



Tumwater School District

Dr. Sean Dotson
Superintendent

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

School Director's Agenda

Thursday, December 10, 2020

Start Time: 6:00pm

Location: Zoom

To Join the Zoom Meeting On-Line:

<https://zoom.us/j/98607066455>

To Join the Zoom Meeting Via Telephone:

253-215-8782 OR 346-248-7799

Meeting ID: 986 0706 6455

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

- 6:00pm Call Meeting To Order (Melissa Beard)**
- Recognition/Flag Salute
- 6:02pm Public Comment Reminder (Melissa Beard)**
- 6:03pm Agenda Discussion/Approval (Melissa Beard/Sean Dotson)**
- 6:04pm Election of Officers (Melissa Beard)**
- President
 - Vice-President
- 6:08pm Meeting Minutes Review**
- November 12, 2020 Board Meeting
- 6:09pm Consent Agenda**
- Personnel Report
 - Payroll and Vouchers
 - Budget Status Report
- 6:10pm Student Representative Report**
- Tumwater High School (*Ella Jimenez*)
 - Cascadia High School (*Natasha Bunce*)
 - A.G. West Black Hills High School (*Rebecca Allen*)
- 6:25pm Public Comment**-*In the interest of maintaining the integrity of the published agenda, individual speakers are asked to limit their comments to not more than 5 minutes. Additional speakers on the same topic will be allowed 3 minutes each, for a total of 20 minutes on any one topic.*
- Speakers-Agenda and Non-Agenda Items (*Tami Collins*)

BOARD OF DIRECTORS

MELISSA BEARD STEPHANIE GOEBEL DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

6:45pm Reports to the Board

- On-Line Learning-Staff/Student Experiences (*Jeff Broome*)
- Grading (*Tara Richerson*)
- HB 5395: Sex Education in Public Schools Measure (*Shawn Batstone*)
- Superintendent's Report-Reopening Plan (*Sean Dotson*)

7:55pm Action Items

- Resolution 03-20-21, THE Modernization Final Acceptance of Project (*Mel Murray*)
- Resolution 04-20-1, THE Modernization Acceptance of Final Commissioning Report (*Mel Murray*)

8:00pm Board Discussion

- Legislative Update (*Darby Kaikkonen*)
- Equity Discussion (*Board*)
- Committees & Assignments (*Board*)

8:30pm Board Comments

8:40pm Adjourn

NEXT BOARD MEETING: Regular Board Meeting on January 14, 2021 (sign-in info available by 1/8/21)

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

APPROVAL OF MINUTES

- November 12, 2020 Board Meeting



Tumwater School District

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Superintendent

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**Tumwater School District
School Board Meeting Minutes**
Zoom Meeting originating at District Office
621 Linwood Avenue SW
Tumwater, WA 98512
November 12, 2020
6:00 pm

Capital Projects:
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Financial Services:
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Board Members Present: Melissa Beard, Casey Taylor, Stephanie Goebel, 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 lead us in the flag salute.

Public Comment Reminder:

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

Agenda Discussion/Approval:

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

Review of Minutes

- **Scott Killough/Stephanie Goebel M/S to approve the minutes from the October 8, 2020 and October 22, 2020 Regular Board Meetings. The motion passed unanimously.**

Consent Agenda

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

Employment:				
Teresa Sinclair	Custodian	PGS	Continuing, Effective October 19, 2020	PSE
Alice Clements	Substitute Food Services	Food Services	From retired Food Service to Substitute	PSE
Susan Lakey	Office Professional 3	Special Services	Temporary position from October 13, 2020- January 29, 2021	TOPA

BOARD OF DIRECTORS
MELISSA BEARD STEPHANIE GOEBEL DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

“Continuous Student Learning in a Caring, Engaging Environment”

Jessica Thomas	Paraprofessional	THE	One Year Only (2020-2021)	TAP
Nikki King	Paraprofessional	BLE	Continuing (2020-2021)	TAP
Daniel Hinkle	Teacher	EOE	0.5 Temporary, 1st Semester (2020-2021)	TEA
Jullysa Fox	Paraprofessional	BHHS	One Year Only (2020-2021)	TAP
Moses Kaber	Paraprofessional	BLE	Continuing (2020-2021)	TAP
Laurie Furth	Paraprofessional	LRE	Continuing (2020-2021)	TAP
Andrew Coughlan	Substitute Custodian	B&G	Continuing, Effective October 19, 2020	PSE
Patrick Murphy	Custodian	EOE	Cotinuing, effective November 3, 2020	PSE
Gabi Jones	Teacher	BLE	1.0 FTE, One Year Only (2020-2021)	TEA
Kaelee Felton (Barnes)	Teacher	BHHS	1.0 FTE, Continuing (2020-2021)	TEA
Kelsey Kosin	Teacher	BLE/THE	0.4 FTE, One Year Only (2020-2021)	TEA
Everett Gage	Custodian	B&G	Temporary Custodian, effective November 2, 2020 - January 15, 2021	PSE
Anthony Steele	Teacher	TMS	1.0 FTE, One Year Only (2020-2021)	TEA
Ryan Robertson	Paraprofessional	MTS	One Year Only (2020-2021)	TAP
Emily Farden	Paraprofessional	PGS	One Year Only (2020-2021)	TAP
Mo Gradinaru	Paraprofessional	MTS	One Year Only (2020-2021)	TAP
Hannah Grondel	Paraprofessional	BLE	One Year Only (2020-2021)	TAP
Leah Nelson	Office Professional 2	SS	Temporary OP, effective November 9, 2020- June 30, 2021	TOPA
Thomas Lawrence	Skilled Maintenance (electrician)	B&G	Continuing, Effective November 9, 2020	PSE
Adjusted:				
Karen Kelly	Paraprofessional	Transportation	From 5.5 hours per day to 3.3	TAP

Laurie Williams	Paraprofessional	Transportation	From 5.83 hours per day to 2.6	TAP
Josiah Price	Teacher	BHHS/THS	Adding 0.2 Super FTE first semester to current 1.0 FTE, effective October 20, 2020	TEA
Kristi Martin	Teacher	BHHS	Adding 0.2 Super FTE to current 1.0 FTE for the 2020-21 school year	TEA
Nicholas Mailhot	Teacher	BHHS	Adding 0.2 Super FTE to current 1.0 FTE for the 2020-21 school year	TEA
Saura Moore	Paraprofessional	MTS	Resigning Paraprofessional position to accept Office Professional 6 effective October 26, 2020	TAP to TOPA
Alyssa McCartney	Paraprofessional	THE	From One Year Only to Continuing	TAP
Amanda Jacobs	Paraprofessional	THE	Adding 3.0 hours of One Year Only	TAP
Tamara Vanderlugt	Teacher	TVA	From LRE to TVA and from 1.0 to 0.8 FTE	TEA
Resignation:				
Lori Epperson	Bus Driver	Transportation	Effective October 12, 2020	PSE
Mavis Wedam	Paraprofessional	THE	Effective October 30, 2020	TAP
Saura Moore	Paraprofessional	MTS	Effective October 23, 2020	TAP
Leaves:				
Bobbie Harris	Paraprofessional	LRE	LOA starting October 5th, 2020, returning October 13th, 2020	TAP
Marcia Sizemore	Teacher	BHHS	LOA starting October 8, 2020, returning approximately January 1, 2021	TEA
Kyle Grunenfelder	Principal	MTS	0.5 LOA for the 2020-21 school year	ADMIN

Liz Maunaga	Principal	THE	LOA starting January 1, 2021, returning July 1, 2021	ADMIN
Candy Sapp	Paraprofessional	EOE	LOA starting September 28, 2020, returning October 12, 2020	TAP
Harriet Ferris	Asst Cook/Bus Driver	Transportation	LOA from asst cook and bus driver positions, effective October 16, 2020 for the 20-21 school year	PSE
Amanda Jacobs	Asst Cook	THE	LOA from asst cook position, effective November 3, 2020 for the 2020-2021 school year	PSE
Kelli Coffman	Teacher	TMS	LOA starting November 9, 2020, returning November 19, 2020	TEA
Danielle Beamish	Teacher	PGS	LOA starting September 28, 2020, returning approximately November 23, 2020	TEA
Co-Curricular:				
Amy Fulton	Interact Club Advisor	BHHS		N/A
Patrick Taggesell	Link Crew Advisor	BHHS		N/A
Todd Franklin	H.S. Freshman Class Advisor	BHHS		TEA
Michael Gibbons	College in the Classroom - First Semester	BHHS		TEA
Henry Valz	College in the Classroom - First Semester	BHHS		TEA
Melinda Mulcahy	College in the Classroom - First Semester	BHHS		TEA
Sharilyn Gibson	Secondary Prep	THS		TEA
Jill Bender	H.S. Junior Class Advisor	BHHS		TEA
Susan Larson	Secondary Prep	BHHS		TEA
Patrick Belony	Assistance Football	BHHS		N/A
Teresa Board	Health Room	MTS		TAP

Sherry Taylor	Health Room	PGS	TAP
Nancy Winkley	Health Room	BLE	TAP
:Linda Lord	Health Room	THE	TAP
Angela Foresta	C-19 Room	LRE	TAP
Tina Meserve	Health Room	EOE	TAP
Julie Wilkerson	C-19 Room	TMS	TAP
Julie Grieve	Health Room	BMS	TAP
Sandy Vandenberg	C-19 Room	PGS	TAP
Kathi Clarke	C-19 Room	EOE	TAP
Stephanie Waltrip	C-19 Room	EOE	TAP
Corinne Dowd	C-19 Room	BMS	TAP
Kate Ayers	H.S. Drama	BHHS	N/A
Kylee Eichner	C-19 Room	MTS	TAP

**Recommend
Approval Of:**

Recommend approval for \$3/hour increase to salary schedule 19, Licensed Practical Nurse, retro to September 1, 2020

Recommend approval for 1.6% increase to salary schedules: 31-34a, 17, 34b, 34c, 34d, 36, 38, PSE Employees

Recommend approval to update salary schedule 09

Recommend approval to roll the PSE TSD CBA for the 2020-21 school year

Recommend approval to incorporate the PSE MOU, for premium pay to employees who are first responder to after hour call-outs, into the CBA

Corrections:

Rescind 0.2 of Sarah Wyrembek's leave of absence for the 2020-21 school year.

Recommend approval to roll the PSE TSD Collective Bargaining Agreement for the 2020-21 school year with a 1.6% IPD for all PSE employees.

➤ **Payroll and Vouchers:**

GENERAL FUND:

Payroll				
Payroll Taxes			\$	1,041,662.82
Direct Deposit			\$	3,037,815.69
Payroll Benefit Wire Transfer			\$	1,076,053.40
Accounts Payable - Payroll	72805580	to	72805591	\$ 29,545.72
Accounts Payable	72217863	to	72217879	\$ 134,991.74
Accounts Payable	77217880	to	72217900	\$ 117,511.25
Accounts Payable	72217901	to	72217901	\$ 56,871.36
Accounts Payable	72217902	to	72217919	\$ 191,321.12
Accounts Payable	72217920	to	72217936	\$ 111,094.04
Accounts Payable	72217937	to	72217954	\$ 988,580.09
Accounts Payable	72217955	to	72217968	\$ 361,078.00
Accounts Payable ACH			\$	82,561.35
Accounts Payable ACH			\$	30,225.34
Accounts Payable ACH			\$	475,707.67

Accounts Payable ACH				\$	77,402.93
Accounts Payable ACH				\$	37,143.12
Accounts Payable ACH				\$	62,800.05
Accounts Payable ACH				\$	29,788.30
Voided Warrants					
Accounts Payable - COMP TAX				\$	552.65
TOTAL GENERAL					
FUND:					
				\$	<u>7,942,706.64</u>

CAPITAL PROJECTS FUND:

Accounts Payable	72012382	to	72012385	\$	192,391.03
Accounts Payable	72012386	to	72012389	\$	78,281.15
Accounts Payable	72012390	to	72012396	\$	292,711.91
Accounts Payable ACH				\$	129,005.66
Accounts Payable ACH				\$	132,918.41
Accounts Payable ACH				\$	136,928.80
Voided Warrants					
Accounts Payable - COMP TAX				\$	-
TOTAL CAPITAL					
PROJECTS FUND:					
				\$	<u>962,236.96</u>

ASSOCIATED STUDENT BODY FUND:

Accounts Payable	72441874	to	72441874	\$	975.68
Accounts Payable	72441875	to	72441876	\$	5,285.00
Accounts Payable	72441877	to	72441877	\$	850.00
Accounts Payable ACH				\$	2,907.89
Accounts Payable ACH					
Voided Warrants					
Accounts Payable - COMP TAX					
TOTAL ASSOCIATED STUDENT BODY FUND:					
				\$	<u>10,018.57</u>

**PRIVATE PURPOSE
FUND:**

Accounts Payable	72700549	to	72700549	\$	500.00
Accounts Payable	72700550	to	72700550	\$	20.00
Accounts Payable	72700551	to	72700552	\$	10,328.50
Accounts Payable	72700553	to	72700553	\$	700.00
Accounts Payable ACH				\$	488.20
Accounts Payable ACH					
Accounts Payable - COMP TAX					
TOTAL PRIVATE PURPOSE					
FUND:					
				\$	<u>12,036.70</u>

**TRANSPORTATIO
N VEHICLE FUND:**

Accounts Payable ACH					
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Reports to the Board

- On-Line Learning-Staff/Student Experiences: Kim Doughty, Principal at Peter G. Schmidt Elementary gave a "tour" of her school! She shared some information and videos from teachers and students at each grade level. She showed great examples of ways that teachers and staff are reaching out and connecting with kids as well as some of the challenges everyone is facing in this environment.
- Superintendent's Report: Sean Dotson began by sharing a letter from Thurston County Health Officer as well as the Department of Health decision tree, stating that they continue to line-up so opening schools would be going against both Thurston County and the State. Laurie Wiedenmeyer created a graphic that will go on the district website to help keep everyone informed on our status as we continue to consider everything included in the framework that the Board approved at the last meeting.

Principals are reviewing four different models for in-person learning, taking into consideration all that we have learned up to this point including feedback from staff, parents and students while considering if our system can support the different options with staffing, transportation and cleaning. The plan is that if something besides the already approved AA/BB model moves to the top for what is recommended, it will be brought to the Board at the December 10th meeting. We have to have a decision by this time to allow for secondary to have time to create a master schedule, which is incredibly challenging and time-consuming.

He wrapped up by sharing that the district had its first Equity Advisory Committee meeting last week with over 50 people participating. He felt like it went really well and is looking forward to the next meeting.

Action Items

- 2nd Reading, Policy 4130, Title 1 Parent and Community Involvement: Shawn Batstone presented. **Stephanie Goebel/Scott Killough M/S to approve Policy 4130, Title 1 Parent and Community Involvement as presented. The motion passed unanimously.**
- Resolution 02-20-21, Levy Collection Authority: Sean Dotson presented on this topic. **Casey Taylor/Darby Kaikkonen M/S to approve Resolution 02-20-21, Levy Collection Authority as presented. The motion passed unanimously.**

Board Discussion

- Legislative Update: Darby Kaikkonen presented on this topic. She had her monthly call with local legislators. They have a lot of concerns about schools and students, including the loss of instructional time when schools move to a hybrid model as well as all of the things mentioned tonight by our speakers. They seem to be split on whether or not they think schools should remain in remote learning to move to an in-person model. The next session will likely be remote and the number of bills in general will likely go down. They have done some dry-runs and it is very challenging to get everything done. There was a WSSDA Legislative Rep 101 session that she participated in. 10 of the 20 priorities were the same ones TSD agreed upon! She

also participated in a listening tour, hearing from school boards about the digital divide, speed of testing, flexibility/waiver and the frustration about feeling that districts cannot open if the local health administrator and/or your neighboring district don't support opening, especially when bars and restaurants are open. The most recent meeting focused on board reps establishing relationships with their legislators as well as placing importance on student voices.

Board President Melissa Beard called for a short break at 7:50pm and reconvened the meeting at 8:00pm.

- Equity Discussion: The Board read an article titled "What if We...Don't Return to School as Usual" and each shared their thoughts and a "What If" statement that they came away with.
- Darby hopes that on-line continues to be an option for families/students even when we return to in-person learning. She likes the idea of rethinking seat time and considering other educational experiences, which would cause us to rethink highly capable measures that are based off of some form of standardized testing. Darby's "what if" is what if we think about how we react (or don't react) to racial slurs in the classroom/school environment in a way that it is shocking when it is heard and not tolerated? This behavior would not be tolerated in a work environment and is what the culture in schools should be as well.
 - Scott spoke about leadership and innovation/change. Right now we are all dealing with innovation/change with remote learning. Change involves people and raw emotion and we have to work to always attend to the people. He spoke to engagement and how being engaged does not look the same for everyone. For some being on camera during a zoom session means they are engaged, for some being off-camera means they are engaged. It is not just seat-time and not just checking a box that they showed up. Scott's "what if" is "what if we gathered data from students about their experiences on a regular basis?"
 - Casey identifies with what Scott talked about with regard to being engaged. He knows he would have a hard time being engaged in six hours of zoom meetings. Casey's "what if" is "what if, when we come back, we follow policies and procedures more?"
 - Stephanie really likes the idea of student voice being heard by our legislators. It is meaningful to every single thing we do! She also agrees with Darby on her statement about racial slurs. Stephanie's "what if" is "what if we gather data from students about their experience of our classrooms and schools regularly."
 - Rebecca shared that she had not previously ever thought that school could ever look any different and that when we go back, it would just be the same as it always has been. She shared some of the things that she feels we can learn from COVID as we look at reopening, including valuing projects/group work over tests. She also feels early release on a Wednesday would allow students to use the time to focus on school work. Currently, the early

release on Fridays just ends up meaning a longer weekend for students where school work is not considered. She did not feel that any of the “what if” statements at the end of the article really spoke to her.

- Melissa felt the article made her think more broadly. Student voice is very important and because change is about the people like Scott said, sometimes students being involved and providing feedback is essential. It is great to hear from the student board reps or the few students who are brave enough to speak up at a board meeting but we need to find other avenues for other students to be heard. As we talk about equity, it is all adults talking when kids are the ones we serve. We need to include them.
- What stuck out for Sean is the same as what seemed to speak to Scott in that we need to gather data about their experiences. The connection between a teacher and their students is how this all works.

Board Member Comments

- Scott Killough: Darby's report really struck him as interesting tonight. Legislators are really interested in what school districts are doing and seem to recognize what we are dealing with. They share that they are upset that they cannot function how they normally do and in turn will likely just say home. He finds this hypocritical. He is struggling with the right decision about going back to school. Liability guidance would be very helpful. Yes, districts can make their own decisions but all it takes is for one person to get sick with a terrible outcome and then the district is responsible. He is just not sure what to do and this is a lot of weight on the shoulders of school board members.
- Casey Taylor: He thanked Kim Doughty for her presentation and he appreciates the great work going on at Peter G Schmidt! He shared that he agrees with what Rebecca said about participating in projects/collaboration because does not really remember anything he learned on tests but can remember projects and collaborations with classmates! He would like it if teachers could focus on this! Teachers and students are doing an amazing job! Not everything is working for everyone but there are a lot of things that are going really well. He is glad the Thurston County Health Office and the Department of Health are finally on the same page. He would like the graphic to be reevaluated. The work is being done and there are some things we cannot control but the district is going to move forward on getting kids back in school. His biggest concern is reopening and then having to close right away! We need student leadership to get everyone to wear masks and follow protocols.
- Stephanie Goebel: She wants to share her gratitude for our students! They are navigating a world we hadn't planned on, doing so many complicated things, are missing so many things and we care so much about all of these things! We want you to be safe and we care!
- Darby Kaikkonen: She met with Glenn Spinnie at Littlerock Elementary and had a tour. She attending the recreation and monument dedication the day after her tour and it was great to be a part of. She attended a zoom session of Mrs. Murphy at Michael T. Simmons Elementary, who had her fire fighter husband there that day! All the classes were participating and got to ask questions of Mr. Murphy. She was so impressed by what she saw and the skills they are learning! They are missing out on

a lot but they are also learning so much. She hopes that we can continue to talk about what makes the most sense about bringing secondary or elementary students back first! She had a conference for her two students. She failed to put it on her calendar and missed it but a teacher made a video and sent it to her so that she could hear everything he had to say. He did mention that their office hours for kids are not being utilized. She would like to have Ref. 90 on the agenda for the next meeting and asked that everyone send their questions to Sean in advance.

- Rebecca Allen: The discussion around mental health at the meeting tonight is something she sees and feels. Friendships are dissolving and that is a big issue. She appreciates that it was mentioned that it should be discussed whether or not bringing elementary age students back first is the right decision.
- Melissa Beard: Scott shared a link to a podcast (Nice White Parents) and she wants everyone to listen to those before the next board meeting in December. After listening, what questions does it bring up and that would be the next equity discussion. Staff are working on how to bring our kids back. We are not just waiting for the health officer to tell us what to do. Staff are doing a lot of work to get through all of the challenges that coming back to in-person learning. Staff are starting all over as they consider things other than what was previously approved and she appreciates the work. She has also been hearing that people appreciate the discussion the board is having in these meetings and hearing the struggles. She appreciates the team and for the sharing and questions. Disagreeing is good sometimes!

Board President Melissa Beard recessed the Regular Meeting to enter into Executive Session at 8:51pm.

The Executive Session convened at 8:55pm and adjourned at 9:40pm. The regular meeting reconvened at 9:40pm. With no further business coming before the Board, the regular meeting adjourned at 9:41pm.

Recorded by:
Tami L. Collins

Signed this 10th day of December, 2020.

Board Member

Board Secretary

CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouler.
- Payroll and Vouchers: Questions can be directed to Jim Brittain.
- Budget Status Report: Questions can be directed to Jim Brittain.



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Sean Dotson
 Superintendent

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December 10, 2020

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

Preliminary

Employment:				
Debra Reich	Teacher	LRE	Continuing, Effective November 6, 2020	TEA
Aubrie Grant	Paraprofessional	THE	One Year Only (2020-2021)	TAP
Wendy Carter	Paraprofessional	THS	One Year Only (2020-2021)	TAP
Adjusted:				
Ayn Gore	Paraprofessional	TAP	6.0 hours per day Continuing	TAP
Retirement:				
Heidi Beattie	Campus Supervisor	Tumwater High School	Retirement effective November 30, 2020	Non-Rep
Monica Reed	Teacher	THS	Effective June 21, 2021	TEA
Leaves:				
Chanda Brigham	Teacher	MTS	LOA starting January 4, 2021, returning April 12, 2020	TEA
Laurie Wiedenmeyer	Director	DO	Intermittent LOA starting November 13, 2020 though the end of 2020-21 school year	ADMIN
Jordan Owen	Teacher	BMS	LOA starting January 25, 2021, returning September 1, 2021	TEA
Jacqueline Thornton	Paraprofessional	Transportation	LOA starting November 2, 2020, returning in January 2021	TAP
Julie Rohr	Bus Driver	Transportation	LOA starting November 16, 2020 - November 27, 2020	PSE
Co-Curricular:				
Danielle Bentow	School Psychologist Team Lead	SS		TEA
Amelia Lyman	OT/PT Team Lead	SS		TEA
Laura Jordan	SLP Team Lead	SS		TEA
Jasmine Stray	Elementary Resource Team Lead	SS		TEA
Sara Beezley	Elementary Self-Contained Team Lead	SS		TEA

BOARD OF DIRECTORS

MELISSA BEARD CASEY TAYLOR SCOTT KILLOUGH DARBY KAIKKONEN STEPHANIE GOEBEL

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December 3, 2020

TO: Tumwater School District Board of Directors
FROM: Beth Scouller, Executive Director-Human Resources
RE: TOPA/TSD Negotiated Agreement

The District recommends Board approval of a one year (2020-21) negotiated agreement between Tumwater Office Professionals Association (TOPA) and Tumwater School District. TOPA ratified this tentative agreement on November 19, 2020 with 100% 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;
- A 1.6% wage increase for all TOPA employees;
- A 2020-21 one-time only stipend of \$375 for all TOPA members for duties directly related to COVID/Remote Instruction Model (including support for students and families with on-line instruction and technology challenges, requirement for flexible hours, occasional use of personal/home office equipment, reduced staffing and requirement for off-duty hour availability);
- 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 or (360) 709-7020.

BOARD OF DIRECTORS

MELISSA BEARD STEPHANIE GOEBEL DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

Tumwater School District

Affidavit covering payment of payroll, invoices, and voids for General Fund, Capital Projects Fund,
Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund for
the month of November 2020.

2-13

DATE: December 10, 2020

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
GENERAL FUND:		
Payroll		
Payroll Taxes		\$ 1,069,775.63
Direct Deposit		\$ 3,145,407.57
Payroll Benefit Wire Transfer		\$ 1,100,854.89
Accounts Payable - Payroll	72805592 to 72805602	\$ 24,628.95
Accounts Payable - Payroll	72805603 to 72805603	\$ 4,020.85
Accounts Payable	72217969 to 72217981	\$ 55,167.28
Accounts Payable	77217982 to 72217992	\$ 115,656.28
Accounts Payable	72217993 to 72218008	\$ 338,220.25
Accounts Payable	72218009 to 72218026	\$ 990,897.36
Accounts Payable	72218027 to 72218048	\$ 254,835.72
Accounts Payable ACH		\$ 30,065.51
Accounts Payable ACH		\$ 15,356.10
Accounts Payable ACH		\$ 126,080.80
Accounts Payable ACH		\$ 409,416.21
Accounts Payable ACH		\$ 32,428.51
Accounts Payable ACH		
Accounts Payable ACH		
Accounts Payable ACH		\$ (4,020.85)
Voided Warrants		
Accounts Payable - COMP TAX		\$ 526.97
TOTAL GENERAL FUND:		\$ 7,709,318.03
CAPITAL PROJECTS FUND:		
Accounts Payable	72012397 to 72012400	\$ 68,377.88
Accounts Payable ACH		\$ 307,807.89
Accounts Payable ACH		\$ 12,215.32
Accounts Payable ACH		\$ 9,708.79
Voided Warrants		
Accounts Payable - COMP TAX		\$ -
TOTAL CAPITAL PROJECTS FUND:		\$ 398,109.88
ASSOCIATED STUDENT BODY FUND:		
Accounts Payable	72441878 to 72441880	\$ 3,340.00
Accounts Payable	72441881 to 72441881	\$ 25.10
Accounts Payable	72441882 to 72441883	\$ 11,416.08
Accounts Payable ACH		\$ 600.00
Accounts Payable ACH		\$ 589.47
Accounts Payable ACH		\$ 32,078.28
Voided Warrants		\$ (900.00)
Accounts Payable - COMP TAX		\$ 18.50
TOTAL ASSOCIATED STUDENT BODY FUND:		\$ 47,167.43
PRIVATE PURPOSE FUND:		
Accounts Payable	72700554 to 72700554	\$ 955.70
Accounts Payable	72700555 to 72700555	\$ 500.00
Accounts Payable	72700556 to 72700556	\$ 500.00
Accounts Payable	72700553 to 72700553	
Accounts Payable ACH		\$ 267.99
Accounts Payable ACH		\$ 505.22
Accounts Payable - COMP TAX		
TOTAL PRIVATE PURPOSE FUND:		\$ 2,728.91
TRANSPORTATION VEHICLE FUND:		
Accounts Payable ACH		
TOTAL TRANSPORTATION VEHICLE FUND:		\$ -

Board of Directors of Tumwater School District No. 33

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

Sean Dotson, Secretary to the Board



Tumwater School District

Dr. Sean Dotson
Superintendent

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

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: Tami Collins
Executive Assistant-Superintendent**

RE: *Budget Status Report*

The Budget Status Report listed on the Consent Agenda was not ready at the time this packet was prepared. Jim Brittain, Executive Director of Financial Services is waiting to receive a report from the County Treasurer. Once he has received that and is able to complete the Budget Status Report I will forward it on and include it in the packet that the Board will consider at the meeting on Thursday.

BOARD OF DIRECTORS

MELISSA BEARD STEPHANIE GOEBEL DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

“Continuous Student Learning in a Caring, Engaging Environment”

REPORTS TO THE BOARD

- On-Line Learning-Staff/Student Experiences: Jeff Broome will present.
- Grading: Tara Richerson will present.
- HB 5395-Sex Education in Public Schools Measure: Shawn Batstone will present.
- Superintendent's Report-Reopening Plan: Sean Dotson will present.



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**TO: School Board
Superintendent**

**FROM: Tami Collins
Executive Assistant-Superintendent**

RE: *On-Line Learning-Staff/Student Experiences-THS Principal, Jeff Broome*

The presentation following this memo is a detailed presentation and Jeff is aware that presenting it in its entirety would extend beyond the time allotted on the agenda. He wanted to ensure that you had the information and plans to present a condensed version. If you have questions prior to the meeting that you would like him to address during his presentation, please feel free to contact him.

BOARD OF DIRECTORS

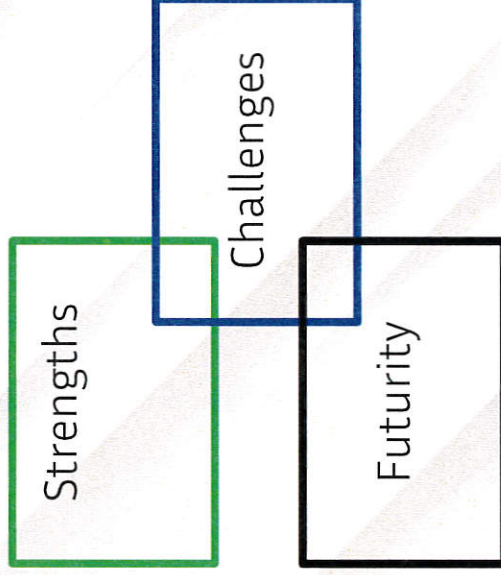
MELISSA BEARD STEPHANIE GOEBEL DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

“Continuous Student Learning in a Caring, Engaging Environment”

Tumwater High School School Board Presentation

TSD Board members, this is a draft copy of the presentation, we will share a shorter version, and a more polished version on Thursday.

Thank you for your service to our community. Jeff



School improvement planning goals

Strengths

Challenges

Futurity

Engaging deeply with staff regarding equity and engagement with families
Maximizing student learning in a digital environment
Supporting the Social-Emotional needs of our staff and students.



Grounding our work in our why



Last choir concert, two days before school closure.



Strengths

- Incredible hard work of our staff. Considerable effort has been made to be ready and to continually refine our work.
- Our support staff have been working closely with students providing in-person services.
- Amazing growth in the technology skills of our staff
- An equity lens is developing and taking root as a way to problem solve. We are considering equity and access in new ways.
- 60+% of our students have A's or B's
- Students are working very hard to continue learning in a new platform.
- New ways of problem solving using the cycle of inquiry process are developing

Strengths

Challenges

Futurity

Challenges

- Staff and Student Mental Health-- Distance learning is very isolating. Sense of hopelessness
- Supporting students furthest from educational justice.
- Grades-- Increased failure rates and difficulty providing intervention when engagement decreases.
- Re-opening stresses-- Students and staff have anxiety about the reopening proces.
- Challenges of getting students on campus. Some families have anxiety about students on campus.

Strong Start 2.0

- △ During the week of November 13th, 2020, THS implemented a Strong Start Week to kick off the 2nd Quarter.
- △ Our goal was to reduce the overall number of Fs and students' feelings of being overwhelmed.
- △ We planned, implemented, assessed and reflected on the outcomes.

Academic Progress

Did Strong Start impact student grades?

Number of Fs per Student	Before Strong Start	After Strong Start
4+ Fs	100	84
3 Fs	78	37
2 Fs	84	64
1 F	133	100

Academic Progress

Before Strong Start	After Strong Start
41% of Students had at least one F	29.8% of Students have at least one F
Total Students with Fs = 395	Total Students with Fs = 285
Total number of Fs = 997	Total number of Fs = 743

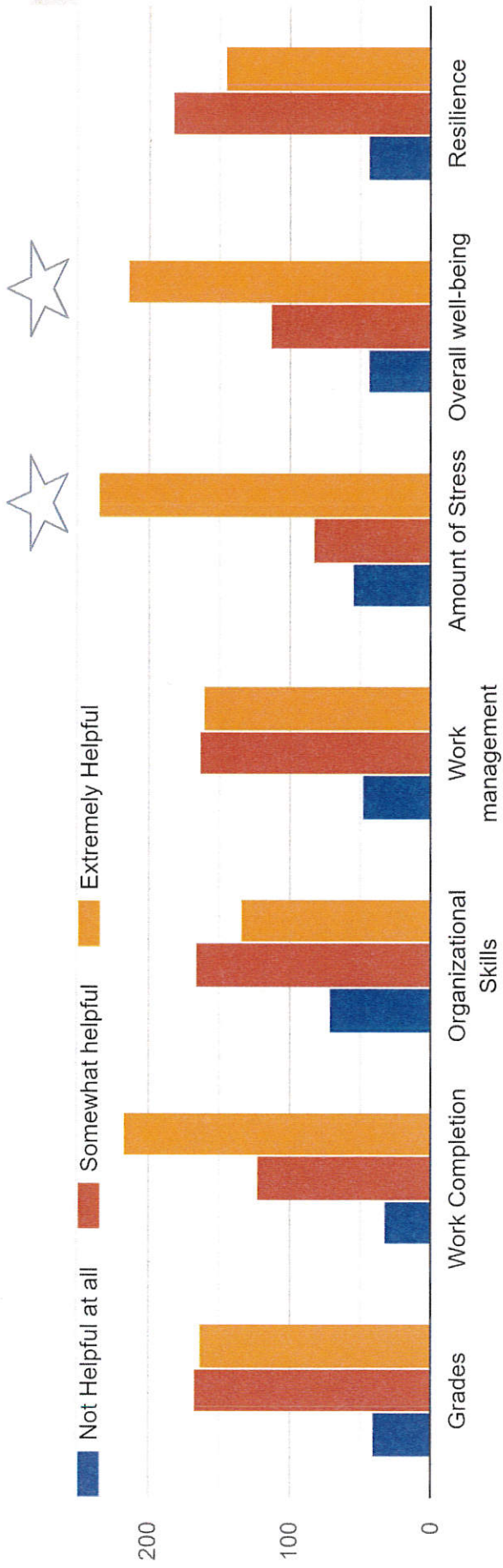
**Did Strong Start impact
student grades?**

YES!

Student Survey Data

**What did students think about
Strong Start?**

How helpful do you think Strong Start was for the following areas?

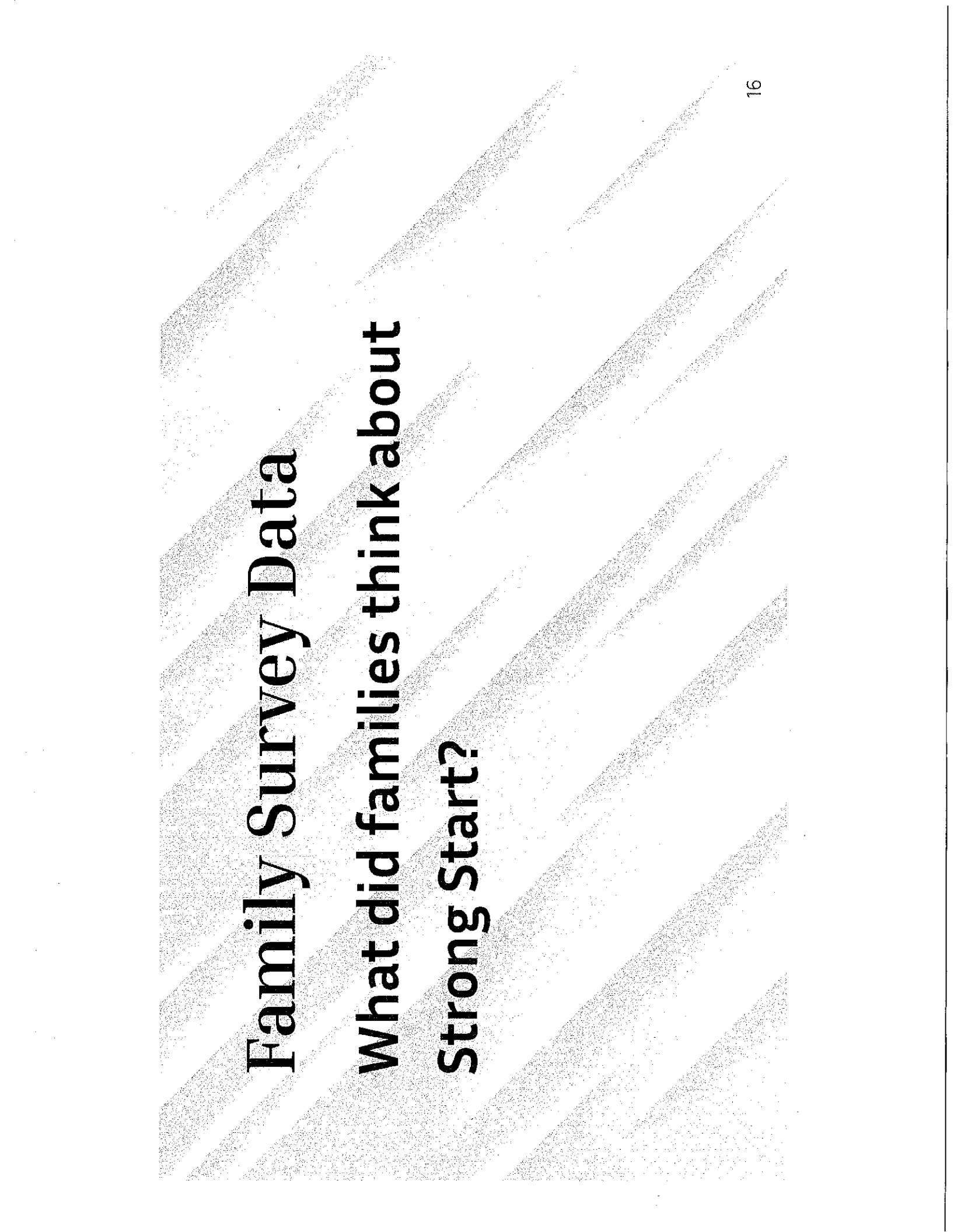


What was the most helpful thing a teacher did for you during this week?

- Let us complete late work
- Check up on me
- **Have a student-teacher conference**
- One teacher went through a project for a second time because I didn't understand.
- **Have a one on one with me about life and that class.**
- all the teachers not assigning work was really stress relieving
- put us in breakout rooms in pairs that we were comfortable with and have us get 1 on 1 help
- graded my stuff super fast

What are you most proud of accomplishing during Strong Start week

- **Passing all of my classes**
- **Mental Health**
- **My final theater project**
- **Maintaining my straight A grades**
- **Probably just being able to catch up and relax a little more**
- **idk, it kinda made things worse but i didn't cry from stress**
- **Not being stressed!**



Family Survey Data

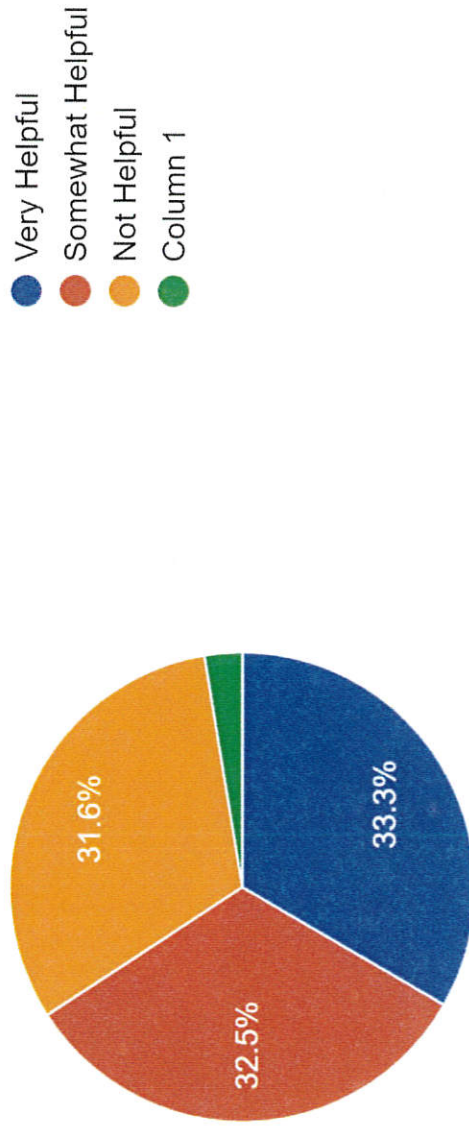
What did families think about Strong Start?

What were the key benefits to Strong Start week?

- Time to meet with teachers directly in order to discuss how to stay on top of studies and prioritize work across each of the classes as well as time to complete the tasks
- Less screen time
- Perhaps helped those students who were behind
- An opportunity to catch up and check in for help with teachers while not getting new material
- My child has all A's, it was a much needed break

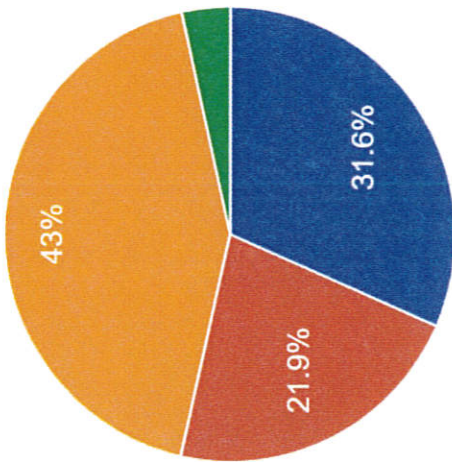
How helpful was the Strong Start week for your student?

114 responses



How helpful was the Strong Start week for you the parent/guardian?

114 responses



- Very Helpful
- Somewhat Helpful
- Not Helpful
- Column 1

If we were to plan future strong starts what would you like us to consider?

- Communicating the information out to parents well in advance
- Having a specific plan/list for students of what needed to be completed during that time with a checklist.
- Slowing down everyone to help the few that are behind is likely not worth it.
- **The fact that schools should be open.**
- **Having all teachers on board and having some fun enrichment activities for students that are caught up - not an assignment, but just something fun but still learning???**

Staff Survey Data

What did staff think about Strong Start?

THS Teachers describe Strong Start in one word

- △ Engaging
- △ **Successful**
- △ Restorative
- △ BREATHE
- △ Caring
- △ **Powerful**
- △ **Needed**
- △ Support
- △ Restoring
- △ Neutral
- △ Overtime
- △ **Connection**

What specific strategies did you use that you found most helpful this week for students?

- Listening to struggles the students are having and being empathetic.
- The mini-conferences were invaluable.
- I used one day to get work turned in/caught up/quiz retakes and the other day for student feedback/conferences. I used sign up genius and most of the people who signed up stayed to conference.
- Creating a progress tracking sheet for students to make a plan for each class. Allowing work time during class for my class or any other class. Supporting students with **one to one instruction** on the assignments. **Calling parents** to get them involved.

Next Steps

- How do we keep up the momentum of Strong Start week?
- What did we learn from the data?
- Will we do this again in the future?
 - How can we improve the process for students, families and staff?

Futurity-- What could grow from the seeds we are planing?

- ▶ Increased emphasis on equity, access and opportunity
- ▶ Centering the voice of students and families as central to change efforts.
- ▶ More options for students and parents to engage in learning
- ▶ Re-examination of content standards, pacing and assessment.



Thank you for your support

Executive summary

At the secondary grade levels (6 – 12) we have seen three times the number of failing grades this Fall as compared to previous years. Tumwater is not alone in this experience, as indicated by conversation with area districts and stories at the national level, as well.

A committee, comprised of teachers, administrators, and parents, has been working to identify supports which can be used to decrease the number of Fs. While it may seem reasonable to apply a one-size-fits-all solution as we did last spring by changing the grading scale and using *Incomplete*; this does not address the problems individual students are facing. Based on available data about student attendance, social emotional status, numbers of missing assignments, and number of failing grades, the committee has identified four areas of focus. These include adjustments that can be made on behalf of all students; options for students who are unable to engage with remote learning due to lack of technology or family care needs; strategies for students who are engaged in learning, but who are not producing work; and, students who are not engaged nor are producing work.

The committee is focused on reducing the number of Fs at this time, but work will continue throughout the Spring semester to identify continuing opportunities for professional development and recommend updates to policy or procedure.

Four groups and four strategies

In order to address student failures, we need to understand why those failures are happening and what students may have in common. The table below uses available data points in the areas of grades, attendance, missing assignments, and SEL scores to identify four categories of students.

Category	Avg number of Fs	Avg number of days absent (out of 57)	Avg number of missing assignments	Typical SEL scores
High risk (n = 277)	4	12 days	39	Level 1
Medium high risk (n= 531)	2	6 days	26	Level 1 or 2
Medium low risk (n = 635)	1	4 days	11	Level 2
Low risk (n= 2155)	0	1.5 days	3	Level 2 or 3

Staff in our secondary schools have been working hard over the last several weeks to reduce the number of Fs and have seen about a 15% decrease. Here are the lessons learned that we are moving forward:

- The most important strategy to implement with students in the **high risk** category is to work on relationships. Both administrators and teachers report that doing things as simple as having 1:1 visits on Zoom or a home visit and attending to what the family needs has the biggest impact on getting students reconnected and engaged with school. Some students in this category will automatically be eligible for an *Incomplete (I)* based on the current MOU with TEA. This language states that “No student shall be penalized because of lack of access to technology or remote learning platforms, or because they are caring for family members/siblings.” While we would not recommend using an F over an I, we are asking staff to be cautious about assigning *Incompletes*. A student who is struggling with six classes now, and who may have coursework from last Spring that is *Incomplete*, is not going to be able to take a full load of courses this Spring *and* make up all of the missing classes, too. Whenever possible, we are encouraging teachers and students to work together to create a path to a passing grade.
- Students in the **medium high risk** category “attend” school regularly—that is, they are engaging with synchronous learning opportunities; however, evidence of asynchronous learning is lacking. There are a

number of recommendations for teachers working with students in this group, including using alternate assessment opportunities, individual plans outlining which assignments are required, as well as making adjustments in Skyward to ensure that missing work is not counted in the average. Some teachers are also using grade marks to indicate *insufficient evidence*. This helps communicate to the student and family that evidence of learning is missing, but does not generate an F.

- It is worth noting that the percent of grades which are As has remained the same this year as compared to previous years. Students in the **low risk** or **medium low risk** categories, which is about 75% of our secondary students, are being successful with minimal support. This is not to say that they do not have personal challenges or are experiencing barriers that are invisible to us. Every student in our system has had to adapt in significant ways over the last 9 months. All of the strategies noted above, from adjustments in Skyward to more time to complete work to a plan for completing missing assignments are available to students in these groups, too, on an as-needed basis.

Next steps and recommendations

- Dave Nagel from Corwin publishers will be working with staff during the District ACT time on Wednesday, December 9. Dave was one of the workshop providers for the *Digital Learning Playbook*, the foundation of our professional learning across the district this Fall. Based on the needs identified by the committee, Dr. Nagel will focus the conversation around providing high-quality feedback on student work (as an alternative to grades) and helping students use this feedback to set learning goals.
- A companion site in Google has been built for staff that resources for the chapter in the Digital Learning Playbook related to grades and feedback. Staff can view video clips, review tools and strategies, or download guidance on how to configure Skyward settings to best reflect what students know and can do. Principals can use any of the resources for their conversations about the building level about grading and reporting.
- The secondary grading committee will continue to meet monthly.
- There are no formal recommendations at this time to Board Policy around grading. However, there are two areas in our Procedure that can be set aside while work continues to support students. One of these is allowing teachers to adjust the grading scale. Many are already doing so in order to expand the range for letter grades (as we did across the district last Spring), include options for *insufficient evidence* (as opposed to using F), or otherwise customize things to work better with the associated challenges of remote learning. The second item is to suspend the requirement that a grade be represented by 90% summative assessment and 10% formative assessment. While the concept behind this is valid—we want teachers to place more value on recent learning vs. first attempts—this year, more than ever, we need to support teachers in using all available evidence an individual students can provide as the basis of a grade. This honors the work teachers are doing one-on-one with students to meet learning goals and enables a grade that is fair to the student.

Summary

Grades are a visible output of many other classroom elements: clear learning targets, viable instructional materials, high-quality instruction and assessment, student engagement, and more. Crisis schooling has exposed all of the areas which need attention. The ongoing work with grading practices must be completed in alignment with work in other areas. In the meantime, we will continue efforts to meet students where they are and develop ways to represent and communicate their learning with an interim goal to reduce the number of Fs.

Sexual Health Education Board Presentation Outline – December 10, 2020

Background

- Senate Bill 5395 passed by the Legislature during the regular session in 2020 requiring public schools to provide comprehensive sexual health education instruction.
- The Bill was suspended pending the results of Referendum 90 in the 2020 General Election. Voters approved SB 5395 in November 2020.

What does the bill require?

- Comprehensive sexual health education is recurring instruction in human development and reproduction that is age-appropriate and inclusive of all students.
- Phased-in instruction for grades 4-12.
- There is no sexual health content required for students in grades K-3. Students in grades K-3 receive social-emotional learning (e.g., respectful communication, healthy friendships, respecting personal space, and managing emotions – foundations for healthy relationships).
- Parents/guardians may opt out at any time. Parents/guardians must be notified if the school is offering sexual health education to include a review of materials.
- Instructional materials must be medically and scientifically accurate, age-appropriate, inclusive of all students – this is consistent with current law. Schools are encouraged to be selected from the OSPi approved list.

What is the timeline for implementation?

2020-21

- Add age appropriate information about affirmative consent and bystander training.

2021-22

- Provide sexual health education at least twice between grades 6-8 and 9-12.

2022-23

- Provide social-emotional learning to students in grades K-3. No sexual health content required.
- Begin providing sexual health education at least once between grades 4-5. TSD begins in Grade 5.
- Inform OSPi of the instructional materials used and confirm affirmative consent and bystander training offered.

What is already in place?

- Grade K-3: Social-Emotional Learning
- Grade 5: Family Life and Sexual Health Education Curriculum (FLASH)
- Grades 7-8: FLASH
- Grades 9-12: FLASH

What do we need to comply with the requirements of the bill?

- Review Social-Emotional SSPG in grades K-3 for content and grade level consistency.
- Review Scope and Sequence Pacing Guides (SSPG) in grades 5-12 to ensure alignment with consent/bystander content and grade level consistency.
- Review staff training needs.

If we need to adopt any new curriculum, will parents have a chance to give feedback

- District Policy/Procedure 2020 – Curriculum Development and Adoption of Instructional Materials includes a parent review event.

Question/Answer

- Time for Questions

FLASH Resource Link

<https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH.aspx>

ACTION ITEMS

- Resolution 03-20-32, THE Modernization Final Acceptance of Project: Mel Murray will present.
- Resolution 04-20-21, THE Modernization Acceptance of Final Commissioning Report: Mel Murray will present.



DATE: December 3, 2020
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: Tumwater Hill Elementary School Modernization
Construction Contract Acceptance
Resolution 03-20-21

The project to renovate ("modernize" in OSPI language) Tumwater Hill Elementary School began with design in April 2017, construction in April 2018 and substantial completion in January 2020. The project completely replaced heating and ventilation systems and lighting. The front office was remodeled and a new vestibule added to increase security. Part of the play shed was enclosed to create a new multi-purpose room for flexibility in scheduling PE and lunches. All new security, fire alarm, intercom and camera systems were installed and a generator added for emergency and standby power. Interior and exterior walls were painted and new ceilings and flooring installed.

Construction costs were \$11,171,842 including \$769,254 in change orders. Pease Construction, Inc. was the general contractor.

TCF Architecture has determined all work has been completed per the contract. The Tumwater School District Capital Projects Department has received the necessary documentation from the contractor and the architect to close the project.

Formal School Board acceptance of the project begins the sixty-day waiting period before the District may release the retainage bond to the contractor. Acceptance also establishes the date OSPI considers in determining the age of the newly renovated building.

I recommend the Board adopt Resolution 03-20-21 to accept all the work as complete for the Tumwater Hill Elementary School Modernization project and certify the project is complete per the contract documents.

If you have any questions, please contact me.



Tumwater School District

Dr. Sean Dotson
Superintendent

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RESOLUTION 03-20-21

FINAL ACCEPTANCE OF CONTRACT COMPLETION TUMWATER HILL ELEMENTARY SCHOOL MODERNIZATION PROJECT

WHEREAS, the Tumwater School District No. 33 entered into a contract with Pease Construction, Inc.; and

WHEREAS, based upon observations and inspections of work by TCF Architecture that the work was completed per plans and specifications; and

WHEREAS, TCF Architecture has recommended final acceptance of the work and the Tumwater School District No. 33 has received the required closeout documents; and

WHEREAS, the Board of Directors of Tumwater School District No. 33 has determined that the terms and conditions of the contract have been completed satisfactorily to the best of their knowledge; and

THEREFORE, the Board of Directors of Tumwater School District No. 33 does hereby accept the contract work as performed by Pease Construction, Inc. on the Tumwater Hill Elementary School Modernization Project;

NOW, THEREFORE BE IT RESOLVED that the Board of Directors of Tumwater School District No. 33, Thurston County, Washington, certifies that the contract work is complete.

ADOPTED this 10th day of December 2020.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board

BOARD OF DIRECTORS
MELISSA BEARD STEPHANIE GOEBEL DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"



DATE: December 3, 2020
TO: Tumwater School Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: Resolution 04-20-21
Acceptance of the Final Commissioning Report for the
Tumwater Hill Elementary School Modernization Project

In accordance with rules governing state school construction assistance grants, the District contracted with an independent commissioning agent who reviewed the design, installation, and start-up of each piece of equipment for the heating and ventilation systems and the lighting system. Furthermore, they perform functional testing of the equipment to ensure the systems are performing according to the engineered design. The District contracted with Welsh Commissioning Group as our commissioning agent. After their review, they have provided a final report. I have attached the table of contents and the executive summary from the report. The full report is available in the Capital Projects office for your review.

If there are any questions, please let me know.

I recommend approval of Resolution 04-20-21 Acceptance of the Final Commissioning Report for the Tumwater Hill Elementary School Modernization Project.

**Tumwater School District
Tumwater Hill Elementary**

**Systems Manual
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**Tumwater School District
Tumwater Hill Elementary**

Systems Manual

Executive Summary

Welsh Commissioning Group, Inc. completed commissioning for Tumwater Hill Elementary School in October of 2020. The commissioning scope consisted of those systems required to be commissioned by WSSP; domestic hot water, HVAC, lighting controls and utility metering. This systems manual only applies to the systems which were commissioned. The purpose of this systems manual is to provide a condensed guide for the maintenance staff to help ensure effective and efficient service to the building systems. This document is intended to supplement documentation that was provided with the building including plans, specifications, addendums, submittal data, test reports, the commissioning report and O&M manuals.

Building commissioning is the process of ensuring that building systems and equipment are designed, installed, tested, and capable of being operated and maintained according to the owner's operational needs. To ensure continued successful system operation, the building should be regularly maintained and periodically re-commissioned. This manual provides supplemental information and tools to assist the building operations staff in operating, maintaining and re-commission the facility. The included manual sections are as follows:

System Narratives & Equipment List – Provides a summary description of the equipment and systems included in the facility. It is intended as an overview to quickly familiarize the operations staff with the building systems. Included is a detailed equipment list of the major building equipment.

System Schematics & As-Built Information – Provides various tables, schematics, drawings and sequences that detail the as-built configuration of the various systems and equipment. Included are screen captures of the HVAC graphics systems. These documents are intended to provide the building operator with a detailed reference of how the systems were configured at the conclusion of commissioning including final set points.

Supplemental Operating Instructions – Provides supplemental information including operating notes for each piece of equipment. This material is supplemental to the operations and maintenance manuals provided by the contractor which may contain more detailed operating instructions for each individual piece of equipment.

System Maintenance – Provides supplemental information including recommended maintenance schedules for major equipment and sensor calibration recommendations. Proper maintenance of equipment is necessary to prevent degradation of equipment efficiencies. This material is supplemental to the operations and maintenance manuals provided by the contractor which may contain more detailed maintenance instructions for each individual piece of equipment.

Building Re-Commissioning – Periodic re-testing of system performance is suggested in order to ensure continued optimum performance of the building systems. This section contains a suggested re-commissioning schedule, along with specific functional

performance test benchmarks (results from original building commissioning) and blank functional performance test forms for use by building maintenance staff to facilitate building re-commissioning.

This manual includes the following additional documents that may be available from other project related documents but provided here for convenience. These include the following:

Owner's Project Requirements – A document prepared by the owner with assistance from the design team and commissioning authority that states the operational requirements of the building. The end goal of any construction project is to provide a facility that is in accordance with the functional needs of the owner.

Basis of Design – A document prepared by the design team that shows how the building's systems will meet the owner's project requirements.

HVAC Test & Balance Report – This report documents the final "as-built" settings for water and air-side balancing of the systems. It is an important reference for use during maintenance, troubleshooting systems, re-commissioning and retro-commissioning. This report should be updated if any system rebalance is conducted during the life of the building.

Warranty/Training Records – Copies of original training agendas and attendance sign-in sheets are included in this section. This information reflects the specific training provided to specific individuals. Also included is warranty documentation for equipment with requirements beyond the typical 1-year warranty period.

Project Contact List – Includes a list of design team and construction team members involved in the project.



Tumwater School District

Dr. Sean Dotson
Superintendent

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Financial Services:
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Human Resources:
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Payroll/Benefits:
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Student Learning:
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Special Services:
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RESOLUTION 04-20-21

ACCEPTANCE OF FINAL COMMISSIONING REPORT FOR THE TUMWATER HILL ELEMENTARY SCHOOL MODERNIZATION PROJECT

WHEREAS, the Tumwater Hill Elementary School in the Tumwater School District was modernized; and

WHEREAS, in accordance with the rules and regulations of the Office of the Superintendent of Public Instruction, Building Commissioning has been conducted and a final report prepared in accordance with WAC 392-343-080; and WAC 392-344-160; and

WHEREAS, the Board of Directors has reviewed the Final Commissioning Report;

NOW THEREFORE BE IT RESOLVED by the Board of Directors of Tumwater School District No. 33, Thurston County, Washington, that the Final Commissioning Report for the Tumwater Hill Elementary School Modernization Project is hereby accepted as presented.

ADOPTED by the Board of Directors of Tumwater School District No. 33, Thurston County, Washington, at the regular meeting thereof, held on December 10, 2020, the following Directors being present and voting thereon.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board

BOARD OF DIRECTORS
MELISSA BEARD STEPHANIE GOEBEL DARBY KAIKKONEN SCOTT KILLOUGH CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

BOARD DISCUSSION

- Legislative Update: Darby Kaikkonen will present on this topic.
- Equity Discussion: The Board will discuss this topic.
- Committees & Assignments: The Board will discuss this topic.

Board Committees & Assignments 2021

Committee/Assignment	Committee Chair	School Board Representative	Meeting Dates & Times
Legislative Representative (Elected by Board every two years): Attends WASA's Annual (Jan. or Feb.) Legislative Conference. Liaison between the Board, WASA and legislature. Responsible for updating the Board on pertinent legislation; may be asked to testify.		(primary) (alternate)	Meets annually in January or February to attend the Legislative conference. Meets as needed.
Replacement Levy (Assignment): Meets as needed to provide information to community groups to provide information about EP&O levies, Capital levies and/or bond issues.			Meets in the Fall to process Levy recommendation.
Board Military Rep.: Liaison with local military bases.	Kelli Ehresmann		Meets as needed
Technology Committee: Review District Technology Plan	Dan Reich		Meets as needed
WIAA Representative	Shawn Batstone		Meets as needed
Graduation Task Force	Shawn Batstone		Meets as needed
Budget Committee	Jim Brittain		Meets as needed