean Dotson will present on this topic.
- 2<sup>nd</sup> Reading, Policy 2409 – Competency Based Credit: Sean Dotson will present on this topic.
- Resolution 07-20-21 – Delegating Authority to WIAA: Sean Dotson will present on this topic.
- Academic & Student Well-Being Recovery Plan: Sean Dotson will present on this topic.

**Tumwater School District  
Board Policy**

**HIGH SCHOOL GRADUATION REQUIREMENTS**

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

**I. REQUIREMENTS FOR GRADUATING**

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy; and (4) complete a Senior Culminating Project as described in the procedure accompanying this policy.

**II. IMPLEMENTATION**

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

|                  |                     |  |
|------------------|---------------------|--|
| Legal References | RCW 28A.230.090     | High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies |
|                  | RCW 28A.230.120     | High school diplomas — Issuance — Option to receive final transcripts — Notice   |
|                  | RCW 28A.600.300-400 | Running Start program  |
|                  | RCW 28A.635.060     | Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution   |

|                 |  |
|-----------------|--|
| WAC 180-51      | — Voluntary work program as<br>alternative — Rights protected                          |
| WAC 392-121-182 | High school graduation requirements<br>Alternative Learning Experience<br>Requirements |
| WAC 392-169     | Special service programs running start<br>program                                      |
| WAC 392-348     | Secondary Education  |
| WAC 392-410     | Courses of studies and equivalencies   |

Management Resources:

|                              |  |
|------------------------------|--|
| <i>Policy News</i> , 4-2012  | State Board of Education revises credit<br>requirements for graduation |
| <i>Policy News</i> , 10-2011 | Policy manual revisions  |
| <i>Policy News</i> , 6-2010  | High school proficiency examination                                    |
| <i>Policy News</i> , 4-2009  | High school graduation requirements<br>(Class of 2009)                 |
| <i>Policy News</i> , 2-2009  | High School Graduation Requirements                                    |
| <i>Policy News</i> , 8-2007  | Graduation Requirements Modified by<br>Legislature                     |
| <i>Policy News</i> , 10-2004 | Graduation Requirements: High School<br>and Beyond Plans               |
| <i>Policy News</i> , 2-2004  | High School Graduation Requirements                                    |
| <i>Policy News</i> , 12-2000 | 2004 High School Graduation<br>Requirements Adopted                    |
| <i>Policy News</i> , 4-1999  | Variations Complicate College Credit<br>Equivalencies                  |

**ADOPTED: January 10, 1985**

**REVISED: October 8, 1998; June 29, 2000; June 10, 2004; August 14, 2008;  
September 23, 2010; August 22, 2013**



**Tumwater School District  
Board Policy**

**HIGH SCHOOL GRADUATION REQUIREMENTS**

The Board will award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The Board will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education. Each student must earn a minimum of 22.00 credits to graduate and meet the required minimum as identified below:

| <b>Subject</b>                       | <b>Class of 2014 &amp; 2015</b><br>Minimum TSD<br>Credit Requirements | <b>Class of 2016 and beyond</b><br>Minimum TSD Credit<br>Requirements |
|--------------------------------------|---|---|
| English                              | 3.5   | 4   |
| Mathematics                          | 3   | 3   |
| Science (including 1 lab credit)     | 2   | 2   |
| Social Studies                       | 2.5   | 3   |
| Health and Fitness                   | 2   | 2   |
| Arts                                 | 1   | 1   |
| Occupational Education               | 1   | 1   |
| Electives                            | 7   | 6   |
| <b>Total TSD Credit Requirements</b> | <b>22</b>   | <b>22</b>   |

The Board will approve additional graduation requirements as recommended by the superintendent.

In addition to the minimum credit requirements, to earn a diploma each student must:

- 1. Pass the current State assessment requirements:** Assessment requirements for Certificate of Academic Achievement/ High School Diploma are outlined by the Office of Superintendent of Public Instruction and the current requirements are provided in TSD Procedure 2410;
- 2. Complete a High School and Beyond Plan:** Within the first year of high school enrollment, each student will develop a plan for satisfying the State and District's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and District staff. The plan should include how the student will satisfy the District's

academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan;

- 3. Complete a Culminating Project:** During the course of their high school career, each student will complete a culminating project. The project will demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. Projects also include a community outreach component.

The superintendent will develop procedures for implementing this policy which include:

1. Establishment of the process and assessment criteria for the high school culminating project requirements;
2. Establishing the process for completion of the High School and Beyond Plan;
3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the District;
4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the District will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the District will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent or designee within fifteen school days;
5. Making graduation requirements available in writing to students, parents and members of the public;
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;
7. Granting credit for learning experiences conducted away from school, including National Guard high school career training;

8. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the District has agreed to accept for high school credit. State law requires that the District award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the District awards the diploma. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program;
9. Granting credit for work experience;
10. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;
11. Counseling of students to know what is expected of them in order to graduate;
12. Preparing a list of all graduating students for the information of the Board and release to the public;
13. Preparing suitable diplomas and final transcripts for graduating seniors;
14. Planning and executing graduation ceremonies; and
15. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.

In the event minimum test requirements are adopted by the Board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

A student will be issued a diploma after completing the District's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final transcript.

However, a student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3200, *Student Rights and Responsibilities*. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3200, *Student Rights and Responsibilities*, will apply.

Graduation requirements in effect when a student first enrolls in high school will be in effect until that student graduates unless such period is in excess of ten years.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

|                  |                     |  |
|------------------|---------------------|--|
| Legal References | RCW 28A.230.090     | High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies |
|                  | RCW 28A.230.120     | High school diplomas — Issuance — Option to receive final transcripts — Notice   |
|                  | RCW 28A.600.300-400 | Running Start program  |
|                  | RCW 28A.635.060     | Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected                        |
|                  | WAC 180-51          | High school graduation requirements  |
|                  | WAC 392-121-182     | Alternative Learning Experience Requirements   |
|                  | WAC 392-169         | Special service programs running start program   |
|                  | WAC 392-348         | Secondary Education  |
|                  | WAC 392-410         | Courses of studies and equivalencies   |

Management Resources:

|                              |   |
|------------------------------|---|
| <i>Policy News</i> , 4-2012  | State Board of Education revises credit requirements for graduation |
| <i>Policy News</i> , 10-2011 | Policy manual revisions   |
| <i>Policy News</i> , 6-2010  | High school proficiency examination                                 |
| <i>Policy News</i> , 4-2009  | High school graduation requirements (Class of 2009)                 |
| <i>Policy News</i> , 2-2009  | High School Graduation Requirements                                 |
| <i>Policy News</i> , 8-2007  | Graduation Requirements Modified by Legislature                     |
| <i>Policy News</i> , 10-2004 | Graduation Requirements: High School and Beyond Plans               |
| <i>Policy News</i> , 2-2004  | High School Graduation Requirements                                 |

*Policy News*, 12-2000    2004 High School Graduation  
   Requirements Adopted  
*Policy News*, 4-1999    Variations Complicate College Credit  
   Equivalencies

**ADOPTED: January 10, 1985**

**REVISED: October 8, 1998; June 29, 2000; June 10, 2004; August 14, 2008;  
September 23, 2010; August 22, 2013**

**Tumwater School District  
Procedures**

**HIGH SCHOOL GRADUATION REQUIREMENTS**

**I. PUBLICATION OF GRADUATION REQUIREMENTS**

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

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

**II. CREDIT REQUIREMENTS**

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

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

**Period of Eligibility to Earn Credits**

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

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

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

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

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

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

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

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

### **Awarding of High School Credit**

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

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

### **Credits from Other Programs**

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

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

### **Subject and Credit Requirements for Graduation**

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

A. Four credits in English.

B. Three credits in mathematics.

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

C. Three credits in science.

1. Two science credits must be in laboratory science.



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

D. Three credits in social studies.

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

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

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

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

G. One-half credit in health.

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

I. One credit in career and technical education.

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

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

J. Four elective credits.

Total number of credits required to graduate: 24.

### **Alternative Programs**

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

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

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

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

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

### **Running Start**

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

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

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

### **College Coursework (WAC 392-410-310)**

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

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

### **Out-of-District Correspondence Courses**

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

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

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

### **Credit for Career and Technical Work-Based Learning**

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

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

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

### **National Guard High School Career Training**

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

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

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

### **Home School Credit**

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

## **III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **IV. GRADUATION PATHWAY OPTIONS**

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

##### **Statewide High School Assessment**

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

##### **Dual Credit Courses**

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

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

##### **High School Transition Courses**

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

##### **AP Courses and International Baccalaureate Programs**

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

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



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

B. Achieving the following scores on the following exams:

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

**SAT or ACT Scores**

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

**Combination of Options**

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

### **Armed Services Vocational Aptitude Battery**

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

### **Career and Technical Education Courses**

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

### **Expedited Appeal Process for Waiving Student Assessment Requirements**

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

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

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

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

## **V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA**

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

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

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

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

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

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

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

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

## VII. SEAL OF BILITERACY

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

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

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

### **VIII. ADDITIONAL GRADUATION REQUIREMENTS**

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

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

To meet these goals all students will:

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

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

## **GRADUATION CEREMONIES**

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

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

Graduation ceremonies will be conducted in the following manner:

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

## **WITHHOLDING OF A DIPLOMA**

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

**ADOPTED: January 10, 1985**

**REVISED: June 23, 2011; August 22, 2013**

DRAFT

**Tumwater School District  
Procedures**

**HIGH SCHOOL GRADUATION REQUIREMENTS**

**Publication of Graduation Requirements**

Prior to registering for 9<sup>th</sup> grade, and each year thereafter, each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student. Graduation requirements shall also be included in the student handbook.

**High School Completion**

Prior to registering for 9<sup>th</sup> grade, each student is to develop and have on file a High School and Beyond Plan approved by the parent/guardian. Counselors or other school staff will provide assistance to incoming ninth graders and their families in developing their High School and Beyond Plan. Changes in plans should, if possible, reflect parent consent and should be submitted to the appropriate counselor. At least yearly the school will provide the student and his/her parents or guardians with a report which reflects the progress that has been made toward satisfying the graduation requirements. If progress is not normal, the school will identify alternative courses that can be taken to correct the deficiencies.

**Subject Area and Credit Requirements**

Each student must earn a minimum of 22.00 credits to graduate and meet the required minimum as identified below.

| <b>Subject</b>                       | <b>Class of 2014 &amp; 2015<br/>Minimum TSD Credit<br/>Requirements</b> | <b>Class of 2016 and beyond<br/>Minimum TSD Credit<br/>Requirements</b> |
|--------------------------------------|---|---|
| English                              | 3.5   | 4   |
| Mathematics                          | 3 See note (1)  | 3 See note (1)  |
| Science (including 1 lab credit)     | 2   | 2   |
| Social Studies                       | 2.5 See note (2)  | 3 See note (3)  |
| Health and Fitness                   | 2   | 2 (.5 Health and 1.5 Fitness)   |
| Arts                                 | 1   | 1   |
| Occupational Education               | 1   | 1   |
| Electives                            | 7   | 6   |
| <b>Total TSD Credit Requirements</b> | <b>22</b>   | <b>22</b>   |

Notes:

1. Math credits will include, at minimum, a full credit in Algebra 1, Geometry and Algebra 2 or a student may elect to pursue a 3<sup>rd</sup> credit of math other than Algebra 2



if the elective choice is based on a career oriented HSBP and the student, parent/guardian and school rep meet and sign a form.

2. WAC 180-51-066 requires 2.5 credits of social studies for graduation for students enrolled through the graduating class of 2015. This requirement includes 1 credit of US History and Government, 1 credit of Contemporary World History, Geography and Problems (often referred to as Contemporary World Problems or CWP), and .5 credits of Washington State History and Government.
3. (3) WAC 180-51-067 requires 3 credits of social studies for graduation for students enrolled in the graduating class of 2016 and beyond. This requirement includes 1 credit of US History, 1 credit of Contemporary World History, Geography and Problems (CWP), .5 credit of Civics, and .5 credit of social studies elective.

Graduation requirements in the Tumwater School District are based on the Carnegie unit where 1 semester class equals .50 credits. Additional requirements shall be listed annually through a school's course catalog.

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approve private school or home school), or from out-of state, or out-of-country. Credits from another Washington public school or accredited state private school or accredited out-of-state public or private school shall be accepted to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. Credits from unaccredited programs or home school shall be evaluated as described in the Home School Procedure #3114.

### State Assessment Requirements

| <b>Assessment Requirements for Certificate of Academic Achievement (CAA) / High School Diploma</b> |   |  |                                       |
|--|---|--|---------------------------------------|
| <b>Subject</b>   | <b>Classes of 2013 &amp; 2014</b>   | <b>Classes of 2015, 2016, 2017 &amp; 2018</b>  | <b>Class of 2019</b>                  |
| <b>English Language Arts</b>   | Reading HSPE and Writing HSPE   | Reading HSPE and Writing HSPE<br>- OR -<br>ELA Exit Exam<br>- OR -<br>11th-grade Smarter Balanced ELA Test | 11th-grade Smarter Balanced ELA Test  |
| <b>Math</b>  | Algebra 1/Integrated Math 1 EOC<br>- OR -<br>Geometry/Integrated Math 2 EOC | Algebra I/Integrated Math 1 EOC<br>- OR -<br>Geometry/Integrated Math 2 EOC                                | 11th-grade Smarter Balanced Math Test |

|                |  |  |  |
|----------------|--|--|--|
|                |  | - OR-<br>Algebra 1/Integrated Math<br>1 EOC Exit Exam<br>- OR-<br>Geometry/Integrated<br>Math 2 EOC Exit Exam<br>- OR-<br>11th-grade Smarter<br>Balanced Math Test |  |
| <b>Science</b> |  | Biology EOC<br>- OR-<br>Comprehensive NGSS Test**  |  |

**High School Proficiency Exams:** HSPEs are comprehensive exams that measure the basic proficiency of high school students in reading and writing, and serve as the state's exit exams in those subjects.

**End-of-Course Exams:** EOCs measure the knowledge of students in algebra 1/integrated math 1, geometry/integrated math 2 and biology when they complete each course. They serve as the state's exit exams for math and science.

*\*\* Until Next Generation Science Standards (NGSS) are adopted, implemented and assessed, students will be required to pass the Biology EOC. After NGSS are adopted, implemented and assessed, they will be required to pass a Comprehensive NGSS Test. The timeline of adoption/implementation/assessment of NGSS is undetermined.*

**ELA and Math EOC Exit Exams:** Based on the Common Core State Standards, the state will administer new English language arts (ELA) and math exit exams to align with the new standards beginning in the 2014-15 school year.

**Smarter Balanced Tests:** Beginning in the 2014-15 school year, subjects included in the Common Core will be assessed using the Smarter Balanced system. Meeting standard on an 11th-grade Smarter Balanced test is a state-approved assessment alternative for ELA and math for the classes of 2015, 2016, 2017 and 2018. Starting with the Class of 2019, meeting standard on the Smarter Balanced tests will be required for high school graduation.

**Additional Graduation Requirements**

A Senior Culminating Project and a High School and Beyond Plan are required to earn a Tumwater School District Diploma. The Senior Culminating Project shall consist of the student demonstrating both their learning competencies and preparation related to the State Learning Goals 3 and 4. For the purpose of this procedure Learning Goals 3 & 4 are defined as:

- Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.

**To meet these goals all students will:**

1. Complete 30 hours of community outreach during their high school experience.
2. During the freshman year students will, with instruction:
  - A. Complete a career interest inventory to identify their strengths and weaknesses as related to their personal career goals.
  - B. Create a High School and Beyond Plan.
  - C. Create a résumé.
3. Students will be led through a review of their High School and Beyond Plan on a yearly basis.
4. During their senior year, students will participate in a Senior Culminating Project Exit Interview before a panel consisting of a teacher, a community member and a student advocate. The process shall include:
  - A. Submission of an up-to-date résumé.
  - B. Submission of documentation of 30 hours of community outreach.
  - C. Two part exit interview:
    - a. Student led section where the student shares their high school experiences as they relate to their High School and Beyond Plan.
    - b. A panel led question and answer section where the student is asked pre-identified questions.
  - D. The Senior Project will be scored using a Standards Based Scoring Rubric:
    - a. If a student does not pass the résumé portion and does pass the Exit Interview, he/she may redo the résumé and will not be required to redo the Exit Interview.
    - b. If a student does not pass either portion of the Exit Interview they will be required to redo the entire Exit Interview.
5. All sites will develop a process to ensure that all transfer, Running Start, and New Market students will have an opportunity to fulfill the Senior Culminating Project.

**Occupational Education Requirements**

“Occupational Education” means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under Student Learning Goal 4 and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the superintendent of public instruction. Students are required to have 1.0 credit in Occupational Education for graduation (WAC 180-51-066 and WAC 180-51-067).

1. Student Learning Goal 4: Understanding the importance of work and how performance, effort and decisions directly impact future career educational opportunities.
2. Exploratory Career and Technical Education (CTE) Standards: Exploratory CTE courses are for secondary students who want to investigate a broad range of career options within a career cluster or pathway. Students who enroll in exploratory CTE classes:
  - A. Demonstrate the application of essential learnings in context of preparing for work.

- B. Demonstrate occupational specific skills.
- C. Demonstrate knowledge of more than one career option within a chosen pathway.
- D. Demonstrate employability and leadership skills.

### **PE/Health Requirements**

The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses is determined by WAC 180-51-025. Students may be excused from the physical portion of the fitness requirement on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause (RCW 28A.230.050). Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement. (See guidelines for alternative programs and equivalency crediting below for more guidance.)

### **Waiver of Graduation Requirements**

All state requirements must be satisfied except that Washington history and government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. Additionally, physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment or religious belief or because of participation in directed athletics or military science and tactics. This shall not alter the credit requirements established by the board.

The following procedure shall be followed in graduation waiver requests:

1. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when requirements have been met.
  - A. An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12<sup>th</sup> grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his/her 12<sup>th</sup> year of high school.
2. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver shall be as follows:
  - A. Request shall be initiated by the parent/guardian or the eligible student;
  - B. The request shall be submitted to the student's counselor for his/her review and recommendation;

- C. The counselor will submit the request with his/her recommendation to the principal;
- D. The principal shall investigate the request for waiver of graduation requirements;
- E. The principal shall make a determination in writing based upon appropriate data and upon conclusions of the investigation;
- F. The principal shall develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and
- G. The parent/guardian or eligible student shall be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent no later than 30 days prior to the anticipated graduation date.

### **Alternative Programs**

Credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by the district.

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

1. The objective(s) of the program;
2. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
3. A schedule of the duration of the program, including beginning and ending dates within the school year;
4. A description of how student performance will be supervised, evaluated and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff;
5. A description of intervention techniques and criteria for their use;
6. Description of how student performance will be assessed;
7. Qualifications of instructional personnel; and
8. Plans for evaluation of the program.

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

The decision and the rationale will be communicated to the student and the parents by letter prior to the experience.

A list of approved programs shall be kept on file in the principal's office. Reasons for approval or disapproval shall be communicated to those making the request.

### **Course Equivalency**

If a department believes a course can fulfill the educational requirements of another course, the department may request a course equivalency using the following procedure:

1. Requesting teacher will submit a copy of the Course Equivalency Request Form to the supervisor overseeing graduation requirements in the Student Learning Office to record that the request has been initiated. When the request is received, a course equivalency packet will be sent to the requesting teacher. The packet will include:
  - A. TSD course equivalency request form
  - B. TSD procedure for course equivalency
  - C. Course equivalency information and guidance from the appropriate content area of the OSPI Course Equivalency Toolkit.
2. Requesting teacher will submit the following information to their department head.
  - A. Course Equivalency Request Form.
  - B. Supporting rationale for acceptance of course equivalency.
  - C. Course syllabus which includes course description, instructional philosophy, course goals, major course assignments and projects, assessments, grading policy, materials and resources.
  - D. Identify the EALR/ GLE at Benchmark 3 and the Power Standards that are met within the course (WAC180-51-067).
  - E. Any other relevant documentation, i.e. CBA's, CBPA's).
3. After reviewing the request and making any comments, the initiating department head will forward the request to the equivalency department head.
  - A. That department has the opportunity to review the request and provide their comments.
  - B. Within one (1) month, the department head will forward the request to the building principal (this allows sufficient time to have a department meeting).
4. The principal, after review and signing will forward the request to the partner school's principal.
5. The partner school's principal forwards the request to the initiating department within their site.
6. The partner school's initiating department will have up to one month to review and make comments.
7. The department head will forward the request to their building's equivalency department who will have up to one month to review the request.
8. The equivalency department head will return the request to their building principal for review and signature.
9. The principal will submit the request to the supervisor overseeing graduation requirements in the Student Learning Office for district committee review. The district committee will convene and determine course equivalency. The committee will include:
  - A. Superintendent or his designee
  - B. Director of Student Learning
  - C. Supervisor overseeing graduation requirements
  - D. Supervisor of Career and Technical Education as needed
  - E. Principals from both comprehensive high schools (as needed as they have provided input on the application).
10. The committee will make a determination whether the course demonstrates equivalency. They will provide written response to the instructor/department indicating the course:

- A. Meets standard for equivalency – the course will be listed as an equivalency in the course catalog for the following school year (credit will not be retro-actively awarded).
  - B. Does not meet standard for equivalency – feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again.
11. If the course did not meet standard for equivalency the teacher(s) will have an opportunity to address the gaps and request another evaluation.
12. The district approved course equivalency list will be published by the committee prior to the start of the school year.

### **Credit for Work Experience**

The use of work experience as part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a manpower shortage. The following are the bases upon which credit may be granted for work experience:

1. The work program shall be supervised by the school.
2. The work experience shall be specifically related to the school program of the student.
3. Credit given for work experience shall represent growth in the student, and the type of work done should have definite educational value.
4. The job in which experience is gained shall provide varied experience.
5. A work experience program shall be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by the work-based learning coordinator.
6. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class).
7. Once credit may be granted for not less than one hundred eighty hours for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
8. A student participating shall be legally employed and must have passed his/her sixteenth birthday.
9. An employer's report of the student's work record, indicating satisfactory progress on the job, shall be filed with the school.
10. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standard for graduation requirements, is acceptable.

### **National Guard High School Career Training**

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

1. MIL Form 115 or an equivalent form now or hereafter provided by the National Guard shall be completed and filed with the school district; and
2. The number of credits toward high school graduation to be granted shall be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.

Credit toward high school graduation may be granted by the school district upon certification by a National Guard training unit commander on the completion component of MIL Form 115 or such equivalent form that the student has met all program requirements.

**Home School Credit**

Guidelines for granting high school credit for home schooling shall be as described in Procedure #3114.

**ADOPTED: January 10, 1985**

**REVISED: June 23, 2011; August 22, 2013**



Tumwater School District  
Board Policy

**CREDIT FOR COMPETENCY-PROFICIENCY**

**Meeting Standard on a State Assessment or Approved Assessment-Based Alternative**

The Board recognizes that state assessments and state-approved alternatives are directly aligned with course content. The Superintendent/designee will develop procedures for awarding credits to students who have previously failed courses based upon demonstrated proficiency on state assessments or state-approved assessments alternatives.

**Passing Subsequent Core Content Classes**

The Board recognizes that courses in certain content areas are progressive in nature (English and mathematics, for example). The Superintendent/designee will develop procedures for awarding credits to students who have previously failed courses based on demonstrated proficiency in subsequent courses in these content areas.

**World Languages**

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

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

In order to recognize the language proficiency of students, the Superintendent/designee is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

Legal References: RCW 28A.230.090 High School Graduation Requirements or Equivalencies – Reevaluation of Graduation Requirements – Review and Authorization of Proposed Changes – Credit for Courses Taken Before Attending High School – Postsecondary Credit Equivalencies  
WAC 180-51-050 High School Credit – Definition

Policy References: 2410 High School Graduation Requirements

**ADOPTION DATE: April 30, 2020**

**Tumwater School District  
Board Policy**

**CREDIT FOR COMPETENCY-PROFICIENCY**

**Meeting Standard on a State Assessment or Approved Assessment-Based Alternative**

The Board recognizes that state assessments and state-approved alternatives are directly aligned with course content. The Superintendent/designee will develop procedures for awarding credits to students who have previously failed courses based upon demonstrated proficiency on state assessments or state-approved assessments alternatives.

**Passing Subsequent Core Content Classes**

The Board recognizes that courses in English language arts and mathematics are progressive in nature. The Superintendent/designee will develop procedures for awarding credits to students who have previously failed courses based on demonstrated proficiency in subsequent English language arts and mathematics courses.

**World Languages**

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

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Policy References: 2410 High School Graduation Requirements

**ADOPTION DATE: April 30, 2020**



WASHINGTON INTERSCHOLASTIC  
ACTIVITIES ASSOCIATION

### SCHOOL BOARD RESOLUTION

Electronic form available at: [wiaa.com/resolution.aspx](http://wiaa.com/resolution.aspx)

Return by the **second Friday in June** annually.

School District Type (select one):  Public  Private  Charter  Tribal

School District Name: Tumwater Resolution # (optional): 07-20-21 Date: May 3, 2021

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

#### DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

#### INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school's WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Dr. Sean Dotson Signature: \_\_\_\_\_

School Board President (if applicable): Melissa Beard Signature: \_\_\_\_\_

School Board Members (list WIAA Contact as first school board member):

1. Casey Taylor Signature: \_\_\_\_\_

2. Darby Kaikkonen Signature: \_\_\_\_\_

3. Scott Killough Signature: \_\_\_\_\_

4. Laurie Sale Signature: \_\_\_\_\_

5. Type name here Signature: \_\_\_\_\_

435 Main Ave. S. | Renton, WA 98057 | (425) 687-8585 phone | (425) 687-9476 fax | [www.wiaa.com](http://www.wiaa.com) | [facebook.com/wiaawa](https://facebook.com/wiaawa) | [twitter.com/wiaawa](https://twitter.com/wiaawa)



PREPARING YOUTH FOR LIFE, FROM ONE GENERATION TO THE NEXT.

## Washington LEA Academic and Student Well-being Recovery Plan

### Part I: LEA Information

Please enter your LEA: Tumwater School District

Please enter the name of the point of contact for this survey: Sean Dotson

Please enter point of contact email address: Sean.Dotson@tumwater.k12.wa.us  
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: PK-12

### Part II: Attestations and Public Posting

1. Tumwater School District (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved: May 13, 2021

2. Tumwater School District (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: The Washington School Improvement Framework (WSIF) tool was used to assist in the development of this plan. Additionally, we are planning to use Corwin's Equity Audit Protocol during the upcoming school year.

Please provide a link to the equity analysis tool used:  
<https://washingtonstaterreportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100273>  
Link to the tool.

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: TBD

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: Check with Laurie

### Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

- Acceleration Academy
- Additional Instructional Time Before or After School
- Additional School Days
- Balanced Calendar
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extended Day Partnerships (CBOs)
- Extracurricular Activities
- High-quality Tutoring
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- Multi-tiered System of Supports
- Narrowing Standards
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- Student Voice and Perception
- Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- Other

**Part IV: Diagnostic Assessments**

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

| <b>Academic Diagnostic Assessments</b> |   |
|--|---|
| <input type="checkbox"/>               | Accelerated Reader (AR)                             |
| <input type="checkbox"/>               | AIMSweb   |
| <input type="checkbox"/>               | Amplify Insight (CCSS)                              |
| <input type="checkbox"/>               | Assessment and Learning in Knowledge Spaced (ALEKS) |

| <b>Academic Diagnostic Assessments</b> |   |
|--|---|
| <input type="checkbox"/>               | CPAA (NWEA)   |
| <input type="checkbox"/>               | Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |
| <input checked="" type="checkbox"/>    | DIBELS  |
| <input type="checkbox"/>               | Discovery Education Predictive Assessment   |
| <input type="checkbox"/>               | DRA (Developmental Reading Assessment)  |
| <input type="checkbox"/>               | DRP (Degrees of Reading Power)  |
| <input type="checkbox"/>               | EasyCBM   |
| <input type="checkbox"/>               | FAST (Formative Assessment System for Teachers)   |
| <input type="checkbox"/>               | Fountas & Pinnell   |
| <input type="checkbox"/>               | Gates Macginitie  |
| <input type="checkbox"/>               | GMADE   |
| <input type="checkbox"/>               | GOLD (WaKids)   |
| <input type="checkbox"/>               | GRADE   |
| <input checked="" type="checkbox"/>    | iReady  |
| <input type="checkbox"/>               | IRLA  |
| <input type="checkbox"/>               | iStation  |
| <input type="checkbox"/>               | ITBS (Iowa Test of Basic Skills)  |
| <input type="checkbox"/>               | IXL   |
| <input type="checkbox"/>               | KARK (Kindergarten Assessment Resource Kit)   |
| <input type="checkbox"/>               | Lexia   |
| <input type="checkbox"/>               | MAP Math  |
| <input type="checkbox"/>               | MAP Reading   |
| <input type="checkbox"/>               | Mastery Connect   |
| <input type="checkbox"/>               | McLeod Assessment of Reading Comprehension  |
| <input type="checkbox"/>               | OSPI Screeners for Literacy Skills Associated with Dyslexia   |
| <input type="checkbox"/>               | PALS  |
| <input type="checkbox"/>               | Read 180 (assessment tools)   |
| <input type="checkbox"/>               | Read Well   |
| <input type="checkbox"/>               | Really Great Reading - Diagnostic Decoding Surveys  |
| <input type="checkbox"/>               | Running Records   |
| <input type="checkbox"/>               | Sight Words   |
| <input checked="" type="checkbox"/>    | Smarter Balanced ELA Interim Assessments  |
| <input type="checkbox"/>               | Smarter Balanced ELA Summative Assessments  |
| <input checked="" type="checkbox"/>    | Smarter Balanced Math Interim Assessments   |
| <input type="checkbox"/>               | Smarter Balanced Math Summative Assessments   |
| <input type="checkbox"/>               | SMI (Scholastic Math Inventory SAM/MI)  |
| <input type="checkbox"/>               | SPI (Scholastic Phonics Inventory SAM/PI)   |
| <input type="checkbox"/>               | SpringBoard Assessments   |
| <input type="checkbox"/>               | SRI (Scholastic Reading Inventory SAM/RI)   |
| <input type="checkbox"/>               | STAR Early Literacy   |
| <input type="checkbox"/>               | STAR Math   |
| <input type="checkbox"/>               | STAR Reading  |



| <b>Academic Diagnostic Assessments</b> |   |
|--|---|
| <input type="checkbox"/>               | Success for All (SFA)   |
| <input type="checkbox"/>               | SuccessNet  |
| <input checked="" type="checkbox"/>    | Teacher Made Assessment/District Made Assessment/Classroom Based Assessment |
| <input type="checkbox"/>               | Teacher Recommendation  |
| <input type="checkbox"/>               | Universal Screener list of tools  |
| <input type="checkbox"/>               | Universal Screener Guide  |
| <input type="checkbox"/>               | WA-KIDS   |
| <input type="checkbox"/>               | WIDA MODEL for Kindergarten   |
| <input type="checkbox"/>               | WIDA MODEL (Grades 1-12)  |
| <input type="checkbox"/>               | Other   |

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

| <b>Well-Being Diagnostic Assessments</b> |   |
|--|---|
| <input type="checkbox"/>                 | ACE   |
| <input type="checkbox"/>                 | Amplify Insight (CCSS)  |
| <input type="checkbox"/>                 | CEE   |
| <input type="checkbox"/>                 | Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |
| <input type="checkbox"/>                 | Other - Write In (Required)   |
| <input checked="" type="checkbox"/>      | Panorama Education School Climate Survey  |
| <input type="checkbox"/>                 | Student COVID Impact Surveys  |
| <input type="checkbox"/>                 | SWIS  |
| <input type="checkbox"/>                 | Teacher Made Assessment/District Made Assessment/Classroom Based Assessment                         |
| <input type="checkbox"/>                 | Teacher Recommendation  |
| <input type="checkbox"/>                 | Universal Screener list of tools  |
| <input type="checkbox"/>                 | Universal Screener Guide  |
| <input type="checkbox"/>                 | WA-KIDS   |
| <input type="checkbox"/>                 | Well-being resources  |

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| <b>Academic Diagnostic Assessments</b>                                       | <b>Grade(s)</b> |
|--|-----------------|
| <input type="checkbox"/> Accelerated Reader (AR)                             |                 |
| <input type="checkbox"/> AIMSweb   |                 |
| <input type="checkbox"/> Amplify Insight (CCSS)                              |                 |
| <input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS) |                 |

| Academic Diagnostic Assessments  | Grade(s) |
|--|----------|
| <input type="checkbox"/> CCAA (NWEA)   |          |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |          |
| <input checked="" type="checkbox"/> DIBELS   | K-3      |
| <input type="checkbox"/> Discovery Education Predictive Assessment   |          |
| <input type="checkbox"/> DRA (Developmental Reading Assessment)  |          |
| <input type="checkbox"/> DRP (Degrees of Reading Power)  |          |
| <input type="checkbox"/> EasyCBM   |          |
| <input type="checkbox"/> FAST (Formative Assessment System for Teachers)   |          |
| <input type="checkbox"/> Fountas & Pinnell   |          |
| <input type="checkbox"/> Gates Macginitie  |          |
| <input type="checkbox"/> GMADE   |          |
| <input type="checkbox"/> GOLD (WaKids)   |          |
| <input type="checkbox"/> GRADE   |          |
| <input checked="" type="checkbox"/> iReady   | K-8      |
| <input type="checkbox"/> IRLA  |          |
| <input type="checkbox"/> iStation  |          |
| <input type="checkbox"/> ITBS (Iowa Test of Basic Skills)  |          |
| <input type="checkbox"/> IXL   |          |
| <input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)   |          |
| <input type="checkbox"/> Lexia   |          |
| <input type="checkbox"/> MAP Math  |          |
| <input type="checkbox"/> MAP Reading   |          |
| <input type="checkbox"/> Mastery Connect   |          |
| <input type="checkbox"/> McLeod Assessment of Reading Comprehension  |          |
| <input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia   |          |
| <input type="checkbox"/> PALS  |          |
| <input type="checkbox"/> Read 180 (assessment tools)   |          |
| <input type="checkbox"/> Read Well   |          |
| <input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys  |          |
| <input type="checkbox"/> Running Records   |          |
| <input type="checkbox"/> Sight Words   |          |
| <input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments   | 6-12     |
| <input type="checkbox"/> Smarter Balanced ELA Summative Assessments  |          |
| <input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments  | 6-12     |
| <input type="checkbox"/> Smarter Balanced Math Summative Assessments   |          |
| <input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)  |          |
| <input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)   |          |
| <input type="checkbox"/> SpringBoard Assessments   |          |
| <input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)   |          |
| <input type="checkbox"/> STAR Early Literacy   |          |
| <input type="checkbox"/> STAR Math   |          |
| <input type="checkbox"/> STAR Reading  |          |

| <b>Academic Diagnostic Assessments</b>  | <b>Grade(s)</b> |
|---|-----------------|
| <input type="checkbox"/> Success for All (SFA)  |                 |
| <input type="checkbox"/> SuccessNet   |                 |
| <input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-12            |
| <input type="checkbox"/> Teacher Recommendation   |                 |
| <input type="checkbox"/> Universal Screener list of tools   |                 |
| <input type="checkbox"/> Universal Screener Guide   |                 |
| <input type="checkbox"/> WA-KIDS  |                 |
| <input type="checkbox"/> WIDA MODEL for Kindergarten  |                 |
| <input type="checkbox"/> WIDA MODEL (Grades 1-12)   |                 |
| <input type="checkbox"/> Other  |                 |

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| <b>Well-Being Diagnostic Assessments</b>   | <b>Grade(s)</b> |
|--|-----------------|
| <input type="checkbox"/> ACE   |                 |
| <input type="checkbox"/> Amplify Insight (CCSS)  |                 |
| <input type="checkbox"/> CEE   |                 |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |                 |
| <input type="checkbox"/> Other - Write In (Required)   |                 |
| <input checked="" type="checkbox"/> Panorama Education School Climate Survey   | K-12            |
| <input type="checkbox"/> Student COVID Impact Surveys  |                 |
| <input type="checkbox"/> SWIS  |                 |
| <input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment                         |                 |
| <input type="checkbox"/> Teacher Recommendation  |                 |
| <input type="checkbox"/> Universal Screener list of tools  |                 |
| <input type="checkbox"/> Universal Screener Guide  |                 |
| <input type="checkbox"/> WA-KIDS   |                 |
| <input type="checkbox"/> Well-being resources  |                 |

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

| <b>Academic Diagnostic Assessments</b>           | <b>Grade(s)</b> | <b>Once per School Year</b> | <b>Multiple Times per School Year</b> |
|--|-----------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> Accelerated Reader (AR) |                 |                             |                                       |
| <input type="checkbox"/> AIMSweb                 |                 |                             |                                       |
| <input type="checkbox"/> Amplify Insight (CCSS)  |                 |                             |                                       |

| Academic Diagnostic Assessments  | Grade(s) | Once per School Year | Multiple Times per School Year |
|--|----------|----------------------|--------------------------------|
| <input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)   |          |                      |                                |
| <input type="checkbox"/> CPAA (NWEA)   |          |                      |                                |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |          |                      |                                |
| <input checked="" type="checkbox"/> DIBELS   | K-3      |                      | X                              |
| <input type="checkbox"/> Discovery Education Predictive Assessment   |          |                      |                                |
| <input type="checkbox"/> DRA (Developmental Reading Assessment)  |          |                      |                                |
| <input type="checkbox"/> DRP (Degrees of Reading Power)  |          |                      |                                |
| <input type="checkbox"/> EasyCBM   |          |                      |                                |
| <input type="checkbox"/> FAST (Formative Assessment System for Teachers)   |          |                      |                                |
| <input type="checkbox"/> Fountas & Pinnell   |          |                      |                                |
| <input type="checkbox"/> Gates Macginitie  |          |                      |                                |
| <input type="checkbox"/> GMADE   |          |                      |                                |
| <input type="checkbox"/> GOLD (WaKids)   |          |                      |                                |
| <input type="checkbox"/> GRADE   |          |                      |                                |
| <input checked="" type="checkbox"/> iReady   | K-8      |                      | X                              |
| <input type="checkbox"/> IRLA  |          |                      |                                |
| <input type="checkbox"/> iStation  |          |                      |                                |
| <input type="checkbox"/> ITBS (Iowa Test of Basic Skills)  |          |                      |                                |
| <input type="checkbox"/> IXL   |          |                      |                                |
| <input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)   |          |                      |                                |
| <input type="checkbox"/> Lexia   |          |                      |                                |
| <input type="checkbox"/> MAP Math  |          |                      |                                |
| <input type="checkbox"/> MAP Reading   |          |                      |                                |
| <input type="checkbox"/> Mastery Connect   |          |                      |                                |
| <input type="checkbox"/> McLeod Assessment of Reading Comprehension  |          |                      |                                |
| <input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia   |          |                      |                                |
| <input type="checkbox"/> PALS  |          |                      |                                |
| <input type="checkbox"/> Read 180 (assessment tools)   |          |                      |                                |
| <input type="checkbox"/> Read Well   |          |                      |                                |
| <input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys  |          |                      |                                |
| <input type="checkbox"/> Running Records   |          |                      |                                |
| <input type="checkbox"/> Sight Words   |          |                      |                                |
| <input checked="" type="checkbox"/> Smarter Balanced ELA Interim Assessments   | 6-12     |                      | X                              |
| <input type="checkbox"/> Smarter Balanced ELA Summative Assessments  |          |                      |                                |
| <input checked="" type="checkbox"/> Smarter Balanced Math Interim Assessments  | 6-12     |                      | X                              |
| <input type="checkbox"/> Smarter Balanced Math Summative Assessments   |          |                      |                                |
| <input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)  |          |                      |                                |
| <input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)   |          |                      |                                |

| Academic Diagnostic Assessments   | Grade(s) | Once per School Year | Multiple Times per School Year |
|---|----------|----------------------|--------------------------------|
| <input type="checkbox"/> SpringBoard Assessments  |          |                      |                                |
| <input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)  |          |                      |                                |
| <input type="checkbox"/> STAR Early Literacy  |          |                      |                                |
| <input type="checkbox"/> STAR Math  |          |                      |                                |
| <input type="checkbox"/> STAR Reading   |          |                      |                                |
| <input type="checkbox"/> Success for All (SFA)  |          |                      |                                |
| <input type="checkbox"/> SuccessNet   |          |                      |                                |
| <input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | K-12     |                      | X                              |
| <input type="checkbox"/> Teacher Recommendation   |          |                      |                                |
| <input type="checkbox"/> Universal Screener list of tools   |          |                      |                                |
| <input type="checkbox"/> Universal Screener Guide   |          |                      |                                |
| <input type="checkbox"/> WA-KIDS  |          |                      |                                |
| <input type="checkbox"/> WIDA MODEL for Kindergarten  |          |                      |                                |
| <input type="checkbox"/> WIDA MODEL (Grades 1-12)   |          |                      |                                |
| <input type="checkbox"/> Other  |          |                      |                                |

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

| Well-Being Diagnostic Assessments  | Grade(s) | Once per School Year | Multiple Times per School Year |
|--|----------|----------------------|--------------------------------|
| <input type="checkbox"/> ACE   |          |                      |                                |
| <input type="checkbox"/> Amplify Insight (CCSS)  |          |                      |                                |
| <input type="checkbox"/> CEE   |          |                      |                                |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |          |                      |                                |
| <input type="checkbox"/> Other - Write In (Required)   |          |                      |                                |
| <input checked="" type="checkbox"/> Panorama Education School Climate Survey   | K-12     |                      | X                              |
| <input type="checkbox"/> Student COVID Impact Surveys  |          |                      |                                |
| <input type="checkbox"/> SWIS  |          |                      |                                |
| <input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment                         |          |                      |                                |
| <input type="checkbox"/> Teacher Recommendation  |          |                      |                                |
| <input type="checkbox"/> Universal Screener list of tools  |          |                      |                                |
| <input type="checkbox"/> Universal Screener Guide  |          |                      |                                |
| <input type="checkbox"/> WA-KIDS   |          |                      |                                |

| Well-Being Diagnostic Assessments             | Grade(s) | Once per School Year | Multiple Times per School Year |
|---|----------|----------------------|--------------------------------|
| <input type="checkbox"/> Well-being resources |          |                      |                                |

**Part V: Student and Family Voice**

8. In what ways did your LEA include the following voices in the development of this plan? *(Student, Family, and Community Organizations)*

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

**Part VI: Strategic Supports for Students**

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

**Part VII: Strategic Supports for Identified Student Groups**

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

| <b>Strategies</b>                   |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Acceleration Academy  |
| <input type="checkbox"/>            | Additional Instructional Time Before or After School                                |
| <input type="checkbox"/>            | Additional School Days  |
| <input type="checkbox"/>            | Balanced Calendar   |
| <input checked="" type="checkbox"/> | Summer School   |
| <input checked="" type="checkbox"/> | Building Relationships  |
| <input checked="" type="checkbox"/> | Common Assessments  |
| <input type="checkbox"/>            | Early Learning (K-4 literacy)   |
| <input type="checkbox"/>            | Equitable Grading Practices   |
| <input type="checkbox"/>            | Extended Day Partnerships (CBOs)  |
| <input type="checkbox"/>            | Extracurricular Activities  |
| <input type="checkbox"/>            | High-quality Tutoring   |
| <input checked="" type="checkbox"/> | Inclusionary Practices  |
| <input type="checkbox"/>            | Mastery Learning/Project-Based learning   |
| <input checked="" type="checkbox"/> | Multi-tiered System of Supports   |
| <input type="checkbox"/>            | Narrowing Standards   |
| <input checked="" type="checkbox"/> | Professional Learning   |
| <input checked="" type="checkbox"/> | SEL and Mental Health Supports  |
| <input type="checkbox"/>            | Strategic Staffing (teacher advocates, advisory, looping)                           |
| <input checked="" type="checkbox"/> | Student Voice and Perception  |
| <input type="checkbox"/>            | Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) |

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

| <b>Strategies</b>   | <b>Student Group(s)</b>                                     |
|---|---|
| <input type="checkbox"/> Acceleration Academy                                 |   |
| <input type="checkbox"/> Additional Instructional Time Before or After School |   |
| <input type="checkbox"/> Additional School Days                               |   |
| <input type="checkbox"/> Balanced Calendar                                    |   |
| <input checked="" type="checkbox"/> Summer School                             | Students with disabilities, Hispanic/Latino, and Low-income |
| <input checked="" type="checkbox"/> Building Relationships                    | Students with disabilities, Hispanic/Latino, and Low-income |
| <input checked="" type="checkbox"/> Common Assessments                        | Students with disabilities,                                 |

| Strategies   | Student Group(s)  |
|--|---|
|  | Hispanic/Latino, and Low-income   |
| <input type="checkbox"/> Early Learning (K-4 literacy)   |   |
| <input type="checkbox"/> Equitable Grading Practices   |   |
| <input type="checkbox"/> Extended Day Partnerships (CBOs)  |   |
| <input type="checkbox"/> Extracurricular Activities  |   |
| <input type="checkbox"/> High-quality Tutoring   |   |
| <input checked="" type="checkbox"/> Inclusionary Practices   | Students with Disabilities (particularly, Hispanic/Latino and Low-income) |
| <input type="checkbox"/> Mastery Learning/Project-Based learning   |   |
| <input checked="" type="checkbox"/> Multi-tiered System of Supports  | Students with disabilities, Hispanic/Latino, and Low-income               |
| <input type="checkbox"/> Narrowing Standards   |   |
| <input checked="" type="checkbox"/> Professional Learning  | Students with disabilities, Hispanic/Latino, and Low-income               |
| <input checked="" type="checkbox"/> SEL and Mental Health Supports   | Students with disabilities, Hispanic/Latino, and Low-income               |
| <input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)                           |   |
| <input checked="" type="checkbox"/> Student Voice and Perception   | Students with disabilities, Hispanic/Latino, and Low-income               |
| <input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) |   |

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

| Strategies  | Student Group(s)            | Grade(s) |
|---|-----------------------------|----------|
| <input type="checkbox"/> Acceleration Academy                                 |                             |          |
| <input type="checkbox"/> Additional Instructional Time Before or After School |                             |          |
| <input type="checkbox"/> Additional School Days                               |                             |          |
| <input type="checkbox"/> Balanced Calendar                                    |                             |          |
| <input checked="" type="checkbox"/> Summer School                             | Students with disabilities, | 1-12     |



| Strategies   | Student Group(s)  | Grade(s) |
|--|---|----------|
|  | Hispanic/Latino, and Low-income                             |          |
| <input checked="" type="checkbox"/> Building Relationships   | Students with disabilities, Hispanic/Latino, and Low-income | K-12     |
| <input checked="" type="checkbox"/> Common Assessments   | Students with disabilities, Hispanic/Latino, and Low-income | K-12     |
| <input type="checkbox"/> Early Learning (K-4 literacy)   |   |          |
| <input type="checkbox"/> Equitable Grading Practices   |   |          |
| <input type="checkbox"/> Extended Day Partnerships (CBOs)  |   |          |
| <input type="checkbox"/> Extracurricular Activities  |   |          |
| <input type="checkbox"/> High-quality Tutoring   |   |          |
| <input checked="" type="checkbox"/> Inclusionary Practices   | Students with disabilities, Hispanic/Latino, and Low-income | K-12     |
| <input type="checkbox"/> Mastery Learning/Project-Based learning   |   |          |
| <input checked="" type="checkbox"/> Multi-tiered System of Supports  | Students with disabilities, Hispanic/Latino, and Low-income | K-12     |
| <input type="checkbox"/> Narrowing Standards   |   |          |
| <input checked="" type="checkbox"/> Professional Learning  | Students with disabilities, Hispanic/Latino, and Low-income | K-12     |
| <input checked="" type="checkbox"/> SEL and Mental Health Supports   | Students with disabilities, Hispanic/Latino, and Low-income |          |
| <input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)                           |   |          |
| <input checked="" type="checkbox"/> Student Voice and Perception   | Students with disabilities, Hispanic/Latino, and Low-income | K-12     |
| <input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) |   |          |

**Part VII: Monitoring Student Progress**

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the

strategies/interventions implemented to address gaps in student learning and well-being.

For example:

"Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps."

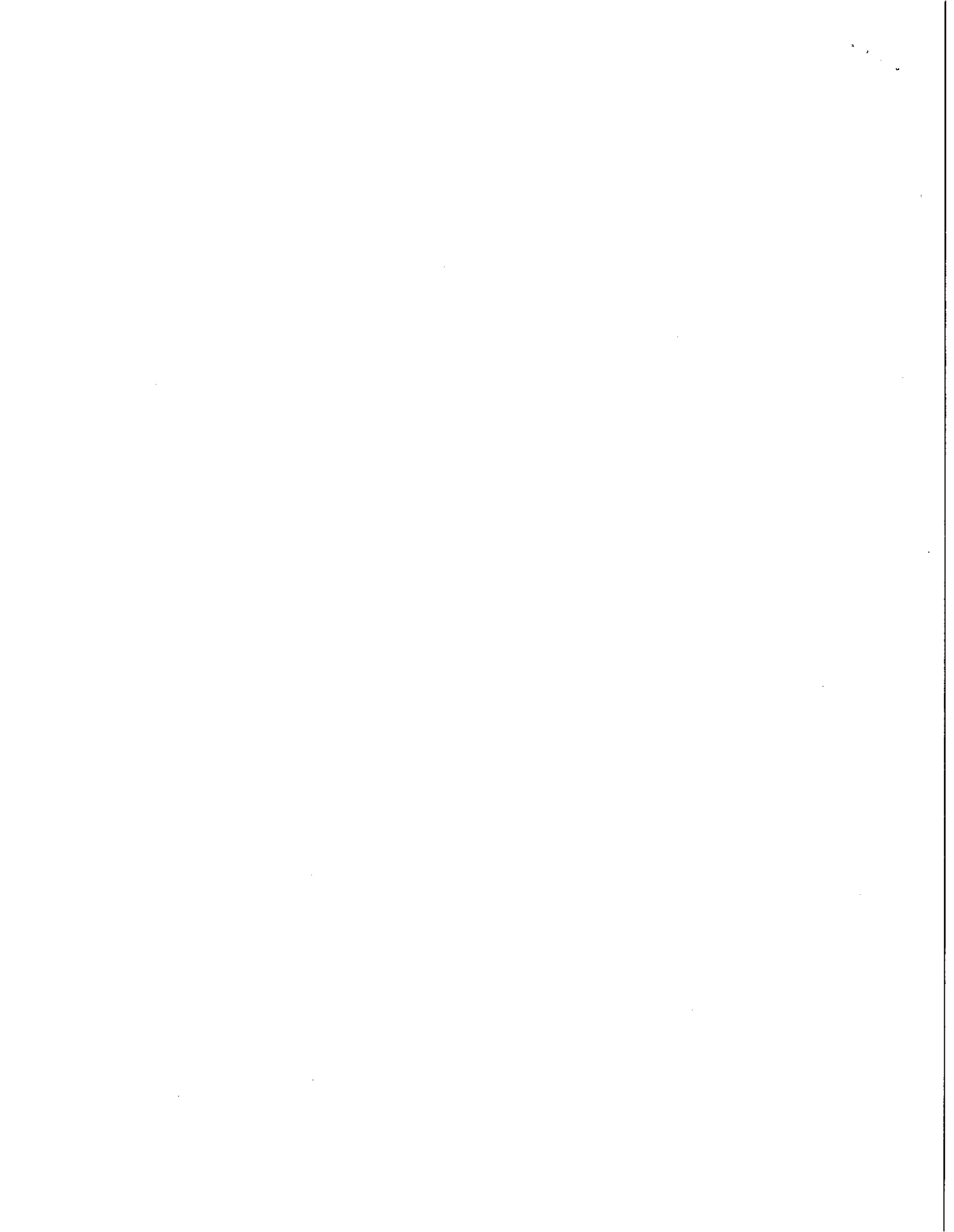
Our district will use an equity analysis protocol at least three times per year to identify and monitor academic and social-emotional learning strengths and gaps.

### **Part VIII: Supports for Strategies/Interventions**

**14.** Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

NA

**15.** Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.  
Inclusionary practices and MTSS



## **BOARD DISCUSSION**

- Legislative Update: Darby Kaikkonen will present on this topic.
- WIAA Update: Casey Taylor will present on this topic.
- Board Retreat Discussion: Melissa Beard will present on this topic.