



# 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

**Tumwater School District  
School Board Meeting Minutes**  
District Office & YouTube (Zoom for Public Comment)  
621 Linwood Avenue SW  
Tumwater, WA 98512  
March 11, 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 the one change made to the previously published version of the agenda was the removal of the March 18<sup>th</sup> board workshop. **Darby Kaikkonen/Scott Killough, M/S (Moved/Seconded) the change to the agenda as presented. The motion passed unanimously.**
- Correspondence – Stephanie Goebel resigned from her board position. The district will start the search for Director District 1 and will contact the applicants who previously applied.

**Review of Minutes**

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

**Consent Agenda**

- **Scott Killough/Casey Taylor, M/S to approve the Consent Agenda as presented. The motion passed unanimously. The Consent Agenda was approved as follows:**

BOARD OF DIRECTORS  
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

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

➤ Personnel Report:

<b>Employment:</b>				
Myles Grant	Teacher	BMS	1.0 FTE, One Year Only (2020-2021), effective February 11, 2021	TEA
Katy Sharp	Paraprofessional	PGS	One Year Only (2020-2021)	TAP
Emily Dilworth	Paraprofessional	CHS	One Year Only (2020-2021)	TAP
Trisha R. Schenck	Paraprofessional	EOE	One Year Only (2020-2021)	TAP
Jamar Tucker	Campus Supervisor	THS	Continuing position, effective February 24, 2021	NON-REP
Carey Tainer	Bus Driver Trainee	Transportation	Hire effective, February 24, 2021	PSE
Travis Schultz	Paraprofessional	TMS	One Year Only (2020-2021)	TAP
Karen Armour	Office Professional 3	Financial Services	Continuing position, effective March 1, 2021	TOPA
Debra Branson	Office Professional 6	TMS	Continuing position, effective March 1, 2021	TOPA
Kasey Gonzalez	Paraprofessional	THE	Temporary	TAP
Mikayla Kee	Paraprofessional	BHHS	One Year Only (2020-2021)	TAP
Tyler Thornton	Paraprofessional	PGS	One Year Only (2020-2021)	TAP
Jennifer Rose	Paraprofessional	MTS	One Year Only (2020-2021)	TAP
Sonny Seng	Custodian	BMS	Temporary Position, Effective March 8, 2021 through June 8, 2021	PSE
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
<b>Adjusted:</b>				
Sherri White	Teacher	TVA	From THS to TVA	TEA
Holly Coty	Teacher	PGS	Rescinded acceptance of Grade 4 remote position serving BLE students, returned to hybrid Grade 3 at PGS	TEA
Nancy Price	Teacher	BLE	From library media to remote Grade 1 for the remainder of the 2020-21 school year	TEA
Sharilyn Howell	Temporary OP 6	Human Resources	From Temporary OP 6 to temporary OP 4, effective January 25, 2021	TOPA

Becky Powell	Office Professional 3	Administration	From OP 3 to Superintendent's Executive Assistant, effective February 18, 2021	Non-Rep
Krista Craig	Bus Driver	Transportation	Effective February 1, 2021, from Bus Driver to Substitute Bus Driver	PSE
Shaundra Everestt	Bus Driver	Transportation	Effective February 18, 2021, from Bus Driver to Substitute Bus Driver	PSE
Laurie Williams	Paraprofessional	Transportation	Increased to 6.08 hours per day, effective March 1, 2021	TAP
Bill Brule	PSE Coordinator/Maintenance	Buildings & Grounds	From Part Time PSE Coordinator to Full Time PSE Coordinator, effective February 1, 2021	PSE
Jacqueline Thornton	Paraprofessional	Transportation	From 2.5 hours per day to 4.7 hours per day	TAP
Karen Kelly	Paraprofessional	Transportation	From 4.12 hours per day to 6.07 hours per day, One Year Only	TAP
<b>Retirement:</b>				
Ann Rettenmier	Teacher	THS	Effective June 21, 2021	TEA
Jim Brittain	Executive Director	DO	Effective July 31, 2021	ADMIN
Dean Sawhill	Teacher	BHHS	Effective August 31, 2021	TEA
<b>Leaves:</b>				
Michelle Mageo	Paraprofessional	THS	LOA starting November 9, 2020 through the 2020-2021 school year	TAP
Sara Glass	Teacher	PGS	Intermittent LOA February 1, 2021 - February 17, 2021	TEA
Dean Sawhill	Teacher	BHHS	LOA starting March 12, 2021 through the rest of the 2020-2021 school year	TEA
James Brigham	Custodian	PGS	LOA starting April 12, 2021 through May 20, 2021	PSE
Sheri Reese	Office Professional 6	THS	LOA starting February 18, 2021 through the remainder of the 2020-2021 school year	PSE
Estive Soriano	Custodian	THS	LOA starting February 22, 2021 through May 24, 2021	PSE

Ann Rettenmier	Teacher	THS	LOA starting March 15, 2021 through the remainder of the 2020-2021 school year	TEA
Kristine Kershaw	Bus Driver	Transportation	LOA starting March 3, 2021, return approximately, March 24, 2021	PSE
Carisa Shaw	Paraprofessional	BLE	LOA starting March 5, 2021 returning March 17, 2021	TAP
<b>Co-Curricular:</b>				
Caroline Franklin	Assistant Volleyball Coach	BHHS		N/A
Richard Boyd	Assistant Football Coach	BHHS		N/A
Rachel Ashton	Assistant Girls Swim Coach	BHHS		N/A
Madeline Knecht	Assistant Volleyball Coach	BHHS		N/A
Chad Heitz	Head Boys Golf Coach	BHHS		N/A
Thomas Spray	Assistant Football Coach	BHHS		N/A
Sarah Stone	Assistant Girls Soccer Coach	BHHS		N/A
<b>Corrections:</b>				
Rescind Nancy Price's leave of absence, which was approved at the February 11 Board Meeting				

➤ Payroll and Vouchers

FUND NAME	WARRANTS (INCLUSIVE)	AMOUNT
<b><u>GENERAL FUND:</u></b>		
Payroll		
Payroll Taxes		\$ 1,074,191.10
Direct Deposit		\$ 3,253,764.48
Payroll Benefit Wire Transfer		\$ 1,133,517.83
Accounts Payable -Payroll	72805626 to 72805651	\$ 50,634.01
Accounts Payable	72218228 to 72218245	\$ 52,099.28
Accounts Payable	77218246 to 72218246	\$ 25.00
Accounts Payable	72218247 to 72218264	\$ 235,458.89
Accounts Payable	72218265 to 72218282	\$ 34,073.19
Accounts Payable	72218283 to 72218300	\$ 1,051,567.42
Accounts Payable	72218301 to 72218316	\$ 329,827.13
Accounts Payable ACH		\$ 19,246.96
Accounts Payable ACH		\$ 130,839.07
Accounts Payable ACH		\$ 337,815.39
Accounts Payable ACH		\$ 29,113.36
Accounts Payable ACH		\$ 100,305.16

Accounts Payable ACH				
Voided Warrants				
Accounts Payable - COMP				
TAX			\$	447.32
<b>TOTAL GENERAL</b>				
<b>FUND:</b>			\$	<b>7,832,925.59</b>

**CAPITAL PROJECTS FUND:**

Accounts Payable	72012424	to	72012424	\$	514.64
Accounts Payable	72012425	to	72012426	\$	3,084.80
Accounts Payable	72012427	to	72012428	\$	149,615.43
Accounts Payable	72012429	to	72012433	\$	46,270.59
Accounts Payable ACH				\$	6,682.94
Accounts Payable ACH				\$	3,985.58
Accounts Payable ACH				\$	94,744.44
Voided Warrants					
Accounts Payable - COMP					
TAX				\$	-
<b>TOTAL CAPITAL PROJECTS</b>					
<b>FUND:</b>			\$	<b>304,898.42</b>	

**ASSOCIATED STUDENT BODY FUND:**

Accounts Payable	72441888	to	72441889	\$	65.00
Accounts Payable ACH				\$	8,634.77
Accounts Payable ACH					
Accounts Payable ACH					
Voided Warrants					
Accounts Payable - COMP					
TAX				\$	25.08
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>				\$	<b>8,724.85</b>

**PRIVATE PURPOSE FUND:**

Accounts Payable	72700557	to	72700557		
Accounts Payable ACH				\$	3,275.87
Accounts Payable ACH					
Accounts Payable - COMP					
TAX					
<b>TOTAL PRIVATE PURPOSE</b>					
<b>FUND:</b>			\$	<b>3,275.87</b>	

**TRANSPORTATION VEHICLE FUND:**

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

- Budget Status Report
- Technology- ERate Bids Award
- Special Services-Interdistrict Agreement

- Capital Projects-Contract Award
- Capital Projects-Authorization to Bid
- Capital Projects-Contract Acceptance
- WIAA Cooperative/Combined Approval Form
- Donations:
  - \$500 to Tumwater High School Athletic Program

### **Student Reports**

The question posed to the student board reps for this meeting is: "What has been your biggest challenge during the pandemic and how can your school support you?"

- Ella Jimenez - THS: Mental health of students has been bad and they are looking forward to hybrid. The change in sports has also been a big challenge. Some students did report that their experience has been good.
- Rebecca Allen – BHHS: More students are experiencing migraines. AP classes didn't fill because of the minimum number of 22 students. In response to the survey, the biggest challenge is stress. Mental and physical health is also a concern. Students indicated that they don't have support.

### **Recognition/Public Comment Follow-Up/By The Numbers**

- Retired Teachers Proclamation: March 15th-21st is School Retirees Appreciation Week. We are thankful for retired educators that volunteer in schools and assisted with re-opening.
- Public Comment Follow Up: Sean thanked Katherine Saylor for her involvement in the Equity Advisory Committee. He also thanked Tim Voie for his, and all of our associations, collaboration to bring our students back to school.
- TSD Food Services Staff: Sean thanked our food services team for their quick response to feeding students through COVID-even through the summer. Bob Gibson was present to represent his team. He shared that we also support Rainier School District and that the department also made sure that students who qualify for free/reduced meals are receiving their SNAP benefits. He is proud of his team.

### **Public Comment**

- Agenda and Non-Agenda Items: Becky Powell stated that 0 people signed up to address the Board.

### **Reports to the Board**

- Asset Preservation Plan Update: Mel Murray presented on this topic. This plan is updated annually.
- Possible renaming of GW Bush Middle School: Sean Dotson presented on this topic. This school was named after George Bush, an early pioneer. The district recently learned that Washington was not George Bush's middle name. The board approved that this renaming process can be started.
- Superintendent's Report: Sean Dotson updated COVID numbers and info on moving to stage 3 on March 22, 2021. Jim Brittain gave a fund balance update. Sean also reported on graduation requirements and state testing. He also shared that training

on how to respond to racial bias will be provided to staff. The program we will use is Speak Up At Schools.

### **Action Items**

- Resolution No. 05-20-21 – Waiver of 2021 Local Graduation Requirements: Shawn Batstone presented on this topic. Community service and senior exit interviews will be waived.  
**Casey Taylor/Darby Kaikkonen, M/S to approve Resolution No. 05-20-21 – Waiver of 2021 Local Graduation Requirements as presented. The motion passed unanimously.**
- 2<sup>nd</sup> Reading, Policy 3530 – Fundraising Activities Involving Students: Jim Brittain presented.  
**Casey Taylor/Scott Killough, M/S to approve Policy 3530 – Fundraising Activities Involving Students as presented. The motion passed unanimously.**
- 2<sup>nd</sup> Reading, Policy 6102 – District Fundraising Activities: Jim Brittain presented.  
**Scott Killough/Darby Kaikkonen, M/S to approve Policy 6102 – District Fundraising Activities as presented. The motion passed unanimously.**

### **Board Discussion**

- Legislative Update: Darby Kaikkonen presented. Sean and Darby have been meeting with our district legislative reps. She presented on the following: HB 1368, SB 5344, HB 1476, SB 5128, HB 1373, HB 1363, SB 5044, HB 1113, HB 1356 and HB 1366.
- WIAA Update: Casey Taylor presented. Limited spectators at football games potentially starting on 3/18. Season one is concluding and Spring sports starting on 3/22. Season 3 should be a full season. There will be possible delays on fundraising events this year and schools may have to cancel some.
- Equity Update: Scott Killough presented. Summarized 2/17 EAC meeting. He shared that we are transitioning from PSED to TSD staff facilitating the meeting. They have been reading and reviewing Policy 3212. They are discussing Speak Up at Schools and Safe Schools programs and a need for a community equity committee. They believe that the professional development needs to long and impactful. The next meeting is on 3/17.
- Government to Government Engagement: Melissa Beard presented. She reviewed how the Nisqually Tribe visited the school board and wants to continue her meetings and reach out to the tribal council on behalf of the board. Casey Taylor offered to help with this process.

### **Board Member Comments**

- Darby Kaikkonen: Thanked Stephanie Goebel for her service on the board. She helped at BMS on the first day with her 6<sup>th</sup> grader. Reflected back on the year anniversary of the shutdown. Thanked the district for all the vaccination information.

Thanked Shawn Batstone for moving the intermural sports forward to even include 6<sup>th</sup> grade. Continue to think about our fund balance and remain conservative and thanked Jim Brittain for all the critical information. Asked about the lack of opportunity for AP classes; can we consolidating across high schools?

- Scott Killough: Thanked building administrators. Community needs to give grace to the stress of restarting school. Please let them know what's going right, instead of what's going wrong. Reflected on the shutdown anniversary...we made it through and things are getting better. Schools closed, but educating students didn't stop and there are many positive things to take forward.
- Casey Taylor: Bought the History of Tumwater book. Watched a few games and practices. Also thanked the district for our quick return.
- Rebecca Allen: Super excited for Monday! Lots of hope spreading. She's glad to be able to report back to students after attending board meetings. Thank you for the grad requirement news! Students want to hear about Prom!
- Ella Jimenez: Good news at this meeting! Thanks for all the effort and work the district is putting into equity. Thank you to everyone in general!
- Melissa Beard: Thanked staff for all the things they had to figure out and overcome. Proud of the district for our quick return. We pushed really hard, but Sean worked so hard with staff to make this to happen. We are stronger together and she's super proud to be a part of this team.

With no further business coming before the Board, the Regular Board Meeting adjourned at 7:56 PM.

Recorded by:  
Becky Powell

Signed this \_\_\_\_\_.

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

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





# Tumwater School District

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

Sean Dotson  
 Superintendent

April 8, 2021

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

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

*Preliminary*

<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
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
<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

**BOARD OF DIRECTORS**

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN

"Continuous Student Learning in a Caring, Engaging Environment"

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
<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
<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
<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 Szydowski	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

**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

# Tumwater School District

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

2-13

DATE: **April 15, 2021**

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

**James E. Brittain, CPA, Executive Director of Financial Services**

THIS IS TO CERTIFY that the warrants and electronic transfers of the Tumwater School District No. 33, Thurston County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME	WARRANTS (INCLUSIVE)	AMOUNT
<b>GENERAL FUND:</b>		
Payroll		
Payroll Taxes		\$ 1,076,299.62
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 GENERAL FUND:</b>		<b>\$ 8,027,245.12</b>

<b>CAPITAL PROJECTS FUND:</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 PROJECTS FUND:</b>		<b>\$ 1,188,256.31</b>

<b>ASSOCIATED STUDENT BODY FUND:</b>		
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 TAX		\$ -
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>		<b>\$ 21,954.17</b>

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

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

Board of Directors of Tumwater School District No. 33

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

*Sean Dotson, Secretary to the Board*



# Tumwater School District

Dr. Sean Dotson  
Superintendent

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

**TO: School Board  
Superintendent**

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

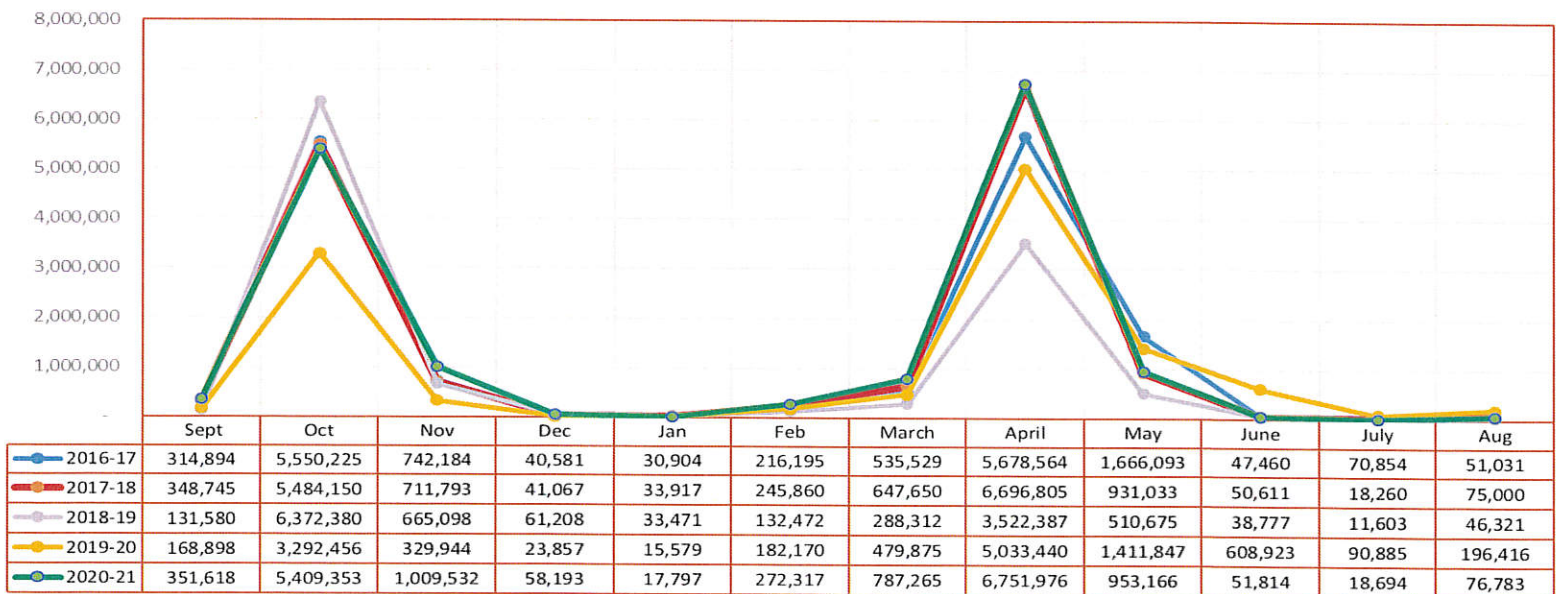
**RE: Budget Status Reports – March 2021**

**Budget Status Report** - Attached are the March 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 collection for 2016-17 through 2020-2021 (September – March - Actual / April through August - Estimate). The 2020-21 levy is slightly trending above the 2017-18 levy collection before the McCleary decision.

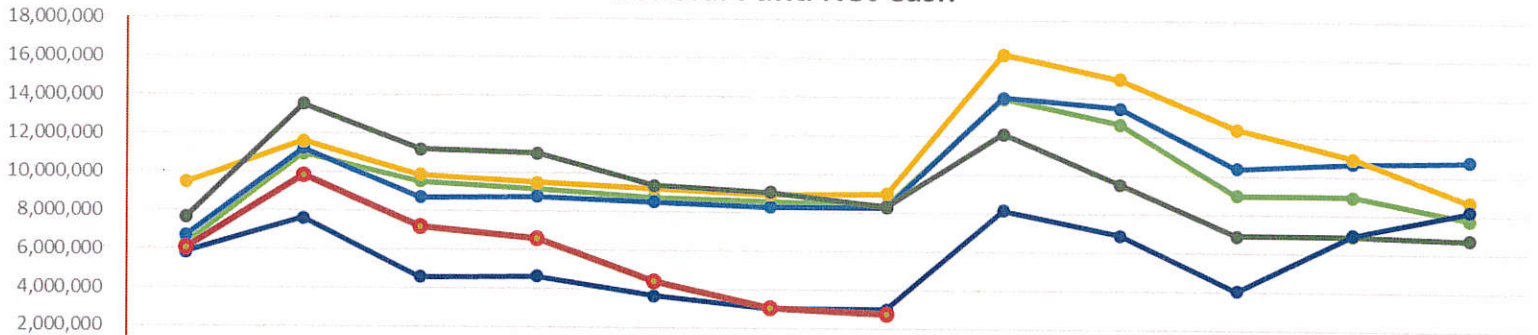
Levy Collection



2020-2021 – January through August levy collections are based on prior years collections

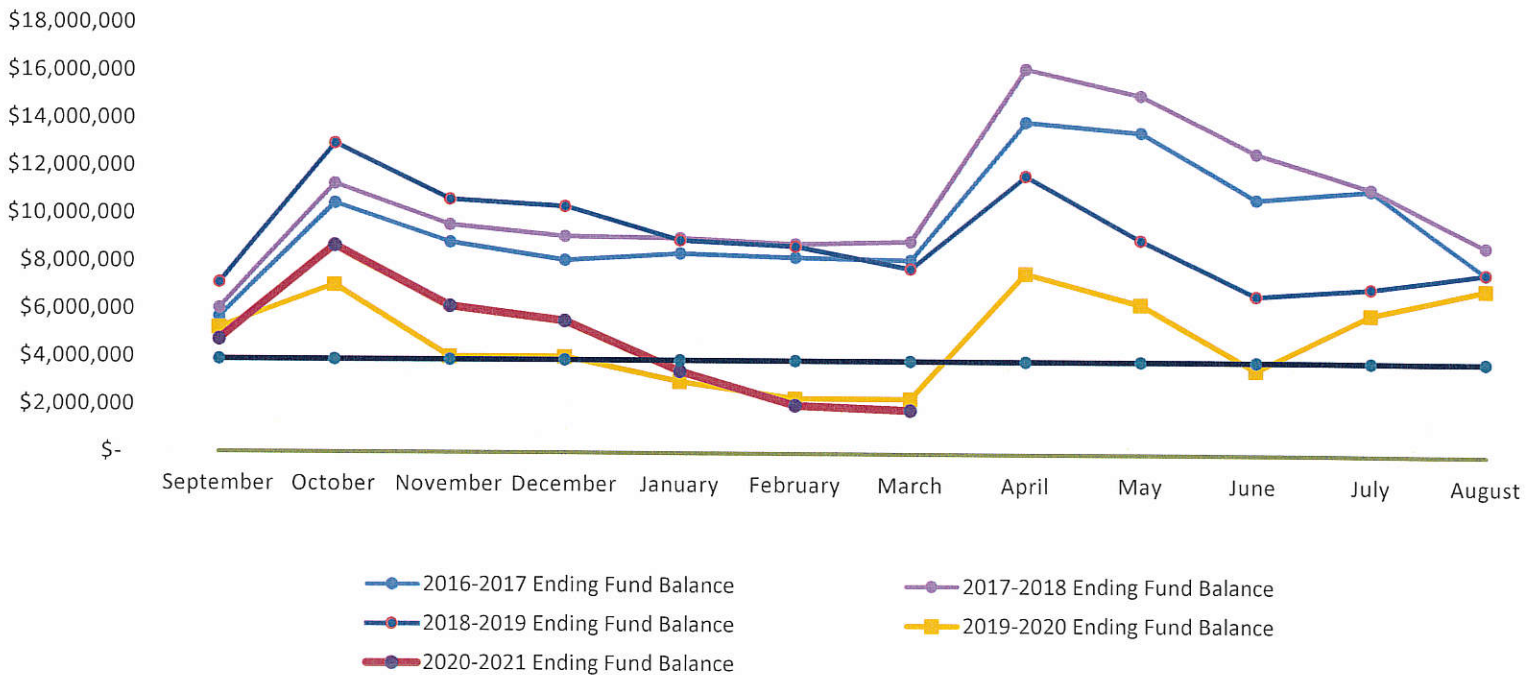
**General Fund Net Cash Balance** (cash less warrants outstanding): The following graph shows the district’s net cash balance for the periods 2015-2016 through March 2021. The district’s net cash includes New Market Skill Center cash. The district overspent in March 2021 by \$245,867. The district is estimated to receive an April levy payment of approximately \$6.8 million.

**General Fund Net Cash**



	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
2015-16	6,271,237	10,978,812	9,521,901	9,140,403	8,762,258	8,557,512	8,408,200	13,982,854	12,672,184	8,993,946	8,972,127	7,785,121
2016-17	6,689,303	11,222,135	8,696,064	8,746,431	8,524,204	8,272,468	8,272,468	14,038,214	13,498,014	10,400,806	10,696,020	10,811,814
2017-18	9,451,171	11,623,378	9,888,055	9,486,441	9,227,803	8,927,394	8,984,750	16,277,858	14,996,399	12,427,148	10,965,540	8,687,325
2018-19	7,638,435	13,534,684	11,204,534	11,038,992	9,389,279	9,054,655	8,313,687	12,131,353	9,540,216	6,896,489	6,933,343	6,751,148
2019-20	5,828,690	7,619,029	4,567,616	4,617,032	3,656,592	2,997,629	3,021,285	8,180,948	6,896,829	4,046,207	6,999,283	8,238,775
2020-21	6,031,969	9,823,397	7,176,166	6,586,175	4,418,692	3,055,427	2,783,027					

**General Fund – Fund Balance:** The following chart provides General Fund TSD Fund Balance for the periods 2016-17 through March 2021. The straight line is the district’s required 4% minimum fund balance. March 2021 ending fund balance is \$496,242 less than our fund balance was at this time last year. The district has received \$1,134,670 in ESSER I and ESSER II federal funding through March 2021. The total fund balance for the district is \$2,881,791 including New Market Skill Center of \$1,042,882.



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 March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	15,061,458	787,265.04	7,803,502.55		7,257,955.45	51.81
2000 LOCAL SUPPORT NONTAX	2,913,955	22,134.92	297,064.45		2,616,890.55	10.19
3000 STATE, GENERAL PURPOSE	59,159,864	5,154,659.88	32,934,278.27		26,225,585.73	55.67
4000 STATE, SPECIAL PURPOSE	15,058,636	678,411.75	5,966,301.01		9,092,334.99	39.62
5000 FEDERAL, GENERAL PURPOSE	0	12,847.24	84,484.22		84,484.22-	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,514,153	861,845.83	2,175,422.33		1,338,730.67	61.90
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>7,517,164.66</b>	<b>49,286,075.09</b>		<b>46,569,490.91</b>	<b>51.42</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	55,912,895	4,791,504.36	32,298,517.22	22,319,836.90	1,294,540.88	97.68
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	10,936,342	1,068,606.90	6,844,679.61	6,094,595.94	2,002,933.55-	118.31
30 Voc. Ed Instruction	4,427,327	253,299.27	2,178,148.72	1,351,307.15	897,871.13	79.72
40 Skills Center Instruction	3,616,313	262,115.31	1,827,994.97	751,326.23	1,036,991.80	71.32
50+60 Compensatory Ed Instruct.	3,980,388	201,813.68	1,419,098.78	1,052,854.63	1,508,434.59	62.10
70 Other Instructional Pgms	357,489	17,795.72	127,738.31	63,875.21	165,875.48	53.60
80 Community Services	578,485	141,664.51-	131,881.13	263,976.83	182,627.04	68.43
90 Support Services	17,869,483	1,309,561.49	9,974,784.12	7,428,152.12	466,546.76	97.39
<b>Total EXPENDITURES</b>	<b>97,678,722</b>	<b>7,763,032.22</b>	<b>54,802,842.86</b>	<b>39,325,925.01</b>	<b>3,549,954.13</b>	<b>96.37</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES</u> <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,823,156-	245,867.56-	5,516,767.77-		3,693,611.77-	202.59
F. <u>TOTAL BEGINNING FUND BALANCE</u>	8,843,934		8,398,559.61			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	7,020,778		2,881,791.84			



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	1,042,882.28
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	2,073,169.44-
G/L 891 Unassigned Min Fnd Bal Policy	0	3,907,149.00
<u>TOTAL</u>	7,020,778	2,881,791.84

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 March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	800,000	25,077.00	759,177.43		40,822.57	94.90
3000 State, General Purpose	0	.00	35,755.32		35,755.32-	0.00
4000 State, Special Purpose	1,000,000	275,198.04	1,759,666.56		759,666.56-	175.97
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>1,800,000</b>	<b>300,275.04</b>	<b>2,554,599.31</b>		<b>754,599.31-</b>	<b>141.92</b>
<b>B. EXPENDITURES</b>						
10 Sites	375,000	12,610.87	23,110.87	69,751.17	282,137.96	24.76
20 Buildings	6,810,000	1,099,554.22	4,251,430.31	1,621,076.04	937,493.65	86.23
30 Equipment	2,065,000	9,937.15	257,483.41	910,243.76	897,272.83	56.55
40 Energy	0	66,154.07	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
<b>Total EXPENDITURES</b>	<b>9,255,000</b>	<b>1,188,256.31</b>	<b>4,634,798.39</b>	<b>2,601,070.97</b>	<b>2,019,130.64</b>	<b>78.18</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	7,455,000-	887,981.27-	2,080,199.08-		5,374,800.92	72.10-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	11,322,000		11,625,729.72			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	3,867,000		9,545,530.64			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	170,000	187,037.04
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	744,542.58-
G/L 863 Restricted from State Proceeds	6,840,000	6,862,896.15
G/L 864 RESERVE FROM FEDERAL PROC	0	.00
G/L 865 Restricted from Other Proceeds	260,000	263,933.60
G/L 866 RESTRICTED-IMPACT PROCEEDS	630,000	1,552,135.66
G/L 867 RESTRICTED-MITIGATION FEES	715,000	819,163.74
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	698,428.28
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	6,557,893	9,639,051.89
Differences	2,690,893-	93,521.25

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 March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	13,215,877	556,156.12	8,181,391.64		5,034,485.36	61.91
2000 Local Support Nontax	75,000	2,625.17	49,269.13		25,730.87	65.69
3000 State, General Purpose	120,000	79,156.29	230,369.59		110,369.59-	191.97
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	403,973	.00	403,973.00		.00	100.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>13,814,850</b>	<b>637,937.58</b>	<b>8,865,003.36</b>		<b>4,949,846.64</b>	<b>64.17</b>
<b>B. EXPENDITURES</b>						
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
<b>Total EXPENDITURES</b>	<b>18,831,691</b>	<b>.00</b>	<b>16,333,018.39</b>	<b>0.00</b>	<b>2,498,672.61</b>	<b>86.73</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	5,016,841-	637,937.58	7,468,015.03-		2,451,174.03-	48.86
F. <u>TOTAL BEGINNING FUND BALANCE</u>	11,335,000		11,599,065.16			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	6,318,159		4,131,050.13			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		929,869.09			
G/L 830 Restricted for Debt Service	6,198,159		1,976,229.63			
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		1,224,951.41			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>6,318,159</b>		<b>4,131,050.13</b>			

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 March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	716,593	11,578.02	45,533.86		671,059.14	6.35
2000 Athletics	359,835	29,263.77	63,023.30		296,811.70	17.51
3000 Classes	132,930	.00	.00		132,930.00	0.00
4000 Clubs	216,444	3,067.00	9,268.29		207,175.71	4.28
6000 Private Moneys	21,378	5,556.38	18,594.34		2,783.66	86.98
<b>Total REVENUES</b>	<b>1,447,180</b>	<b>49,465.17</b>	<b>136,419.79</b>		<b>1,310,760.21</b>	<b>9.43</b>
<b>B. EXPENDITURES</b>						
1000 General Student Body	661,600	1,900.55	40,907.12	1,189.77	619,503.11	6.36
2000 Athletics	409,551	15,848.80	79,947.25	10,269.28	319,334.47	22.03
3000 Classes	97,125	94.63	236.73	0.00	96,888.27	0.24
4000 Clubs	236,984	3,434.19	25,945.63	8,520.20	202,518.17	14.54
6000 Private Moneys	61,677	55.00	2,643.00	84.00	58,950.00	4.42
<b>Total EXPENDITURES</b>	<b>1,466,937</b>	<b>21,333.17</b>	<b>149,679.73</b>	<b>20,063.25</b>	<b>1,297,194.02</b>	<b>11.57</b>
<b>C. EXCESS OF REVENUES</b>						
<b>OVER(UNDER) EXPENDITURES (A-B)</b>	<b>19,757-</b>	<b>28,132.00</b>	<b>13,259.94-</b>		<b>6,497.06</b>	<b>32.88-</b>
<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</b>						
	577,369		690,175.66			
<b>(C+D + OR - E)</b>						
<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		637,420.53			
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>690,175.66</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 March, 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	101.61	1,555.48		1,944.52	44.44
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>101.61</u>	<u>1,555.48</u>		<u>446,944.52</u>	<u>0.35</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>101.61</u>	<u>1,555.48</u>		<u>446,944.52</u>	<u>0.35</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>101.61</u>	<u>402,417.52-</u>		<u>153,055.48</u>	<u>27.55-</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>167,581.82</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		167,581.82			
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>167,581.82</u>			

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



# 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

**TO: School Board  
Superintendent**

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

**RE: *Surplus of Financial Services Safe***

---

The Financial Services storage area is being converted to office space and we need to surplus a safe that is too big for the area being reconfigured.

No other department or building is needing a safe.

We are requesting the School Board approve the request to surplus the Financial Services safe.

BOARD OF DIRECTORS  
MELISSA BEARD RITA LUCE DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

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





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(360) 709-7040

## MEMORANDUM

DATE: April 2, 2021

TO: Tumwater School District Board of Directors

FROM: Beth Scouller, Executive Director Human Resources

RE: TAP/TSD Negotiated Agreement

The District recommends Board approval of a one year (2020-21) negotiated agreement between Tumwater Association of Paraprofessionals (TAP) and Tumwater School District. TAP ratified this tentative agreement on March 24, 2021 with 99% member approval. This agreement represents a one-year contract which will expire August 31, 2021, covering the current school year.

Due to the constraints and conditions of COVID-19, this was a brief bargain with reduced proposals from both the Association and the District. Changes to the expiring collective bargained agreement are limited to:

- Update School Employees Benefit Board (SEBB) language to reflect current laws and practices;
- Update Paid Family Medical Leave (PFML) language to reflect current laws and practices;
- Wage increases ranging from .4% to 5.07% to address recruitment and retention challenges;
- Adoption of language regarding mandatory State training requirements;
- Adoption of a formula to determine annual TAP Site Based Training funds;
- Updated language for Transportation Paraprofessionals;
- Adoption of language to allow substitute experience to count toward salary placement;
- Update all contract language to reflect gender inclusivity; and,
- Adoption of an Employee Assistance Program (EAP) for all TOPA employees, funded by the District.

If you have any questions, please don't hesitate to contact me at [beth.scouller@tumwater.k12.wa.us](mailto:beth.scouller@tumwater.k12.wa.us) or (360)709-7020.

BOARD OF DIRECTORS  
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Special Services:  
(360) 709-7040

## MEMORANDUM

DATE: March 15, 2021

TO: Tumwater School District Board of Directors

FROM: Beth Scouller, HR

SUBJECT: Consent Agenda: 2021-22 School Year Calendar DRAFT

Attached please find the draft calendar for the coming school year, 2021-22, for which the District recommends approval. As negotiated, the Tumwater Education Association leadership has reviewed and supports the draft calendar as presented.

Placement of collaboration time (ACT days) is still to be determined based on updated COVID restrictions and allowances for the 2021-22 school year.

If you have any questions about the draft calendar please contact me at [beth.scouller@tumwater.k12.wa.us](mailto:beth.scouller@tumwater.k12.wa.us).

BOARD OF DIRECTORS  
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

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



# Tumwater School District

621 Linwood Ave SW  
Tumwater, WA 98512

# 2021-2022 Calendar

SEPTEMBER 2021	
September 6	Labor Day
September 8	First Day of School for Students
September 13	First day of Kindergarten
NOVEMBER 2021	
November 1—5	ELM & MS Conferences (1/2 day early release K-8)
November 11	Veterans Day (Observed)
November 24—26	Thanksgiving Break
DECEMBER 2021/JANUARY 2022	
December 20 through January 3	Winter Break
January 17	Martin Luther King Jr. Day
FEBRUARY 2022	
February 21	President's Day
February 21—22	Mid Winter Break
MARCH 2021/APRIL 2022	
March 28 through April 1	ELEM & MS Conferences (1/2 day early release K-8)
March 30—31	HS Sr. Presentations (1/2 day early release 9-12)
April 4—8	Spring Break
MAY 2022	
May 30	Memorial Day
JUNE 2022	
June 20	Last Day of School (1/2 Day Early Release—Students Only)
(180 total student days)	
Quarter End Dates	
First Qtr.	November 5 = 43 Days
Third Qtr.	April 1 = 43 Days
Semester End Dates	
First Semester end	January 28 = 87 Days
Second Semester end	June 20 = 93 Days

**KEY:**

- = First or Last Student Day of School
- K = First Day for Kindergarteners
- H = Holidays (Non School Day)
- N = Non-School Day
- E = Early Release (half day)
- A = Early Release ACT Days (75 minutes early)
- ◊ = End of Semester
- Q = End of Quarter

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	H	7	8	9	10	11
12	K	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days: 17						

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days: 21						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	Q	6
7	8	9	10	H	12	13
14	15	16	17	18	19	20
21	22	23	N	H	N	27
28	29	30				
Student Days: 18						

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	N	N	N	N	N	25
26	N	N	N	N	N	
Student Days: 13						

January 2022						
S	M	T	W	T	F	S
						1
2	H	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days: 19						

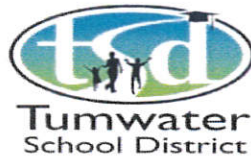
February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	N	23	24	25	26
27	28					
Student Days: 18						

March 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days: 23						

April 2022						
S	M	T	W	T	F	S
					Q	2
3	N	N	N	N	N	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student Days: 16						

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	H	31				
Student Days: 21						

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days: 14						



**DATE:** April 15, 2021  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** Consent Agenda:  
Acceptance of Contract as Complete

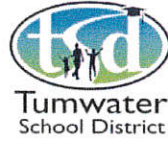
All work has been completed and closeout documents submitted per the contract for the project listed below.

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

**New Market Skills Center Building Access Control  
Dan Dan The Locksmith Man**

Initial Contract	\$72,226.14
Change Orders	\$ 0.00
<b>Contract Total</b>	<b>\$72,226.14</b>
Retainage 10%	\$ 7,222.61

\*\*\*\*\*



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

**DATE:** April 8, 2021  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** **Consent Agenda – Construction Contract Bid  
Tumwater High School Building ‘C’ Re-roofing**

Bids are due on Tuesday, April 13, 2021 for the re-roofing of Tumwater High School Building ‘C’. Four roofing contractors have registered as potential bidders. It is critical that we award the contract in a timely manner to ensure the project is completed successfully by September 1, 2021.

Assuming we receive a bid that meets the project requirements next Tuesday, I will add the recommendation for award of the construction contract to the successful bidder to the April 15 Board meeting consent agenda.

Funding for this project is provided by the 2020 capital levy.

\*\*\*\*\*



**DATE:** April 15, 2021  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** Consent Agenda  
Capital Projects Contract Change Orders

\*\*\*\*\*

Change Order #2 for the Tumwater High School Performing Arts Center Addition and Modernization construction contract is attached.

Change Order #3 for the Tumwater High School Performing Arts Center Addition and Modernization construction contract is attached.

These change orders are 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.: 2

DATE: 3/15/2021

ARCHITECT'S PROJECT NO.: 2018-031

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

CONTRACT DATE: 6/1/2020

CONTRACT FOR: Construction

The Contract is changed as follows:

1 Incorporate work described by CCD #16	\$1,368.10
2 Incorporate work described by CCD #17	\$3,165.93
3 Incorporate work described by CCD #18	\$2,340.86
4 Incorporate work described by CCD #19	\$535.92
5 Incorporate work described by CCD #20	\$845.42
6 Incorporate work described by CCD #21	\$3,718.75

**Total Change Order # 2** **\$11,974.98**

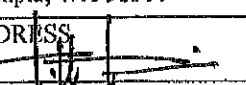
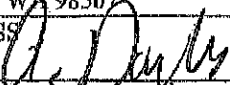
This change order provides for all compensation arising directly or indirectly for this work including money, time and impact compensation

**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	\$22,619.46
The (Contract Sum) ( <del>Guaranteed maximum Price</del> ) prior to this Change Order was	\$2,752,025.46
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be ( <del>increased</del> ) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order in the amount of	\$11,974.98
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be	\$2,764,000.44

The Contract Time will be (~~increased~~) (~~decreased~~) (~~unchanged~~) by zero calendar (0) days.  
 The date of Substantial Completion as of the date of this Change Order therefore is: Tuesday, June 1, 2021

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

Tovani Hart, PC	Scott Wall Construction, Inc	Tumwater School District
ARCHITECT	CONTRACTOR	OWNER
609 A Columbia St. SW	P.O. Box 2789	621 Linwood Ave. SW
ADDRESS	ADDRESS	ADDRESS
Olympia, WA 98501	Olympia, WA 98507	Tumwater, WA 98512
ADDRESS	ADDRESS	ADDRESS
BY 	BY 	BY
DATE 03/17/2021	DATE 3/17/21	DATE

**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.: 3

DATE: 3/23/2021

ARCHITECT'S PROJECT NO.: 2018-031

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

CONTRACT DATE: 6/4/2020

CONTRACT FOR: Construction

The Contract is changed as follows:

- |   |                                       |             |
|---|---------------------------------------|-------------|
| 1 | Incorporate work described by CCD #9  | \$1,572.77  |
| 2 | Incorporate work described by CCD #14 | \$2,402.11  |
| 3 | Incorporate work described by CCD #15 | \$12,783.00 |

**Total Change Order # 3** **\$16,757.88**



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	\$34,594.44
The (Contract Sum) ( <del>Guaranteed maximum Price</del> ) prior to this Change Order was	\$2,764,000.44
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be-(increased) ( <del>decreased</del> ) (unchanged) by this Change Order in the amount of	\$16,757.88
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be	\$2,780,758.32

The Contract Time will be (~~increased~~) (~~decreased~~) (unchanged) by zero calendar (0) days.  
The date of Substantial Completion as of the date of this Change Order therefore is: Tuesday, June 1, 2021

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

Tovani Hart, PC	Scott Wall Construction, Inc	Tumwater School District
ARCHITECT	CONTRACTOR	OWNER
609 A Columbia St. SW	P.O. Box 2789	621 Linwood Ave. SW
ADDRESS	ADDRESS	ADDRESS
Olympia, WA 98501	Olympia, WA 98507	Tumwater, WA 98512
ADDRESS	ADDRESS	ADDRESS
BY 	BY 	BY
DATE 03/24/2021	DATE 3/24/21	DATE





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

**DATE:** April 8, 2021  
**TO:** Tumwater School District Board of Directors  
**FROM:** Mel Murray, Director of Facilities  
**SUBJECT:** **Consent Agenda - Contract Awards**  
**Black Lake Elementary Fire Sprinklers Project**  
**Architect/Engineer Contract**

We have been working with TCF Architecture on the design of the Black Lake Elementary Fire Sprinklers Project under a pre-design contract. We are ready to finalize the Architecture & Engineering contract for these services for a total fee of \$290,320.50. An additional \$3,000 is budgeted for reimbursable expenses.

With approval, an AIA B103 Standard Form of Agreement between Owner & Architect as prepared by our attorney will be used to formalize the agreement in the attached proposal.

Funding for this project is provided by the 2020 capital levy.

\*\*\*\*\*

February 5, 2021

Mr. Mel Murray  
Supervisor of Capital Projects  
Tumwater School District  
621 Linwood Avenue SW  
Tumwater, WA. 98512

Re: Black Lake Elementary School Fire Sprinklers  
Consulting Services Fee Proposal

Dear Mel:

I am pleased to provide you with this Design and Construction Consulting Services proposal for the addition of a new fire sprinkler system to Black Lake Elementary School. We look forward to continuing to work with you and your team at Tumwater School District on this project.

As we have progressed through the Pre-Design Phase we have come to a more thorough understanding of the requirements for this project. This fee proposal is to provide you with our latest understanding of the scope, fee, schedule, and project requirements. Our goal in preparing this fee proposal is to provide you with the services that you desire and set fees that will allow us to do a quality job for you. Our proposal is based on the understanding and assumptions noted herein.

**Preliminary Project Schedule:** The following is a preliminary schedule for the project. This schedule assumes that construction can be completed over the 2021 summer. The Design Team is further vetting this with contractors. A more detailed proposed project schedule is attached to this proposal.

- SD/DD: Late January – February, 2021
- CD: March, 2021 - April, 2021
- Bid/Contracts: May, 2021 – June, 2021
- Construction: June 28<sup>th</sup>, 2021 – August, 2021
- Occupancy: August 20, 2021

**Design Scope and Intent:** See the attached Scope of Services and Fee Proposal for additional information.

**Site Scope:**

- *Fire Flow:* The existing water system does not have adequate capacity to provide the necessary fire flow to the building. The existing water system will need to be looped around the building to create a looped system to provide additional flow and redundancy. At the request of the City, an additional fire hydrant will be provided at the rear of the school.
- *Fire Service Line:* A 6" fire service line will be provided to both buildings from the fire loop with an associated FDC and PIV. The FDC will need to be located within 50-feet of a fire



hydrant. The City also requested that both the FDC and PIV be located adjacent to the pick-up and drop-off drive lane versus close to the building.

- *Fire Protection Backflow:* The fire protection backflow device will be located within the proposed fire riser rooms.
- *Sidewalks & Asphalt:* Existing sidewalks and asphalt paving will be sawcut and patched as required to install the water lines from the water loop to the new riser rooms. Additional saw cutting and patching will be required for the installation of the fire loop. A new sidewalk will be added extending from the pick-up and drop-off lane to the new riser room in Building 'A'.
- *Fire Access:* Existing fire access around the building perimeter is adequate and additional access improvements are not required.
- *Head Start Playground:* The Head Start Playground adjacent to the existing portables will be demolished.
- *Landscaping:* The landscaping will be restored where disturbed for the water line installation and the playground demolition.

#### Building Scope:

- *New Riser Room at Building 'B':* A new wall will be added bisecting the eastern storage room in the classroom building to create a space for a sprinkler riser room. An exterior door will be added to give the fire department exterior access to this space. The room will have space for both a dry and wet riser.
- *New Riser Room at Building 'A':* A secondary sprinkler riser will be added north of existing classroom A142 adjacent to the service yard. It will have both wet and dry risers and have exterior access to the room.
- *New Riser Room at Covered Play:* The Design Team showed an option for an additional riser room at the covered play in the Pre-Design Documents but has since confirmed with the City that this space is not required to be sprinkled. The Design Team will not carry forward this Design Option to future project phases.
- *Exterior Soffits:* A 4'-0" wide swath of the existing plywood soffits will need to be demolished to allow for the installation of fire sprinkler lines and heads. Where the plywood is scheduled to be removed, new painted plywood panels matching the existing thickness will be installed and screwed into place.
- *Ceilings:* All the ceilings in the building will be demolished and replaced with the ceiling types noted on the pre-design drawings.
- *Interior Finishes:* In addition to the full replacement of all ceilings, limited patch-repair work will be required for the installation of the fire sprinkler system.
- *Lighting & Power:* The lighting approach is to provide temporary supports to drop existing luminaires, maintain existing branch lighting circuits, and reinstall luminaires.
- *Fire Alarm, Intercom, Etc.:* Existing ceiling-mounted FA, Intercom, etc. devices will be removed and reinstalled. New misc. fire alarm connections to the fire suppression system will be added.



**Project Budget:** The project MACC (Maximum Allowable Construction Cost) as provided to us by TSD is \$2,040,000. The approximate breakdown of this number is as follows:

- Existing Building Modernization                      \$1,800,000
- Site Improvements    \$240,000
- Total MACC    \$2,040,000

Note: This does not include project soft costs, such as A/E fees, permits, testing, sales tax, FF&E, etc.

**Consultants:**

- **Owner's Consultants:** We understand that the Tumwater School District will provide the following consultants, if/and as needed for the project. Not all are anticipated to be needed:
  - Site Survey
  - Hazardous Materials Abatement (required)
  - Construction Testing (required)
  - Commissioning Agent (required)
  - Other consultants if required, and not listed in this section.
  
- **TCF Consultants:** The following are the proposed consultants that we plan on using on this project:
  - Civil Engineer:    SCJ Alliance
  - Structural Engineer:    PCS Structural Solutions
  - Mechanical Engineer:    Hargis Engineers
  - Telecommunications Consultant:    Hargis Engineers (low voltage systems)
  - Electrical (& Fire Alarm) Engineer:    Hargis Engineers
  - Cost Control Consultant:    RC Cost Group, LLC
  - Hardware Consultant:    Adams Consulting

**Fee Type:** We propose using a fixed fee for all designated scope of work except where indicated otherwise on the attached fee proposal matrix. As you review the proposal, if you see any services that you do not feel are needed, we will be happy to adjust. We realize your funds for this work are limited but want to ensure you receive a quality set of documents and services.

**Contract:** We propose that your attorney prepare a modified AIA Owner / Architect Agreement similar to that used on past projects. Please provide a draft for our review as soon as possible. There may be provisions of the contract that could impact our fee proposal.

**Reimbursable Expenses:** Reimbursable Expenses plus mark-ups will be charged in addition to our Services fees. We have provided an estimate for expenses. We will bill our expenses on the project as incurred plus a mark-up of 10%.



Please give me a call if you have any questions.

Respectfully,  
TCF Architecture pllc

A handwritten signature in cursive script that reads 'Steve Wachtler'.

Steve Wachtler, AIA  
Principal

Attachment: Fee Proposal dated February 5, 2021, with consultant proposals attached.

# TCF Architecture

## TUNWATER SCHOOL DISTRICT - BLACK LAKE ELEMENTARY SCHOOL FIRE SPRINKLERS DESIGN AND CONSTRUCTION CONSULTING SERVICES FEE PROPOSAL

Revised: 2/6/2021

**SUMMARY OF WORK:** TCF Architecture will provide design through construction phase consulting services for the Tunwater School District Fire Sprinklers project at Black Lake Elementary School. The scope of work included in this proposal is based on the Pre-Design Report prepared for the District by TCF Architecture. A detailed summary of the scope is included in our fee proposal letter and attached consultant proposals.

**CONSULTANTS:** See the attached proposals for more detailed information on the proposed scope of work for each consultant.

TASK	PROJECT TASKS	TCF ARCHITECTURE					TOTALS
		Principal	Specification Writer/ Tech Architect	Project Architect/ Team Leader	Designer	Project Coordinator	
<b>TASK 1 - Combined SD &amp; DD Phases</b>							
<b>Project Administration:</b> Services related to SD and DD administrative functions including consultation, meetings and correspondence, and progress design review conferences.							
1.01	General Admin & Correspondence	8		16	8	6	
1.02	Existing Conditions Due Diligence: TCF to spend a day at Black Lake E.S. verifying existing conditions through field measurements and photography. This task also includes verification and review of existing as-built documentation.	8		16	8	6	
1.03	Initial Drawing Setup and Modeling of Existing Conditions in Revit.	2		20	40		
1.04	Owner Meeting #1: Meet with District to review SD Progress - Virtual Teams Meeting	2		2			
1.05	Owner Meeting #2: Meet with District to review approach to Electrical, Mechanical, and Fire Sprinkler System Design - Virtual Teams Meeting	2		2			
1.06	Owner Meeting #3: SD/DD Cost Estimate Review & 100% SD/DD Set Review: Meet with Owner to review the results of the SD/DD cost estimate. Work through cost control matrix to identify scope items that need to be deleted, added, or moved to alternates. Estimated time includes preparation time, meeting time and follow-up.	4		4			
<b>Disciplines Coordination:</b> Coordination between the architectural work and engineering work and other involved consultants for the project.							
1.07	General Coordinations	2		6	4		
1.08	SD/DD Consultant Coordination Meetings	4		4	4		
<b>Document Checking</b>							
1.09	Review and coordination of project documents.	10		6	4		
<b>Consulting Permitting Authority:</b> Permitting Authority Consultations, research of critical applicable regulations, preparation of written and graphic explanatory materials.							
1.10	Meetings and correspondence with City Tumwater: Meet and correspond with the City to review proposed scope of work, submittal requirements, etc.	2		2			
1.11	Building Code Review: Review applicable building code and municipal code requirements for all schools related to the scope of work. Document code review on drawings.	2	2	12	4		
<b>Architectural Design:</b> Services responding to scope of work requirements and consisting of preparation of conceptual site and building plans, schematic sections and elevations, preliminary selection of building systems and materials, development of approximate dimensions, areas and volumes.							
1.12	SD/DD Drawings Documentation & Architectural Design	10	2	20	40		
<b>Cost Estimating</b>							
1.13	Cost Estimate review and coordination with Cost Estimator	2		2			
<b>Phase Report</b>							
1.14	Update Phase Report with Basis of Design Narratives, Cost Estimates, Project Schedules, Product Cut sheets, Technical Reports, Etc.	16		8			
<b>ESTIMATED HOURS</b>		<b>74</b>	<b>4</b>	<b>122</b>	<b>112</b>	<b>12</b>	

TASK	PROJECT TASKS	TCF ARCHITECTURE					TOTALS
		Principal	Specification Writer/ Tech Architect	Project Architect / Team Leader	Designer	Project Coordinator	
	HOURLY RATE	\$235.00	\$160.00	\$160.00	\$110.00	\$110.00	
	ESTIMATED FEES	\$17,990.00	\$640.00	\$18,300.00	\$12,320.00	\$1,320.00	
	<b>TOTAL TASK 1</b>			<b>\$49,970.00</b>			<b>\$49,970.00</b>
<b>TASK 2 - CD Phase</b>							
Project Administration: Services consisting of construction documents, administrative functions (including consultation, meetings and correspondence), and progress design review conferences.							
2.01	General Admin & Correspondence	6		6	4	2	
2.02	Owner Meeting #4: First CD Phase Meeting to review CD Phase Progress - Virtual Teams Meeting	2		2			
2.03	Owner Meeting #5: Second CD Phase Meeting to review CD Phase Progress - Virtual Teams Meeting	2		2			
2.04	Owner Meeting #6: CD Cost Estimate Review & 60% CD Set Review. Meet with Owner to review the results of the CD Phase cost estimate. Finalize all alternates, unit pricings, allowances, etc. Estimated time includes preparation time, meeting time and follow-up.	4		4			
Disciplines Coordination: Coordination between the architectural work and engineering work and other involved consultants for the project.							
2.05	General Coordinations	6		12	4		
2.06	CD Phase Consultant Coordination Meetings	6		8	2		
Document Checking							
2.07	Review and coordination of project documents.	30		8	6		
Architectural Design: Services consisting of continued development and expansion of architectural schematic design and design development documents to establish the final scope.							
2.08	CD Phase Drawing Documentation & Architectural Design	12	6	60	100		
Cost Estimating							
2.09	Cost Estimate review and coordination with Cost Estimator	2		2			
Specifications: Develop 3 part specifications							
2.10	Specifications	4	40	8		20	
Consulting Permitting Authority							
2.11	Permit Submittal Coordination With Agency: Review permit submittal requirements with Agency, fill out applications, and drawing / specification submittal. Respond to agency review comments, etc.	2		8			
	ESTIMATED HOURS	80	46	122	116	22	
	HOURLY RATE	\$235.00	\$160.00	\$160.00	\$110.00	\$110.00	
	ESTIMATED FEES	\$18,800.00	\$7,360.00	\$18,300.00	\$12,760.00	\$2,420.00	
	<b>TOTAL TASK 2</b>			<b>\$59,640.00</b>			<b>\$59,640.00</b>
<b>TASK 3 - Bidding and CA</b>							
3.01	Bid Phase Project Management: Review substitution requests, bidding questions, etc. Excludes confirmed set.	8		18	8	4	
3.02	Pre-Bid Meeting: TCF to attend and lead pre-bid meeting and site walks. Prepare agenda and sign-in list for inclusion in addendum.	4		2			
3.03	Construction Administration Field Work: Assumes 10 site visits by Construction Administrator with associated field reports.	8		65			
3.04	Weekly Project Administration: Review contractor's logs, submittals, RFIs, pay applications, etc. Limit to minor clarifications and PR's directly related to documented scope. Owner-directed changes can be done as an additional service.	8		130			
3.05	Punchlist and Closeout: Substantial Completion punchlist. Includes 1 site visit to site and documentation of punchlist items. Includes 1 site visit to for backcheck and final completion. Includes review of all closeout documentation. Excludes electronic record set.			40			
3.06	Record Drawings: Create record drawings and specifications incorporating contractor as-built drawings. TCF to compile all consultant consultant drawings and specifications into a final PDF. TCF to provide electronic files to Owner as well.	2		4	18	4	
	ESTIMATED HOURS	30	0	259	24	8	

TASK	PROJECT TASKS	TCF ARCHITECTURE					TOTALS
		Principal	Specification Writer/ Tech Architect	Project Architect/ Team Leader	Designer	Project Coordinator	
	HOURLY RATE	\$235.00	\$160.00	\$160.00	\$110.00	\$110.00	
	ESTIMATED FEES	\$7,050.00	\$0.00	\$38,850.00	\$2,540.00	\$880.00	
	TOTAL TASK 3	\$48,420.00					\$48,420.00
<b>TOTAL FEES (Parts 1 through 3) Fixed Fee</b>							\$189,030.00
<b>TASK 4 - CONSULTANT SERVICES</b>							
4.01	Civil Engineering Fixed Fee - SCJ Alliance: See Attached Proposal						\$40,000.00
4.02a	Structural Engineering Fixed Fee - PCS: See Attached Proposal						\$5,000.00
4.02b	Structural Engineering Hourly Fee - PCS: See Attached Proposal						\$7,500.00
4.03	Cost Estimating Fixed Fee - RC Cost Group: See Attached Proposal						\$7,875.00
4.04	Mechanical, Electrical Engineering & Telecomm. Fixed Fee - Margis: See Attached Proposal						\$58,980.00
Subtotal Consultant Fees							\$119,355.00
TCF Mark-up on Consultants at 10% (B&O Tax, Insurance, and Overhead Costs)							\$11,935.50
<b>TOTAL CONSULTANT SERVICES</b>							\$131,290.50
<b>TOTAL FEES INCLUDED IN THIS PROPOSAL (Parts 1 through 4)</b>							\$290,320.50
Reimbursable Expenses Budget (bill actual as incurred plus 10% mark-up)							\$3,000.00





# Tumwater School District

Dr. Sean Dotson  
Superintendent

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

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

## MEMORANDUM

**DATE:** April 8, 2021

**TO:** School Board  
Superintendent

**FROM:** Becky Powell

**RE:** Reports to the Board  
1<sup>st</sup> Reading, Policy 2410 – Graduation Requirements

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Due to Spring Break and the Friday closure of the District Office, I did not receive materials for Policy 2410 – Graduation Requirements. I will work with Assistant Superintendent Shawn Batstone to get materials to you first thing Monday morning.

BOARD OF DIRECTORS  
MELISSA BEARD DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

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

**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 alternative — Rights protected
WAC 392-121-182	High school graduation requirements 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
<i>Policy News</i> , 12-2000	2004 High School Graduation Requirements Adopted
<i>Policy News</i> , 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  
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> Minimum TSD Credit Requirements	<b>Class of 2016 and beyond</b> Minimum TSD Credit 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
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	WAC 180-51	High school graduation requirements
	WAC 392-121-182	Alternative Learning Experience Requirements
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	WAC 392-410	Courses of studies and equivalencies

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*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 Minimum TSD Credit Requirements</b>	<b>Class of 2016 and beyond Minimum TSD Credit 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 - OR - ELA Exit Exam - OR - 11th-grade Smarter Balanced ELA Test	11th-grade Smarter Balanced ELA Test
<b>Math</b>	Algebra 1/Integrated Math 1 EOC - OR - Geometry/Integrated Math 2 EOC	Algebra I/Integrated Math 1 EOC - OR - Geometry/Integrated Math 2 EOC	11th-grade Smarter Balanced Math Test

		- OR- Algebra 1/Integrated Math 1 EOC Exit Exam - OR- Geometry/Integrated Math 2 EOC Exit Exam - OR- 11th-grade Smarter Balanced Math Test	
<b>Science</b>		Biology EOC - OR- 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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WAC 180-51-050 High School Credit – Definition

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**ADOPTION DATE: April 30, 2020**

**RESOLUTION NO. 06-20-21**  
**EMERGENCY WAIVER OF HIGH SCHOOL GRADUATION CREDITS**

**WHEREAS**, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including adopting, revising, and suspending local board policies;

**WHEREAS**, Chapter 28A.230.090 authorizes the State Board of Education to set graduation requirements and authorizes local districts to decide whether a student has met the graduation requirements.

**WHEREAS** the Tumwater School Board/Public Schools ("Board") has adopted Policy 2410 – High School Graduation Requirements, which establishes that the board will establish graduation requirements that at a minimum satisfy those established by the State Board of Education.

**WHEREAS**, the Board has adopted and, as appropriate, implemented Policy 2418 – Waiver of High School Graduation Credits, which authorizes the Superintendent or designee to grant waivers of a maximum of two elective credits required for high school graduation based on an individual student's circumstances.

**WHEREAS**, sections 2 through 3, chapter 7, Laws of 2021 (EHB 1121) authorized the State Board of Education to administer a new and ongoing emergency waiver program, which program is separate from and in addition to the waiver of two elective credits addressed in Policy 2418 – Waiver of High School Credits. The purpose of the emergency waiver program is to provide an equitable mechanism that prevents students from being unduly impacted by unforeseen disruptions to coursework and assessments resulting from an emergency as defined in RCW 38.52.010 or as declared by an authorized federal official. The State Board of Education has adopted emergency rules that respond to the gubernatorial declaration of emergency of February 29, 2020 and apply to the Classes of 2020 and 2021 in the 2020-2021 school year. The emergency rules allow the district to seek waivers for both subject area credit and pathway graduation requirements for eligible students on an individual student basis after the district completes all the emergency waiver program requirements.

**WHEREAS**, the Board wishes to ensure that the district comply with Chapter 180-111 WAC, which constitutes the State Board of Education's emergency waiver program, so that any district students who would be eligible for a waiver of credits or the graduation pathway or both under the emergency waiver program may thereby benefit.

**NOW, THEREFORE BE IT RESOLVED**, that the Tumwater School Board/Public Schools hereby authorizes/has authorized the Superintendent or designee to implement an emergency waiver program consistent with WAC 180-111 as the Superintendent or designee determines appropriate. The district will demonstrate a good faith effort, as defined in WAC 180-111-020, to help individual students meet credit-based and pathway graduation requirements through other options before considering the emergency waiver. The district will consult with the individual student, and make a reasonable effort to consult with a parent or guardian of the student, and will make a reasonable effort to provide information about this waiver in the preferred languages of the student, and of the parent or guardian of the student if applicable. This information includes what is being waived for the individual student, potential benefits and limitations that could result from receiving the waiver, including impacts on postsecondary plans, the option for the individual student to decline the waiver and for the student to



be provided with the opportunity to earn the credits needed to complete graduation requirements through continued enrollment beyond the planned graduation date. The district will grant emergency waivers to eligible students who desire the waiver and have demonstrated postsecondary preparation, as defined in WAC 180-111-020. The district will maintain a record of courses and requirements waived as part of the individual student record and will report to the State Board of Education as specified in WAC 180-111-040(4).

**BE IT FURTHER RESOLVED** that the district will ensure equity in administering the emergency waiver. The district's plan will include culturally responsive ways, based on the district's local community, to communicate with students and families about the waiver and the process to request, appeal, or decline the waiver. The district's plan will also include a process for further review and recommendations by a panel under WAC 180-111-040(1) after an initial decision was made to decline an individual student's waiver. The district will review disaggregated waiver data and take appropriate actions to ensure equitable administration if disproportionality is found, including supports under WAC 180-111-020(4) to help students meet requirements before the conclusion of the school year.

**BE IT FURTHER RESOLVED** that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains to the 2020-2021 school year and expires on August 31, 2021, which is the last day the district may seek emergency waiver for the 2020-2021 school year under Chapter 180-111 WAC.

BOARD OF DIRECTORS  
TUMWATER SCHOOL DISTRICT NO. 33

ATTEST:

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

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

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

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Board Member

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Board Member

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Board Member