



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, November 12, 2020

Start Time: 6:00pm

Location: District Office via Zoom

To Join the Zoom Meeting On-Line:

<https://zoom.us/j/91487244070>

To Join the Zoom Meeting Via Telephone:

253-215-8782 OR 346-248-7799

Meeting ID: 914 8724 4070

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

Public Meeting (*Melissa Beard*)

- Call Meeting to Order/Flag Salute

Public Comment Reminder (*Melissa Beard*)

Agenda Discussion/Approval (*Melissa Beard/Sean Dotson*)

Meeting Minutes Review

- October 8, 2020 Board Meeting
- October 22, 2020 Board Meeting

Consent Agenda

- Personnel Report
- Payroll and Vouchers
- Budget Status Report
- Capital Projects-Change Order
- Capital Projects-Acceptance of Contract as Complete
- Highly Capable Plan

Student Representative Report

- Ella Jimenez-THS
- Natasha Bunce-CHS
- Rebecca Allen-BHHS

Public Comment Follow-Up, Recognitions, By The Numbers (*Sean Dotson*)

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

"Continuous Student Learning in a Caring, Engaging Environment"

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*)

Reports to the Board

- On-Line Learning-Staff/Student Experiences (*Principals*)
- Superintendent's Report-including Reopening Schools (*Sean Dotson*)

Action Items

- 2nd Reading, Policy 4130 Title 1 Parent and Community Involvement (*Shawn Batstone*)
- Resolution 02-20-21, Levy Collection Authority (*Jim Brittain*)

Board Discussion

- Legislative Update (*Darby Kaikkonen*)
- Equity Discussion (*Board*)

Board Comments

Executive Session to address Personnel Performance, Evaluation or Qualifications for Employment, pursuant to RCW 42.30.110(1)(g).

Adjourn

NEXT BOARD MEETING: Regular Board Meeting on December 10, 2020 (*sign-in info available by 12/4/20*)

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

APPROVAL OF MINUTES

- October 8, 2020 Board Meeting
- October 22, 2020 Board Meeting



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Tumwater School District
School Board Meeting Minutes
Zoom Meeting originating at Cascadia High School
7299 New Market Street SW, Bldg. E
Tumwater, WA 98512
October 8, 2020

Board Members Present: Melissa Beard, Casey Taylor, Stephanie Goebel, Darby Kaikkonen, Scott Killough, 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.

Public Comment Reminder:

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

Agenda Discussion/Approval:

- Agenda Changes: Superintendent Sean Dotson shared that there were changes since the agenda was published. Student Reports were added and a donation was added to the Consent Agenda. **Darby Kaikkonen/Stephanie Goebel, Moved/Seconded (M/S) to approved the amended agenda as presented. Motion passed unanimously.**

Review of Minutes

- **Scott Killough/Casey Taylor, M/S to approve the minutes from the September 10, 2020 Board Meeting. The motion passed unanimously.**

Consent Agenda

- **Stephanie Goebel/Darby Kaikkonen M/S to approve the Consent Agenda as presented. The motion passed unanimously. The Consent Agenda was approved as follows:**

- Personnel Report:

Employment:				
Mavis Wedam	Paraprofessional	THE	Continuing (2020-2021)	TAP
Alexis Jasper	Paraprofessional	MTS	One Year Only (2020-2021)	TAP
Emily Johnson	Paraprofessional	MTS	One Year Only (2020-2021)	TAP
Stacy Lowe	Paraprofessional	BHHS	One Year Only (2020-2021)	TAP

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"Continuous Student Learning in a Caring, Engaging Environment"

Patrick Kot	Teacher	TMS	1.0 FTE, Continuing (2020-2021)	TEA
Kathleen Gonzalez	Teacher	THE	0.5 FTE, One Year Only (2020-2021)	TEA
Jennifer Wilbur	Paraprofessional	EOE	Continuing (2020-2021)	TAP
Katrin Steil	Paraprofessional	BLE	Continuing (2020-2021)	TAP
Corey Walker	Paraprofessional	THS	Temporary	TAP
Barry Borth	Custodian	TLC, ECLC, SS	Continuing effective October 1, 2020	PSE
Lindsey Witcosky	Teacher	TVA	Continuing (2020-2021)	TEA
Anna Sweeney	Teacher	MTS	1.0 FTE, Continuing (2020-2021)	TEA
Sally Sale	Paraprofessional	BMS	Continuing (2020-2021)	TAP
Jennifer Potter	Help Desk Network Technician I	Technology	Continuing (2020-2021)	NON-REP
Adjusted				
Kyle Grunenfelder	Principal	TVA	From AP at MTS to Principal at TVA	TEA
Kathi Clarke	Paraprofessional	TAP	From 6.0 continuing hours/day to 6.5 continuing hours/day	TAP
Christopher Jenson	Teacher	THE	From 0.5 FTE (Continuing) and 0.5 FTE (1 Year Only) to 1.0 FTE (Continuing), effective 2020-2021 school year	TEA
Ayn Gore	Paraprofessional	MTS	From 2 hours/day (Continuing) at THS to 2 hours (Continuing) and 4.5 (One Year Only) per day at MTS	TAP
Nicholas Mailhot	Teacher	BHHS	Adding 0.2 Super FTE for the 2020-2021 school year	TEA
Kristin Martin	Teacher	BHHS	Adding 0.2 Super FTE for the 2020-2021 school year	TEA
Angela Burke	Teacher	BLE	From Grade K at THE to Grade 2 at BLE	TEA
Robert Alnes	Teacher	MTS	From 8 hours/day Lead Custodian at PGS to 1.0 FTE (Continuing) Teacher at MTS	TEA

Carisa Shaw	Paraprofessional	BLE	From 6.0 (Continuing) hours/day to 6.25 (Continuing) hours/day	TAP
Emily Johnson	Paraprofessional	MTS	From 4.0 hours (One Year Only) hours/day to 6.0 (One Year Only) hours/day	TAP
Dipikaben Patel	Paraprofessional	SS	From 6.0 hours/day (Continuing) in SS to 5.80 hours/day (Continuing) at EOE	TAP
Jacqueline Collett	Teacher	TVA	From MTS to TVA	TEA
Kelly Jenkins	Paraprofessional	SS	Position with LINC'S expanded to be 6.0 hours/day (Continuing) Monday-Friday	TAP
Justin Skindell	Net Tech 1	Technology	Additional 4 hr/day as one year only, effective September 25, 2020	Non-Rep
Megan McGinniss	Office Professional 6	MTS	From OP 6 to OP 3, continuing, effective September 25, 2020.	TOPA
Reed McCause	Paraprofessional	BMS	From 6.0 hours/day (Continuing) to 6.5 hours/day (Continuing)	TAP
Adi Khalsa	Teacher	BMS	From Para at THS to Teacher at BMS	TEA
Resignation:				
Jennifer DeHaan	Psychologist	Special Services	Requesting release from contract, effective October 31, 2020,	TEA
Nicole Pocklington	Teacher	BHHS	Requesting release from contract, effective October 9, 2020, pending qualified replacement	TEA
Leaves:				
Ana Wright	OT	SS	0.4 LOA for the 2020-21 school year	TEA
Cami Wilkening	Paraprofessional	THS	LOA starting September 8th, 2020 returning November 13th, 2020	TAP
Erin Novak	Teacher	EOE	0.5 LOA for the 2020-21 school year	TEA

Adi Khalsa	Paraprofessional	THS	LOA starting September 21, 2020 for the 2020-2021 school year	TAP
Andrew Landowski	Teacher	BHHS	Effective September 14, 2020: 0.3 LOA from teaching position for the 2020-21 school year	TEA
Dana Bastin	Teacher	MTS	LOA starting approximately October 28, 2020, return date to be determined	TEA
Leslie Doyle	SLP	SS	LOA starting September 29, 2020, returning November 2, 2020	TEA

➤ Payroll and Vouchers:

GENERAL

FUND:

Payroll				
Payroll Taxes				\$
				<u>1,198,591.31</u>
Direct Deposit				\$
				<u>3,484,825.06</u>
Payroll Benefit Wire Transfer				\$
				<u>1,280,685.84</u>
Accounts Payable -Payroll	7280556			\$
	6	to	72805579	<u>39,482.76</u>
Accounts Payable	7221776			\$
	5	to	72217776	<u>1,184,435.32</u>
Accounts Payable	7721777			\$
	7	to	72217794	<u>285,925.92</u>
Accounts Payable	7221779			\$
	5	to	72217820	<u>223,299.76</u>
Accounts Payable	7221782			\$
	1	to	72217842	<u>31,755.70</u>
Accounts Payable	7221784			\$
	3	to	72217859	<u>979,789.29</u>
Accounts Payable	7221786			\$
	0	to	72217860	<u>46,195.00</u>
Accounts Payable	7221786			\$
	1	to	72217861	<u>977.17</u>
Accounts Payable	7221786			\$
	2	to	72217862	<u>64,506.00</u>
Accounts Payable ACH				\$
				<u>2,513.51</u>
Accounts Payable ACH				\$
				<u>116,282.72</u>
Accounts Payable ACH				\$
				<u>405,716.80</u>
Accounts Payable ACH				\$
				<u>102,520.23</u>
Accounts Payable ACII				

Accounts Payable ACH			\$	29,997.09
Voided Warrants			\$	(119,320.00)
Accounts Payable - COMP TAX			\$	146.31
			\$	
TOTAL GENERAL FUND:			\$	9,358,325.79

CAPITAL PROJECTS FUND:

Accounts Payable	72012370	to	7201237	3	\$	132,113.64
Accounts Payable	72012374	to	7201237	8	\$	501,385.38
Accounts Payable	72012379	to	7201238	1	\$	25,721.08
Accounts Payable ACH					\$	232,484.12
Accounts Payable ACH					\$	9,589.33
Voided Warrants						
Accounts Payable - COMP TAX					\$	-
TOTAL CAPITAL PROJECTS FUND:			\$		\$	901,293.55

ASSOCIATED STUDENT BODY FUND:

Accounts Payable	72441865	to	72441868		\$	1,422.55
Accounts Payable	72441869	to	72441869		\$	310.70
Accounts Payable	72441870	to	72441871		\$	125.92
Accounts Payable	72441872	to	72441873		\$	210.00
Accounts Payable ACH					\$	500.00
Accounts Payable ACH					\$	11,564.48
Voided Warrants					\$	(243.71)
Accounts Payable - COMP TAX						
TOTAL ASSOCIATED STUDENT BODY FUND:			\$		\$	13,889.94

PRIVATE PURPOSE FUND:

Accounts Payable	72700546	to	72700548		\$	2,000.00
Accounts Payable ACH						
Accounts Payable ACH						
Accounts Payable - COMP TAX						
TOTAL PRIVATE PURPOSE FUND:			\$		\$	2,000.00

- Budget Status Report
- Food Services Contracts: Milk & Dairy award to Dairy Fresh, Pizza award to Dominos Pizza

- Capital Projects Acceptance of Contracts as Complete: Tumwater High Safety & Security 2019 Project and Tumwater School District Stadium Bleacher Replacement
- Donation: WSECU donated \$2500 to PGS

Student Reports

- Rebecca Allen-BHHS: In response to the question of how remote learning is going for her, she shared that in her experience things have gone really well. Especially compared to the Spring. In her classes it appears that almost everyone is attending and actively participating. Teachers seem well-prepared for each class. It seems that things are split in that some students are scared to go back and want to wait until everyone can come back 100% and then another group that are really anxious to be back, even just part of the time. In some classes, teachers have put a lot of effort into making sure that there is time for students to build relationships and others, like AP classes, are more focused on content.

Public Comment Follow-Up, Recognitions, By The Numbers

- Public Comment Follow-Up: Ryan Moore spoke at the last meeting regarding his concerns about some language in the MOU. Superintendent Dotson had a good conversation with Ryan about this topic.
- By The Numbers: 1374 confirmed cases in Thurston County as of today. 17 deaths, which is the same as the last meeting and 330 of active cases, which is almost double from the last meeting. 122 people were diagnosed in the last 7 days. 38.1 cases per 100,000 over 14 days in Thurston County. 6427 is the October headcount, 6130 is the headcount with NMSC.
- Recognition: It is National Principal's Month and Sean wanted to recognize how complicated things have been for our principals and he is so appreciative of all they have done. He also shared that he has been sitting in on classes lately and has been very impressed by the work our teachers are doing! He shared a video created by Heather Stoker who is a music teacher at Tumwater Hill Elementary that illustrated how creative teachers are trying to connect and encouraging kids to be engaged!

Public Comment

- Agenda and Non-Agenda Items: Tami Collins stated that no one signed up to address the Board.

Reports to the Board

- 1st Reading, Policy 4130 Title 1 Parent and Community Involvement: Shawn Batstone presented. He shared that the changes that have been made came directly from WSSDA as well as the district attorney, due to the fact that some of what had previously been considered a procedure has been folded into the policy. Any thoughts from the Board on this should go to Sean or Shawn.
- Low-Risk Extracurricular Activities: Shawn Batstone, Tim Graham and Don Farler presented. Shawn, Tim and Don have been working since right after the shut-down to try to find meaningful ways to allow students to participate in a meaningful way.

After the guidance provided by the Governor, state health officials and WIAA around athletics, Tim and Don shared a bit about the plans/protocols that are being put in place, that include no spectators, social distancing and masks on students whenever there is not a strenuous activity taking place and masks on adults at all times. Kids have been participating in community activities including sports and health clubs for some time now and it is great for schools to be able to offer these activities as not all kids have access to those other opportunities due to cost. The more activities we can offer to kids the better! We continue to receive updates from law enforcement about the uptick in depression, anxiety and suicide and the opportunity to participate in physical activity with their peers will certainly be a step in the right direction in helping to lower these numbers! Band (not strings) and Choir are two activities that we are continuing to work on as those activities do not lend to wearing a mask and so meeting in person is not ok for *performance* purposes.

Board President Melissa Beard recessed the meeting at 7:08pm for a short break. The meeting reconvened at 7:16pm.

- Superintendent's Report: Sean Dotson presented on the topic of a return to school in a hybrid model. He began by talking about the fact that we had planned to be fully in remote learning until November...and parents planned their lives around this information. He shared a timeline for returning, with a slow start. We are currently bringing in small groups with specific needs and we will move into serving kindergarten starting November 9th. The plan is to have all elementary students back by the beginning of January. The plan is to bring secondary back in February. Not only do survey results from families show that parents will be keeping kids home but building class schedules is extremely complex! All of these dates are just target dates and will be adjusted based on transmission rates. He shared some of the survey responses from elementary parents, with many wanting to return as quickly as possible and others not interested at all. There was discussion about possibly sending another survey with clarifying questions. He shared some of the data from the survey that was done of staff in an attempt to find out who planned to return to work. If the number of students who want to stay home and do remote learning, does not line up with the number of remote teaching assignments, we may be in a challenging hiring situation.

The hope is that the Board will consider this and then this will be brought to the Board at the October 22nd meeting. It is currently a Work Session but he would like to dedicate a short period to serving as a Regular Meeting and then transition into the Work Session.

He has put together an Equity Advisory Committee plan that is being reviewed with Puget Sound ESD, who he will be meeting with next week. Doing this right is more important than doing it fast and so he really wants to make sure they are a part of this entire process.

Action Items

- Resolution 01-20-21, Capital Facilities Plan Approval: Mel Murray presented. **Casey Taylor/Scott Killough, M/S to approve Resolution 01-20-21, Capital Facilities Plan as presented. The motion passed unanimously.**
- Authorization to Allow Low-Risk Extracurricular Activities: Due to the announcements made by Governor Inslee, the Board did not need to take action on this topic.

Board Discussion

- Legislative Update: Darby Kaikkonen presented on this topic. The General Assembly was finished and got the prioritized positions into the list. WSSDA will release soon. She will be keeping an eye out for things coming up from different committees.
- Weekly Board Meetings: Melissa Beard presented on this topic. Could there be a time set aside for weekly meetings? They may not be used if there is nothing to discuss but it would allow for improved communication and be easier for Sean and Tami so they wouldn't have to be sending multiple emails and making multiple calls trying to figure out availability when a meeting is needed outside of the regularly scheduled meetings. After a short discussion, due to scheduling conflicts with Board members, it doesn't seem it will work and so we will just continue as we have been.
- Equity Discussion: Superintendent Dotson shared an article with the Board that he had also given to district leadership called *White Supremacy Culture-From Dismantling Racism: A Workbook for Social Change Groups* by Kenneth Jones and Tema Okun and Melissa asked everyone to read it through the lens of how it applies to each professionally as well as serving as a board member. Each board member talked about the ways in which they connected with the article including considering input from people who are very different while also having to make decisions, focusing on a system that is racist rather than an individual, working to be more open-minded and fighting the urge to always just provide an answer/solution rather than talking about the needs and finding the answer together. The "right to comfort" is possibly one of the biggest obstacles.

After realizing it hadn't been done earlier in the meeting, the Board introduced themselves to Rebecca, our BHHS student representative.

Board Member Comments

- Scott Killough: He has been doing a lot of professional development with teachers, in the evenings. He is now doing a lot of evening work, which is very different from previous years. Teachers must receive a certain number of hours in order to maintain their teaching certificate...that means they are teaching all day, then doing training and hopefully getting some time in with their families and many are looking at assignments after teaching, training and family time. Just a reminder of how much time many of them are putting in!
- Stephanie Goebel: She wants to give teachers props for how well they are doing with remote teaching. She feels like it is all going really well, it is meaningful for kids as they try to engage with other students. Big thank you!
- Casey Taylor: He is very excited to get back to some extracurricular activities. He has full trust that Tim Graham and his team will work hard on mask-enforcement. He

is happy the Governor is on board! He said awesome job to Jim Brittain on the budget! He has a senior and a kindergartener this year. It is going really well and he is very impressed. It is very different than the Spring. He gave a shout-out to Scott for standing up on the synchronous learning because it is working out great! He agrees it will bring some chaos to go to hybrid especially when we may have to step back just like other districts have.

- Melissa Beard: Everyone is stretched very thin. People are thinking in ways they have never had to think. Board members are also being stretched too. She recognizes that families are losing out as staff are giving so much of themselves to work. She encourages people to take the time for their families. It is ok to not check your email. Grace can be granted if you make sure people know you need it. Everyone is pushing because they want things to work but that has to work too!
- Darby Kaikkonen: She is looking forward to meeting with Shawn Guthrie and Glenn Spinnie. She echoes the thank you messages but still worries about those who don't or can't speak up. She is also excited about activities opening back up. We all have to work to bring the case count down so this can all continue.

With no further business coming before the Board, the regular meeting adjourned at 8:37pm.

Recorded by:
Tami L. Collins

Signed this 12th day of November, 2020.

Board Member

Board Secretary



Tumwater School District

Dr. Sean Dotson
Superintendent

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Tumwater School District
School Board Meeting Minutes
Zoom Meeting originating at the District Office
621 Linwood Avenue SW
Tumwater, WA 98512
October 22, 2020

Board Members Present: Melissa Beard, Casey Taylor, Stephanie Goebel, Darby Kaikkonen, Scott Killough, 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.

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 not changes to the published agenda.

Public Comment

- Agenda and Non-Agenda Items: Tami Collins stated that no one signed up to address the Board.

Action Items

- Reopening Schools: Sean Dotson presented on this topic. He began by reviewing COVID data and discussed the letter that Public Health put out on the 14th, asking there to be a two week pause before schools come back to any form of in-person learning, including hybrid. He also shared that as of today Thurston County has moved into the High range. The district put out another survey to district parents and 48.7% recommend that the timeline be approved, 9.2% want us to wait and begin later and 26.6% said to not do any hybrid but to wait until all students can come back in person. 15.5% marked "other" and made many suggestions, some of them want us to accelerate the timeline. He shared staff results which included 29% who suggest approving the timeline, 19% do not want it approved and 39.3% want us to wait to do anything until everyone can come back in person. 12.7% chose "other" and made many suggestions. The survey was based around the timeline that was presented during the October 8th board meeting. Given what has happened since that time with regard to the increase in COVID cases in Thurston County and the data pointing towards us remaining in the high range, it is no longer practical for the Board to consider that timeline. He is now asking the Board to consider a framework for making

BOARD OF DIRECTORS
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the decision so that we do not have to keep coming to the Board for approval every time something changes. The hope is that we could start at semester for secondary because switching over mid-term at that level would be a big challenge. He reviewed the proposed hybrid opening decision framework, sharing all of the things that must be in place in order to return, no matter the dates. The Board discussed the plan in detail, offering other suggestions including revisiting the entire return to in-person instruction plan. Details will be worked out at a later time as this is work that needs to be done by staff. He made the change to the framework to reflect the changes discussed. **Stephanie Goebel/Scott Killough, Moved/Seconded (M/S) to approve the Opening Decision Framework. The motion passed unanimously.**

With no further business coming before the Board, the regular meeting adjourned at 7:55pm with the Work Session to begin at 8:05pm.

Recorded by:
Tami L. Collins

Signed this 12th day of November, 2020.

Board Member

Board Secretary

CONSENT AGENDA

- Personnel Report: Questions can be directed to Beth Scouller.
- Payroll and Vouchers: Questions can be directed to Jim Brittain.
- Budget Status Report: Questions can be directed to Jim Brittain.
- Capital Projects-Change Order: Questions can be directed to Mel Murray
- Capital Projects-Acceptance of Contract as Complete: Questions can be directed to Mel Murray.
- Highly Capable Plan: Questions can be directed to Tara Richerson.



Tumwater School District

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Sean Dotson
 Superintendent

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 Capital Projects:
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November 12, 2020

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

Preliminary

Employment:				
Teresa Sinclair	Custodian	PGS	Continuing, Effective October 19, 2020	PSE
Alice Clements	Substitute Food Servcies	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
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

BOARD OF DIRECTORS

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"Continuous Student Learning in a Caring, Engaging Environment"

Mo Gradinaru	Paraprofessional	MTS	One Year Only (2020-2021)	TAP
Hannah Gröndel	Paraprofessional	BLE	One Year Only (2020-2021)	TAP
Leah Nelson	Office Professional 2	SS	Temporary OP, effective November 9, 2020- June 30, 2021	TOPA
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
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
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

Corrections:

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

Recommend approval to update of salary schedule 09.

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.

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 October 2020.

2-13

DATE: November 12, 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		\$ 1,041,662.82
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:		\$ 7,942,706.64

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:		\$ 962,236.96

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:		\$ 10,018.57

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:		\$ 12,036.70

TRANSPORTATION VEHICLE FUND:		
Accounts Payable ACH		
TOTAL TRANSPORTATION VEHICLE FUND:		\$ -

Board of Directors of Tumwater School District No. 33

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

Sean Dotson, Secretary to the Board



Tumwater School District

Dr. Sean Dotson
Superintendent

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

**TO: School Board
Superintendent**

FROM: Jim Brittain, Executive Director of Financial Services

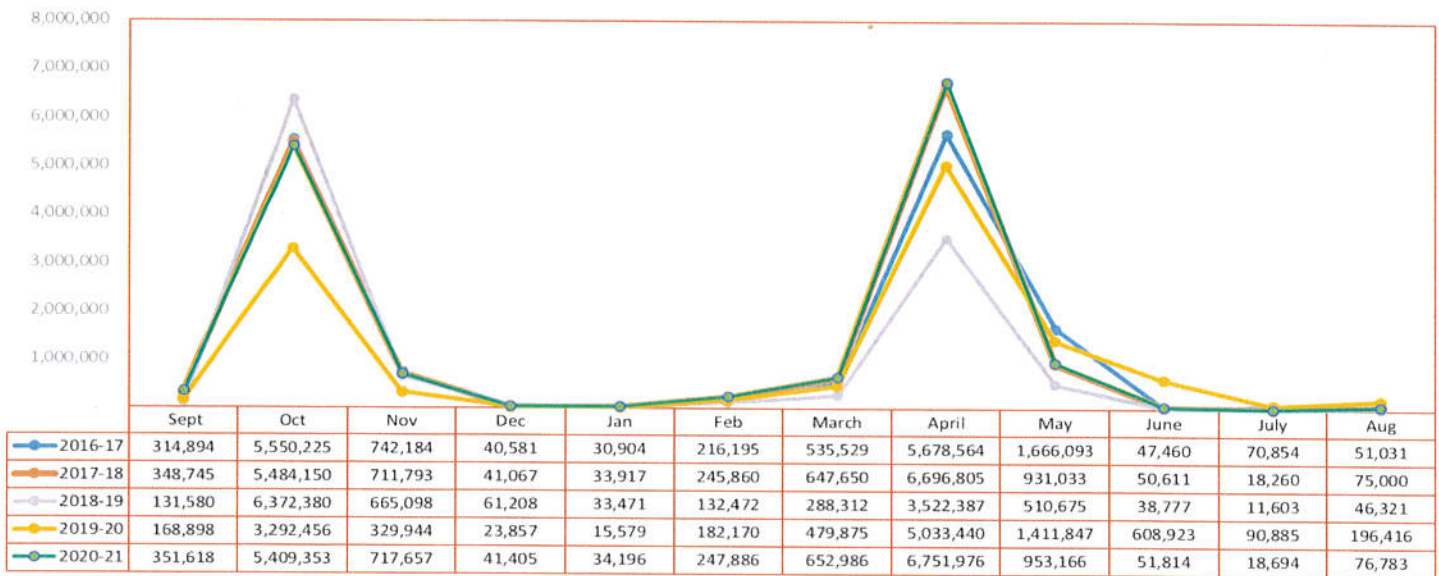
RE: Budget Status Reports – October 2020

Budget Status Report - Attached are the October 2020 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 on levy collections, net cash balance and monthly ending fund balance.

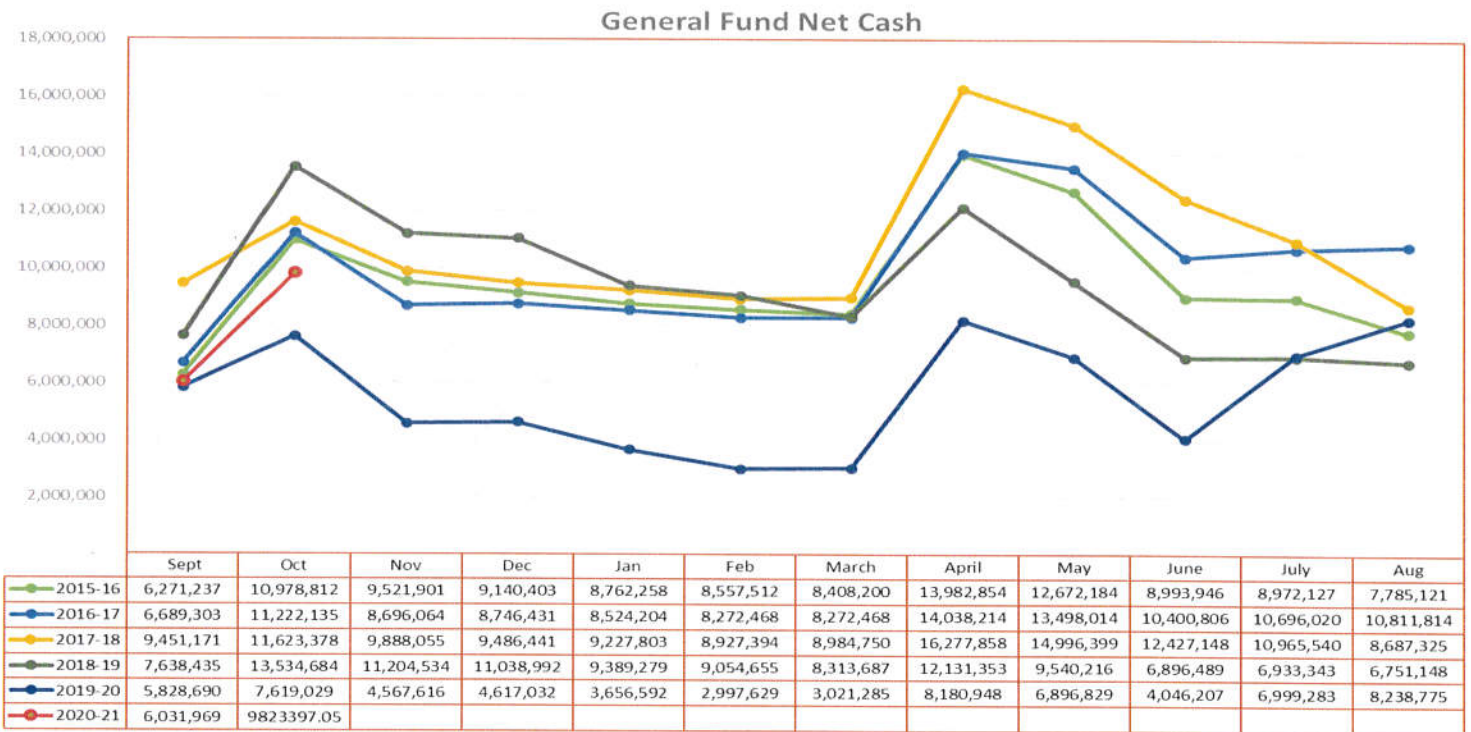
Levy Collections - The following graph shows the actual levy collection for 2016-17 through 2020-2021 (September – October Actual / November through August - Estimate). In October the district received a \$5.4 million property tax levy collection. The state legislature increased the levy rate in January 2020 to \$2.50 per \$1,000 rate. The estimated levy collection for the 2020-2021 school year is almost equal to the 2017-2018 school year before the McCleary decision was implemented.

Levy Collection

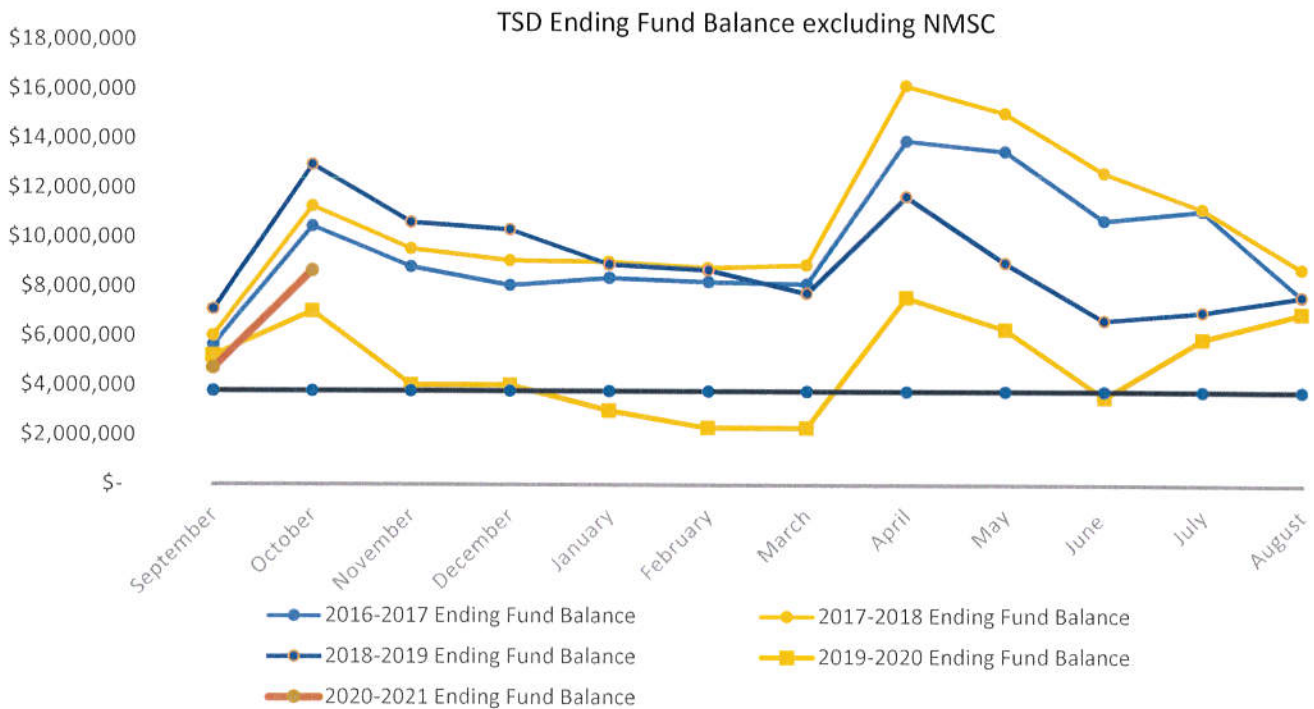


2020-2021 - November through August levy collections are based on prior years collections

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 October 2020. The district’s August ending cash balance is in alignment with our August 2017-2018 ending cash balance. October 2020 cash balance increased by \$3.791million due to the October levy collection.



General Fund – Fund Balance: The following chart provides General Fund TSD Fund Balance for the periods 2016-17 through October 2020. The October ending fund balance is \$8.680 million excluding New Market Skill Center of \$1.2 million. The total fund balance for the district is \$9.9 million.



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 October, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	15,061,458	5,409,371.09	5,623,694.61		9,437,763.39	37.34
2000 LOCAL SUPPORT NONTAX	2,913,955	49,711.11	93,848.17		2,820,106.83	3.22
3000 STATE, GENERAL PURPOSE	59,159,864	4,876,441.77	9,846,677.72		49,313,186.28	16.64
4000 STATE, SPECIAL PURPOSE	15,058,636	1,082,612.71	2,212,754.86		12,845,881.14	14.69
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,514,153	116,747.09	134,141.25		3,380,011.75	3.82
7000 REVENUES FR OTH SCH DIST	10,000	.00	.00		10,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	137,500	.00	.00		137,500.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	95,855,566	11,534,883.77	17,911,116.61		77,944,449.39	18.69
B. EXPENDITURES						
00 Regular Instruction	55,789,348	4,753,274.34	9,348,643.25	39,710,722.38	6,729,982.37	87.94
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	10,901,967	877,814.57	1,627,776.47	9,951,321.23	677,130.70	106.21
30 Voc. Ed Instruction	3,653,451	345,615.84	679,129.60	3,103,203.98	128,882.58	103.53
40 Skills Center Instruction	3,611,190	272,369.48	352,397.31	1,445,222.81	1,613,569.88	55.32
50+60 Compensatory Ed Instruct.	4,095,350	209,152.86	419,643.45	2,037,902.75	1,637,803.80	60.01
70 Other Instructional Pgms	288,671	14,243.96	29,615.52	112,183.94	146,871.54	49.12
80 Community Services	578,485	46,444.62	91,755.49	579,327.49	92,597.98	116.01
90 Support Services	18,760,262	1,365,100.77	3,659,688.58	10,902,326.20	4,198,247.22	77.62
Total EXPENDITURES	97,678,724	7,884,016.44	16,408,649.67	67,842,210.78	13,427,863.55	86.25
C. OTHER FIN. USES TRANS. COT (GL 536)						
	0	.00	.00			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)						
	1,823,158-	3,650,867.33	1,502,466.94		3,325,624.94	182.41-
F. TOTAL BEGINNING FUND BALANCE						
	8,843,934		8,398,559.61			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE						
	7,020,776		9,901,026.55			
(E+F + OR - G)						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	4,930	4,930.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restricted For Carryover	50,000	325,431.28
G/L 825 Restricted for Skills Center	1,100,000	1,220,750.05
G/L 828 Restricted for C/C of FS Rev	0	.00
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	1,000,000	478,482.15
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	141,305.20
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	122,577-	.90
G/L 890 Unassigned Fund Balance	4,988,423	3,822,977.97
G/L 891 Unassigned Min Fnd Bal Policy	0	3,907,149.00
<u>TOTAL</u>	7,020,776	9,901,026.55

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 October, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	800,000	147,106.00	267,073.10		512,926.90	35.88
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	1,000,000	457,629.23	803,816.25		196,183.75	80.38
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
Total REVENUES/OTHER FIN. SOURCES	1,800,000	604,735.23	1,080,889.35		709,110.65	60.60
B. EXPENDITURES						
10 Sites	375,000	.00	.00	21,985.89	353,014.11	5.86
20 Buildings	6,810,000	869,852.65	699,696.87	1,712,151.86	4,198,151.27	38.35
30 Equipment	2,065,000	58,397.72	67,685.78	95,878.70	1,901,435.52	7.92
40 Energy	0	33,986.59	33,986.59	0.00	33,986.59	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	5,000	.00	.00	0.00	5,000.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	9,255,000	962,236.96	1,901,369.24	1,830,016.45	6,423,614.31	30.59
C. OTHER FIN. USES TRANS. QJT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	7,455,000-	357,501.73-	89,520.11		7,544,520.11	101.20-
F. TOTAL BEGINNING FUND BALANCE	11,322,000		11,625,729.72			
G. S/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,867,000		11,715,249.83			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	170,000	179,786.16
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	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	164,240.29-
G/L 863 Restricted from State Proceeds	6,840,000	8,780,566.85
G/L 864 RESERVE FROM FEDERAL PROC	0	.00
G/L 865 Restricted from Other Proceeds	260,000	262,755.35
G/L 866 RESTRICTED-IMPACT PROCEEDS	630,000	1,203,063.46
G/L 867 RESTRICTED-MITIGATION FEES	715,000	760,838.01
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	692,480.29
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	6,557,893	11,715,249.83
Differences	2,690,893-	.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 890 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 October, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	13,215,877	5,960,708.98	6,198,789.74		7,017,087.26	46.90
2000 Local Support Nontax	75,000	6,834.82	13,545.45		61,454.55	18.06
3000 State, General Purpose	120,000	37,606.28	40,493.07		79,506.93	33.74
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	403,973	.00	.00		403,973.00	0.00
Total REVENUES/OTHER FIN. SOURCES	13,814,850	6,005,150.08	6,252,828.26		7,562,021.74	45.26
B. EXPENDITURES						
Matured Bond Expenditures	14,414,354	.00	.00	0.00	14,414,354.00	0.00
Interest On Bonds	4,317,337	.00	.00	0.00	4,317,337.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	100,000	1,200.00	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
Total EXPENDITURES	18,831,691	1,200.00	1,200.00	0.00	18,830,491.00	0.01
C. OTHER FIN. USES TRANS. CUT (GL 536)						
	0	.00	.00			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)						
	5,016,841-	6,003,950.08	6,251,628.26		11,268,469.26	224.61-
F. TOTAL BEGINNING FUND BALANCE						
	11,335,000		11,599,065.16			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	6,318,159		17,850,693.42			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		929,869.09			
G/L 830 Restricted for Debt Service	6,198,159		15,885,749.44			
G/L 835 Restricted For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 ASSIGNED TO FUND PURPOSES	120,000		1,035,074.89			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	6,318,159		17,850,693.42			

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 October, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	716,593	923.25	14,830.00		701,763.00	2.07
2000 Athletics	359,835	2,219.31	11,739.41		348,095.59	3.26
3000 Classes	132,930	.00	.00		132,930.00	0.00
4000 Clubs	216,444	279.00	2,049.29		214,394.71	0.95
6000 Private Moneys	21,378	500.00	3,240.00		18,138.00	15.16
Total REVENUES	1,447,180	3,921.56	31,858.70		1,415,321.30	2.20
B. EXPENDITURES						
1000 General Student Body	661,600	6,428.24	14,783.12	1,724.66	645,092.22	2.50
2000 Athletics	409,551	2,654.01	17,242.81	43,096.53	349,211.66	14.73
3000 Classes	97,125	.00	.00	0.00	97,125.00	0.00
4000 Clubs	236,984	795.42	795.42	0.00	236,188.58	0.34
6000 Private Moneys	61,677	140.90	140.90	0.00	61,536.10	0.23
Total EXPENDITURES	1,466,937	10,018.57	32,962.25	44,821.19	1,389,153.56	5.30
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)						
	19,757-	6,097.01-	1,103.55-		18,653.45	94.41-
D. TOTAL BEGINNING FUND BALANCE						
	597,126		703,435.60			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)						
	577,369		702,332.05			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		16,075.00			
G/L 819 Restricted for Fund Purposes	581,569		649,576.92			
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			
TOTAL	581,569		702,332.05			
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 October, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,500	224.22	409.69		3,090.31	11.71
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
A. TOTAL REV/OTHER FIN. SRCS (LESS TRANS)	448,500	224.22	409.69		448,090.31	0.09
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	448,500	224.22	409.69		448,090.31	0.09
D. EXPENDITURES						
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
Total EXPENDITURES	600,000	.00	.00	0.00	600,000.00	0.00
E. OTHER FIN. USES TRANS. OUT (GL 536)	403,973	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	555,473-	224.22	409.69		555,882.69	100.07-
H. TOTAL BEGINNING FUND BALANCE	570,350		569,999.34			
I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	14,877		570,409.03			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	14,877		570,409.03			
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			
TOTAL	14,877		570,409.03			

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



DATE: November 12, 2020
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: Consent Agenda
Capital Projects Contract Change Order

Change Order #1 for the Security/Safety Upgrades at Black Lake & Michael T Simmons Elementary Schools construction contract is attached.

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

CHANGE ORDER

TCF Architecture

PROJECT NAME: Security Upgrades at BLE and MTS

CHANGE ORDER NO.: 1

C.O. DATE: 10/30/2020

TO CONTRACTOR: Construct, Inc.
Trosper Road SW #108-345
Tumwater, WA 98512

855 CONTRACT DATE: 4/29/2019

THE OWNER: Tumwater School District #33

ARCHITECT'S PROJECT NO.: 2018-007

THE ARCHITECT: TCF Architecture PLLC

The Contract is changed as follows:

ITEM	DESCRIPTION	ADD OR DEDUCT	AMOUNT
PR-001	BLE & MTS Carpet Request	DEDUCT	(\$664.00)
CCD-001R1	BLE & MTS Casework Relocations	ADD	\$963.00
CCD-003R1	Chain Link Fence Relocation	ADD	\$1,156.00
CCD-004R3	BLES Fiber Cement Siding Repairs	ADD	\$17,317.00
CCD-005	MTS Hold Down & Finish Revisions	ADD	\$2,652.00
CCD-006	BLE & MTS Electrical Sub-Contractor Replacement	ADD	\$58,350.00
CCD-007R1	MTS Existing Electrical Issues	ADD	\$11,038.00
CCD-008	BLE & MTS Soffit Lighting J-Boxes	ADD	\$3,592.00
CCD-009R4	MTS Sidewalk at Entry	ADD	\$8,794.00
CCD-010	BLE & MTS Additional Painting Scope	ADD	\$3,638.00
CCD-011	BLE & MTS Additional Electrical Outlets	ADD	\$3,901.00
CCD-012	BLE Coffee Pot Receptacle	ADD	\$1,999.00
CCD-013	MTS Additional Chain Link Gate	ADD	\$903.00
CCD-014	MTS Entry Roof Addition	ADD	\$3,615.00
CCD-015R1	MTS Electrical Receptacle Replacement	ADD	\$495.00
CCD-016	BLE Reader Board Data & Power	ADD	\$4,361.00
CCD-017	BLE & MTS Dry Erase Coating	ADD	\$2,144.00
CCD-018	Unit Price 1 Adjustment	DEDUCT	(\$1,232.00)
CCD-019	Unit Price 2 Adjustment	DEDUCT	(\$2,300.00)
CCD-020	BLE & MTS Hallway Light Switch	ADD	\$4,430.00
CCD-021	BLE & MTS Increased Manual Dimming Zones	ADD	\$10,267.00
CCD-022	BLE Switch Location	ADD	\$479.00
CCD-023	BLE & MTS Controlled Receptacles	ADD	\$9,167.00
CCD-024	BLE Counselor Office Light dimming	ADD	\$4,543.00
TOTAL AMOUNT FOR THIS CHANGE ORDER		ADD	\$149,608.00

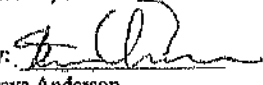
SUMMARY

The original Contract Sum was	\$1,409,600.00
Net change by previously authorized Change Orders	\$0.00
The Contract Sum prior to this Change Order was	\$1,409,600.00
The Contract Sum will be increased by this change order	\$149,608.00
The new Contract Sum including this Change Order will be	\$1,559,208.00

The Contract Time will be changed: Substantial Completion Date is January 10, 2020.

ARCHITECT

TCF Architecture PLLC
902 N 2nd Street
Tacoma, WA 98403

By: 
Steve Anderson
Date: 10-30-20


OWNER

Tumwater School District
621 Linwood Ave SW
Tumwater, WA 98512

By: _____
Mel Murray
Date: _____

CONTRACTOR

Construct, Inc.
855 Trosper Road SW #108-345
Tumwater, WA 98512

By: 
Andrew Christensen
Date: 10-30-20



DATE: November 12, 2020
TO: Tumwater School District Board of Directors
FROM: Mel Murray, Director of Facilities
SUBJECT: Consent Agenda:
Acceptance of Contracts as Complete

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

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

**Peter G Schmidt Old Library Re-roofing Project
Madsen Roofing, Inc**

Initial Contract	\$ 92,663.00
Change Orders	\$ 8,967.00
Contract Total	\$101,630.00
Retainage 10%	\$ 10,163.00

**Black Hills High School Gym Floor Refinishing
Western Hardwood/KCDA**

Initial Contract	\$ 45,472.00
Change Orders	\$ 0.00
Contract Total	\$ 45,472.00
Retainage 10%	\$ 4,547.20

**New Market Skills Center Boiler Replacement
Northwest Thermal Hydronics LLC**

Initial Contract	\$ 385,000.00
Change Orders	\$ 12,950.00
Contract Total	\$ 397,950.00
Retainage 5%	\$ 19,897.50

**Tumwater Alternative Learning Center
Jones & Roberts Co.**

Initial Contract	\$5,557,500.00
Change Orders	\$ 149,175.00
Contract Total	\$5,706,675.00
Retainage Bonded	\$ 0.00



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: Tara Richerson
Data and Assessment Supervisor

RE: *Highly Capable Plan*

We are required to submit an application each year to OSPI to receive apportionment for our Highly Capable Program. The application is the same for all districts in the state and has not been changed by OSPI in several years. The plan contains assurances that we are in compliance with state guidelines about how we identify and serve students. Minutes from a School Board meeting showing approval of the plan is required annually. By approving this application, you are allowing the district to collect funds that we use to screen and identify students for the program, pay staff to be part of the required Multidisciplinary District Committee that shepherds the program, contribute toward salary and benefits for teachers of the self-contained program for highly capable, and support professional learning opportunities for teachers about the needs of highly capable students.

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

"Continuous Student Learning in a Caring, Engaging Environment"

217 Highly Capable Program Plan
Fiscal Year: 20-21
Milestone: Draft (Printed 10/26/2020)

District: Tumwater School District
Organization Code: 34033
ESD: Capital Region ESD 113

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2020-21 school year.

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

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

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2020-21), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

NOTE: As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See [RCW 28A.150.020](#) (1) and (2).

Please check only one box below:

LEA accepts Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:

- a. [RCW 28A.150.220\(3\)\(g\)\(3\)](#)

The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.

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

LEA DOES NOT accept Highly Capable allocation for the 2020-21 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

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

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Tara Richerson
Authorized Representative Title:	Supervisor for Data and Assessment
Date: (MM/DD/YY)	10/26/2020

Highly Capable Program Coordinator	
Contact Name:	Tara Richerson
Organization:	Tumwater School District
Email:	tara.richerson@tumwater.k12.wa.us
Phone:	360-709-7033
Contact Name:	Shawn Batstone
Organization:	Tumwater School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contact Name:	Carmel Lamolli

Organization:	HiCap Parent Organization
Email:	carmel.lamolli@yahoo.com
Phone:	360-709-7200

Page 2

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170 | 035 | 036

Instructions

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

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

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

Yes No

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

Instructions

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

Every Item is Mandatory

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

A. Annual Notification WAC 392-170-042

Assurances

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

Public Notification

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

B. Referral Process WAC 392-170-045 | 055

Assurances

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

C. Parental/Legal Guardian Permission WAC 392-170-047

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

Assurances

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

Every assurance in the table below is mandatory.

Permission to Test Includes	Permission to Start HCP Services Includes
Explanation of the procedures for identification of a student for entrance into the HCP.	Explanation of the procedures for identification of a student for entrance into the HCP.

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

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

Instructions

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

The district uses a screening process. Yes No

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

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

Do Not Lose Your Data - Click Save!

Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances

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

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

Instructions

MSC Considers Screening and Assessment Data

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

WAC 392-170-075 Selection of Most Highly Capable

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

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

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

Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Assurances

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

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

Instructions

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

Other - Name the other data sources you use.

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

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

Assessment Measures

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

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaufman Test of Educational Achievement (KTEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) I-Ready	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data
 If you screen, make sure your multidisciplinary selection committee reviews all the data you collect -- through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

Shall be based on a selection system that determines which students are the most Highly Capable as defined under WAC 392-170-055, and other data collected in the assessment process.”

Assurances

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

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

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

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

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

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

Assurances

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

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

Instructions

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

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

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

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

Complete the Gifted Value Tables

For each Gifted Value identify:

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

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental before or after school services and extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Strategies and Curricula Modification															
<input type="checkbox"/> Differentiation								<input type="checkbox"/> Curriculum Compacting							
<input type="checkbox"/> Flexible grouping								<input type="checkbox"/> Enrichment							
<input type="checkbox"/> Independent study								<input type="checkbox"/> Independent projects							
<input type="checkbox"/> Pacing								<input type="checkbox"/> Content acceleration							
<input type="checkbox"/> Supplemental instruction in area of interest								<input type="checkbox"/> Supplemental materials in area of interest							
<input type="checkbox"/> Cluster grouping								<input type="checkbox"/> Other Name(s)							

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

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

Assurance

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

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

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

Instructions

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

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

Assurance

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

Evaluation Methods and Activities	Grades	Timeframe by Month(s) example September, December, April	
		Collect or Administer	Review
Grades and Tests			
AP Tests	<input type="checkbox"/> Elementary	Spring	Fall
	<input checked="" type="checkbox"/> Secondary		
Cambridge AICE Tests	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
District Assessments	<input checked="" type="checkbox"/> Elementary	Fall, Winter, Spring	Fall, Winter, Spring
	<input checked="" type="checkbox"/> Secondary	Fall, Winter, Spring	Fall, Winter,

			Spring
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	January, June January, June	January, June January, June
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	annually annually	annually annually
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Qualitative Data			
Staff Anecdotal Observation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Reflection	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	June	June
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s) Parent meeting input	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	November	November
Surveys			
Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Parent	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other Data Sources			

Attendance	<input checked="" type="checkbox"/> Elementary	June	June
	<input checked="" type="checkbox"/> Secondary	June	June
Competition Performance and Outcomes for supplemental programs such as Destination Imagnatlon, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Program Participation	<input checked="" type="checkbox"/> Elementary	June	June
	<input checked="" type="checkbox"/> Secondary	June	June
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

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

A. Estimate of Students Expected to Serve [WAC 392-170-030](#)

Instructions

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	5	5	28	35	24	22	30	24	16	33	23	36	286

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

Instructions

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

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

Date of Annual Board Approval: 9/26/2019

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

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
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Files have not been uploaded

Equitable Identification of Low-Income Students RCW 28A.185.020**Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.**

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

Shawn Batstone
Tara Richerson

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

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

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2020-21 identification cycle.

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

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

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2020-21 identification cycle.**

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

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification.**
- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

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

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

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

4. **Briefly outline actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19.** For example, district may have completed identification during school year following typical practice; district may complete identification in summer of 2020 using existing data; district may conduct assessments in summer 2020 and complete identification; district may conduct identification at start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.

We completed our identification of students for SY2021 the program prior to the closure in March 2020, so no adjustments were necessary.

PUBLIC COMMENT FOLLOW-UP, RECOGNITIONS, BY THE NUMBERS

REPORTS TO THE BOARD

- On-Line Learning-Staff/Student Experiences: Sean Dotson will begin the presentation
- Superintendent's Report-including Reopening Schools: Sean Dotson will present.

ACTION ITEMS

- 2nd Reading, Policy 4130 Tile 1 Parent and Community Involvement: Shawn Batstone will present.
- Resolution 02-20-21, Levy Collection Authority: Jim Brittain will present.



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: Shawn Batstone, Assistant Superintendent

RE: *Policy 4130, Title I Parent and Family Engagement*

The following policy represents changes made by WSSDA that were reviewed by the district attorney and discussed with principals across the district.

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

"Continuous Student Learning in a Caring, Engaging Environment"

Policy: 4130
Section: 4000 - Community Relations

Commented [A1]: We consolidated the policy and procedure so that there is only a policy now. We suggest this consolidation because of the redundancy in the existing policy and procedure.

Title I Parent and Family Engagement Parental Involvement

A. The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district will involve parents and family members of Title I students in developing and implementing the district's Title I programs, involvement contributes to the achievement of academic standards by students participating in district programs. The board views the education of students as a cooperative effort among school, parents and community. The board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

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1. Play an integral role in assisting their child's learning;
2. Are encouraged to be actively involved in their child's education at school; and

Are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;

District-Wide Parent and Family Engagement

B. The district will do the following to promote parent and family engagement: board of directors adopts as part of this policy the following guidance for parent involvement. The district will:

Commented [A2]: Deleted language defining parental involvement because there is no statutory definition of parental involvement (at least none that we could find in the statutes referenced below). :-)

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- A. The district will involve parents and family members in jointly developing the district's Title I plan (Activities may include holding an annual meeting, giving parents an opportunity to review the plan, and/or inviting parent comments.) Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.

Commented [A3]: Tracks with 20 U.S.C. § 6318(a)(2)(A).

C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:

Commented [A4]: Tracks with 20 U.S.C. § 6318(a)(2)(B).

Commented [A5]: Tracks with 20 U.S.C. § 6318(a)(2)(D).

1. Barriers to greater participation by parents in Title I activities;
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

Commented [A6]: Tracks with 20 U.S.C. § 6318(a)(2)(E).

The district will facilitate removing barriers to parental involvement by doing the following. (Activities may include conducting joint parent meetings with other programs, holding meetings at

various times of the day and evening, arranging for in home visits/conferences. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs).

D. The district will involve parents of Title I student in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).

1. Build the school's and parent's capacity for strong parental involvement;

E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement.

1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - c. The requirements of Title I;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children.
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. *(Activities may include sending materials home, providing technology support, hosting parent/family nights, providing Title I progress reports, giving guidance as to how parents can assist at home in the education of their child, holding parent meetings at various times of the day and evening to provide parents, providing opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, submitting parent comments about the program to the district, and providing parents with opportunities to meet with the classroom and Title I, Part A teachers to discuss their child's progress.)*
3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs; and
 - c. Build ties between parents and the school.
4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start;
 - b. Even Start;
 - c. Learning Assistance Program;
 - d. Special Education; and
 - e. State-operated preschool programs.
- 1-5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in

Commented [A7]: Tracks with 20 U.S.C. § 6318(a)(3)(B).

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Commented [A8]: Tracks with 20 U.S.C. § 6318(e)(1)-(5).

Commented [A9]: Tracks with 20 U.S.C. § 6318(a)(2)(C).

an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

(Information may be sent via, school newsletter/bulletin, posted to the website, provided with beginning of school year information, mailed home, and/or provided at parent family nights/meetings.)

Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, or state-run preschools; Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and

Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent:

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D. Provide parents of Title I students the following:
 1. Timely information about Title I programs;
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:

Commented [A10]: Tracks with 20 U.S.C. § 6318(b)(1).

Commented [A11]: Tracks with 20 U.S.C. § 6318(c)(1)-(4).

Commented [A12]: Tracks with 20 U.S.C. § 6318(d)(1)-(2).

1. Annual parent-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
2. Frequent reports to parent's on their children's progress;
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Classification: Essential (if school receives Title I funds)

Legal References: [20 USC 6311 State plans \("Every Student Succeeds Act/No-Child-Left-Behind-Act"\)](#)
[20 USC 6312 Local educational agency plans](#)
[20 USC 6318 Parent and family engagement](#)

Management Resources: Policy News, October 2008 Family Involvement Policy
Policy News, June 2005 Title I Parental Involvement Policy
Policy News, August 2003 No Child Left Behind Update

Adoption Date:
Classification: **Essential**
Revised Dates: **8.03; 06.05; 10.08; 12.11; 2.18**

MEMO



TO: TSD Superintendent and Board of Directors
FROM: Jim Brittain, Executive Director of Financial Services
DATE: November 8, 2020
RE: Resolution Certification of 2021 Excess Property Taxes

The board will need to action on the following the excess property taxes for 2021.

Certification of 2021 Excess Property Taxes Resolution 02-20-21 is to certify to the Thurston County Assessor the 2020 levy amounts to be collected in calendar year 2021.

The resolution states the following for the taxes to be levied in 2021:

1. The 2020-21 Budget included certified General Fund educational programs and operations excess property taxes in the amount of \$15,693,963 to be levied in 2020 and collected in 2021. The Board has determined that the amount of the District's General Fund educational programs and operations excess tax levy previously certified in the 2020-21 Budget of \$15,693,963 should now be increased to the amount of \$16,750,000. This is the amount approved by our community.
2. The 2020-21 Budget also included certified Debt Service Fund excess property taxes to pay debt service on all of the District's outstanding unlimited tax general obligation bonds in the amount of \$11,000,000 to be levied in 2020 and collected in 2021.
3. The 2020-21 Budget also included certified Capital Projects Fund excess property taxes in the amount of \$5,000,000 to be levied in 2020 and collected in 2021.

TUMWATER SCHOOL DISTRICT NO. 33
THURSTON COUNTY, WASHINGTON

RESOLUTION NO. 02-20-21

CERTIFICATION OF 2021 EXCESS PROPERTY TAXES

A RESOLUTION of the Board of Directors of Tumwater School District No. 33, Thurston County, Washington, certifying to the Board of County Commissioners of Thurston County, Washington and the Superintendent of Educational Service District No. 113, the amount of excess property taxes to be levied in year 2020 and collected in year 2021 for the District's General Fund, Debt Service Fund and Capital Projects Fund; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF TUMWATER SCHOOL DISTRICT NO. 33, THURSTON COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Tumwater School District No. 33, Thurston County, Washington (the "District") takes note of the following facts and makes the following findings and determinations:

(a) By Resolution No. 15-19-20 the Board adopted a budget for Fiscal Year 2020-21, (the "2020-21 Budget"). The 2020-21 Budget included certified General Fund educational programs and operations excess property taxes in the amount of \$15,693,963 to be levied in 2020 and collected in 2021. The Board has determined that the amount of the District's General Fund educational programs and operations excess tax levy previously certified in the 2020-21 Budget of \$15,693,963 should now be increased to the amount of \$16,750,000.

(c) The 2020-21 Budget also included certified Debt Service Fund excess property taxes to pay debt service on all of the District's outstanding unlimited tax general obligation bonds in the amount of \$11,000,000 to be levied in 2020 and collected in 2021.

(d) The 2020-21 Budget also included certified Capital Projects Fund excess property taxes in the amount of \$5,000,000 to be levied in 2020 and collected in 2021.

Section 2. Certification of General Fund Excess Property Tax Levy: Thurston County Assessor Authorization. Pursuant to RCW 84.52.020, the Board certifies to the Board of County Commissioners of Thurston County, Washington and the Superintendent of Educational Service District No. 113, an excess property tax levy in the amount of \$16,750,000 to be levied in calendar year 2020 and collected in calendar year 2021 for the District's General Fund. The Assessor of Thurston County, Washington, is authorized and directed, without further Board action, to reduce the General Fund excess property tax levy amount to be extended upon the tax rolls and collected in calendar year 2021 to be consistent with the limitations imposed by RCW 84.52.0531.

Section 3. Certification of Debt Service Fund Excess Property Tax Levy. Pursuant to RCW 84.52.020, the Board certifies to the Board of County Commissioners of Thurston County, Washington and the Superintendent of Educational Service District No. 113, an excess property

tax levy in the amount of \$11,000,000 to be levied in calendar year 2020 and collected in calendar year 2021 for the District's Debt Service Fund.

Section 4. Certification of Capital Projects Fund Excess Property Tax Levy. Pursuant to RCW 84.52.020, the Board certifies to the Board of County Commissioners of Thurston County, Washington and the Superintendent of Educational Service District No. 113, an excess property tax levy in the amount of \$5,000,000 to be levied in calendar year 2020 and collected in calendar year 2021 for the District's Capital Projects Fund.

Section 5. General Authorization and Ratification. The Secretary to the Board, the President of the Board, the District's Executive Director of Financial Services and other appropriate officers of the District are severally authorized to take all other actions and execute all other documents necessary to effectuate the provisions of this resolution, and all prior actions taken in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 6. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Tumwater School District No. 33, Thurston County, Washington, at a regular open public meeting held this 8th day of November 2020, the following Directors being present and voting in favor of the resolution.

TUMWATER SCHOOL DISTRICT NO. 33
THURSTON COUNTY, WASHINGTON

President and Director

Vice President and Director

Director

Director

Director

ATTEST:

DR. SEAN DOTSON
Secretary to the Board of Directors

BOARD DISCUSSION

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

What if We... Don't Return to School as Usual



National Equity Project

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Apr 9 · 10 min read

by Hugh Vasquez, Senior Associate, National Equity Project

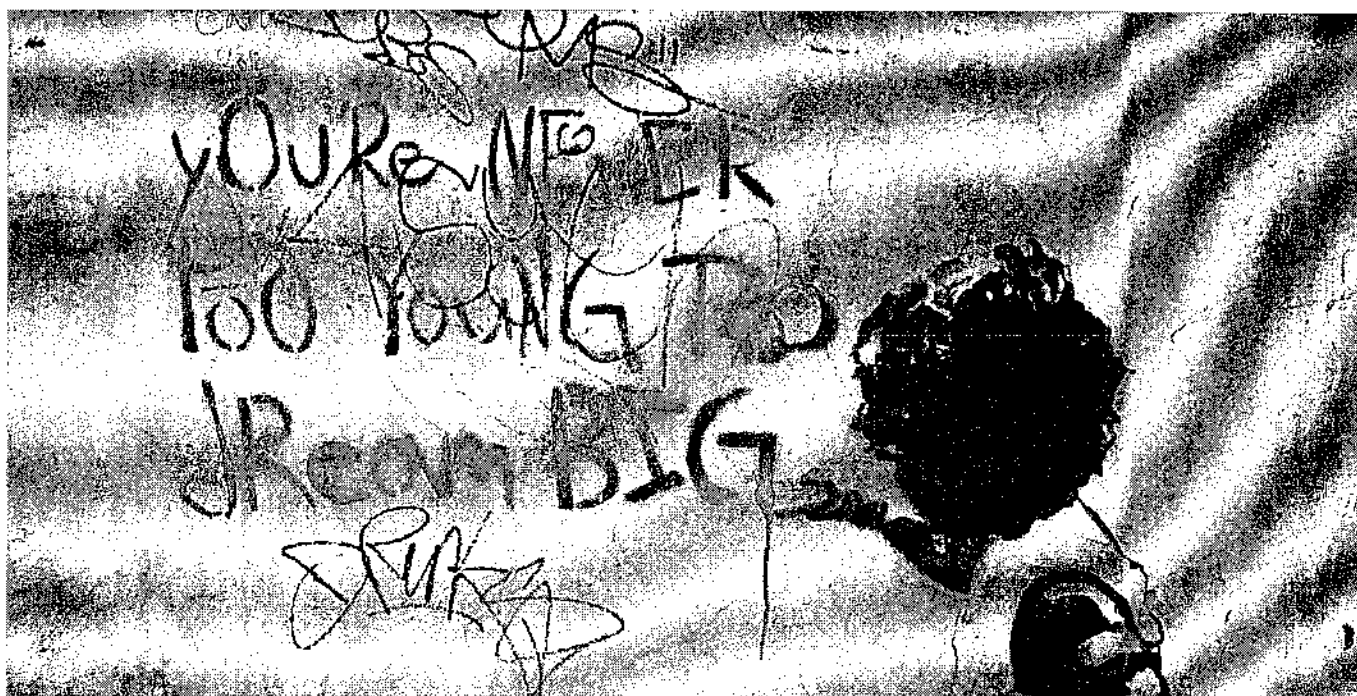


Photo by Gary Knight

Let's start with the end in mind. Fast forward to a time in the near future, say 12 months from now when we have made it through this world health crisis. Imagine that you have been invited to be on a panel at a conference because you decided to do something unusual amidst the crisis. You decided you were going to refuse to return to schooling in the same way you left it when COVID-19 erupted. You decided you would not return to doing business as usual in how we educate children. On this panel you share why you made this decision and your remarks focus on a desire to change the system because you realized it was designed to produce inequities. You share what it took to stop doing business as usual and how you became a catalyst for others to join in this effort too. You

talk about the innovations you and a team of educators, parents, and students created and what you are learning from taking those actions. Then you share the impact those changes had on students, families, and staff. You close by describing how you used the opportunity of the system shutdown to create a better way of educating children and how you are going to make sure the old system doesn't return.

Let's be clear. When the COVID-19 crisis is over, we do not have to go back to business as usual in our educational system, or any other system for that matter. We just don't. The question confronting us at the moment is not *can* we prepare to come back differently but *will* we?

Working in the field of social justice education, we know there are many education leaders from superintendents to policy makers to site leaders to teachers who have come to the realization that our education system is designed to produce what it produces — inequity in who succeeds. We also know that many do not want to continue educating the way education was designed. Many more have realized that what they do day-to-day in schools actually perpetuates the current inequitable system, the very one they would like to interrupt and change. So although we want change, we find ourselves maintaining the status quo. Why?

Nothing changes without disturbance. Since it is people who change things, that means change can't happen until people are disturbed. Margaret Wheatley in her article "Willing to be Disturbed" says,

“As we work together to restore hope for the future, we need to include a new and strange ally — our willingness to be disturbed.”

Wheatley is talking about change within individuals where we have to be *willing to be disturbed* by actively engaging with those who challenge our way of doing things. It is in this place of discomfort where we expand our beliefs and innovations are born. When we are disturbed, we change. What is true for the individual is also true for systems. If we want to change systems, we have to be disturbed by what we see and engage with others to disturb, catalyze and influence what we do.

The biggest changes in our society have only come about when there was a strong enough disturbance — an interruption to “business as usual” — and when people were willing to come together even though the path forward was cloudy. This United States was created out of disturbance. We have Social Security because of disturbance. To the extent that we have civil rights for people of color, women, people with disabilities, gay/lesbian/bi-sexual/transgender people (to name a few) — it is because of disturbance. People interrupted the status quo way of doing things and created an opening to change something, to build something new.

COVID-19 has produced what may be one of the largest worldwide and systemic disturbances of all time. While schools closed overnight and our daily routines have changed, the inequities produced by our systems are even more stark in terms of which students have access to technology, internet, food, and housing and which families have the privilege of sheltering in place to stay safe.

Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, *are we willing to use this opportunity to create the kind of educational system we want?* We have learned that if we are going to change a system, we as individuals first have to SEE what the system is producing, then we have to ENGAGE with others to design something different, and finally we have to ACT. Cornel West puts it this way:

It takes courage to look in the mirror and see past your reflection to who you really are when you take off the mask, when you're not performing the same old routines and social roles. It takes courage to ask — How did I become so well-adjusted to injustice?

Seeing the system doesn't guarantee we will engage and act differently. The system is designed to keep us busy perpetuating it so that we don't have time to redesign it. The system is a well-oiled machine that has tremendous momentum to keep things going as they are; just look at Education Codes in any state. The result is that even those who see

the system and have a desire to interrupt it do not usually have the mindset, time, resources or support to do so. The demands of “doing school” prohibit us from engaging and acting differently. But now, that machine has ground to a halt.

What would acting differently (both during and after) this crisis look like for education? Below are a few ideas on what we could do differently. With each idea ask yourself “what if...” as you read it, and notice what thoughts come to mind. If you find yourself saying “oh, we can’t do that,” read it again and ask “*but what if we did...*”

What if we...

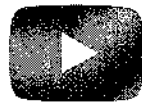
What if we... gather our teams now (virtually) to get ready to return to another way. Schedule virtual meetings with educators and school staff in whatever configuration works best for you to engage them in discussions under the theme “we WILL do school differently when we return.” Present your “what if we...” approach and talk about WHY you want to return doing school differently. The goal of these meetings is to enroll and recruit people to this approach and set a new direction, to engage their agency and their imagination. Allow people to talk about their excitement and concerns with this idea and engage them in responding to both the idea of coming back differently and to some of your “what if we...” ideas. Ask them to brainstorm other “what if we...” ideas and come to agreement on what you will collectively create, build and test.

What if we... use this time to re-purpose our leadership structures to build our leadership muscle to be strategic equity leaders instead of reactive leaders. Strategic equity leaders identify education challenges through an equity lens and engage others in collaborative inquiry to figure out what to do to address the challenges. Strategic equity leaders build the competencies of others to interrupt status quo ways of doing things that perpetuate inequities. Strategic equity leaders keep a birds eye view of what’s going on in the system, the school site, and the classroom and facilitate others to see what is happening and co-create strategies to adjust to needs. What if we took time now to develop our strategic equity leadership muscles and re-purpose (or create) existing leadership structures such as leadership team meetings, staff meetings, grade level meetings, professional learning communities, etc. to focus on learning from our actions. What if teams committed to meeting every week for a while to assess how things are going, review the actions being taken, discuss what we are learning from what we

are doing, and adjust actions accordingly. What if we implement minimum day/early release Fridays and use the afternoon for collaboration time to be in a strategic equity leadership mode looking at what to do more of because it is producing a climate for learning and what to stop or do less of because it is not.

What if we...**focus each hour on student learning instead of seat time**? Tony Smith, former Illinois State Superintendent says in his article "[The Invisible Blizzard and the Importance of E-Learning](#)" that we have prioritized seat time over student learning and that our schools waste our children's time and creativity every day. Our current way of doing school is organized around a dominant culture view of time: time to sit, time to learn, time to move on, time to test, etc. Smith says that we can, if we wish, create a new system where teachers can use their creativity to connect with students about ideas, projects, activities and learning "in ways not dictated by hands on a clock." We can use the moment we are in to ask teachers how they would work or what they would do differently if their days were designed around student learning as opposed to seat time. What if we do what Smith suggests — engage teachers *now* to design a system that focuses on learning and competency development.

Tony Smith & Hugh Vasquez: Rebel Leadershi...



Hugh Vasquez in conversation with Tony Smith, April 2020

What if we...**gathered data from students about their experience of our classrooms and schools regularly?** We know that how students feel about being in school impacts their learning. What if we implement a system to learn in real time how the learning environment is working or not working for students? Ideally these assessments are conducted every week by every teacher in every school so that teachers and other leaders see how well students are engaged in their learning, the extent to which they feel like they are getting enough support to learn, and how relevant the material is to their life. Tools like PERTS' Co-Pilot/Elevate allow teachers to gather and discuss real time feedback from students and work together to design and lead changes in their classrooms.

What if we...**implement a focal student approach** where we structure the classroom to meet the needs of students farthest from learning? Return to school with teachers prepared to name the students who are struggling the most to learn and teach the teachers how to use a focal student approach that discovers what these students need and how to best reach them. This approach does not assume a teacher knows what is in the way of a student learning, but instead has the teacher engaging with the student to figure out what the barriers are to learning and finding innovative ways to meet their needs.

What if we...**organize the curriculum with project based learning (PBL) as a key component and create opportunities for every student to participate.** Think about it, a plumber doesn't become a good plumber without being an apprentice and learning by doing. They do not become an expert by sitting at a desk listening to a lecture about how to unclog a pipe. Nor do medical doctors, electricians, teachers, mechanics, writers, chefs, or nurses. All career and professional learning involves learning by doing. Apprenticeships, medical residencies, and being mentored by someone skilled in their craft is project based learning, and project based learning is a good practice that we know works. We can revise the curriculum so that every school and every classroom implements project based learning and every child has the opportunity to engage in learning through projects. We can make our first teaching moves facilitating learning by projects before we lecture on a subject and hand out worksheets. What we can do now is build the conditions to put PBL into play when we return?

What if we... **co-design and plan a “Return to a Different School Back to School” event.** This pandemic *will* end and we will return to our buildings and school communities. Invite students and parents back in a new way. Assemble the school community and engage in new ways together. Talk about the excitement you have as educators to do school in a different way and the challenges you will face to make the new way work. Acknowledge the way we were doing things before the virus was not working for everyone and explain how you want to work in partnership with them to design new ways. Break into classroom size groups for sense making, allowing students to meet with students and parents with parents to build relationship and contribute to a new vision focused on student learning.

The first step in designing a new way is to decide *now* that you won't return to normal — a normal that was never neutral and wasn't working well for most students, teachers or families. Engage with your teammates and community *now* to articulate a bold, audacious, wild vision of what your education system can look like. Focus on a couple small but powerful pieces to change. Gather your people to engage in equity *by design* and engage in collaborative inquiry to continuously design, test, and adjust your practices based on what you learn. And, commit to sticking with the process— for at least a year, to stay the course. This is how we can collectively take the opportunity to design for change in how we do school.

For my fellow rebel leaders — those who have learned about equity, who are “woke” to how inequities are produced and perpetuated, who have built leadership skills to engage others in working toward equity, who have been trying to take action to change things... we have been preparing for this moment of interruption, the moment when a great disturbance would bring the system to a halt. We are strong in what we know, strong in what we see, strong in what we want. We have to act courageously NOW so we can come back together differently. *What if we...*

When the world becomes a fantasy / And you're
more than you could ever be / 'Cause you're
dreaming with your eyes wide open / And you know
you can't go back again / To the world that you were

living in / 'Cause you're dreaming with your eyes
wide open / So, come alive!

- The Greatest Showman

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WHAT IF WE...

PROMPT QUESTIONS FOR DISCUSSION

DIRECTION:

1. Read the Article: What if...
2. Select one what if statement from the collection below and discuss ~~in small group~~ *at the Board*
3. Be prepared to share out in the larger group; capture *meeting*

What if we...

What if we...use this time to re-purpose our leadership structures to build our leadership muscle to be strategic equity leaders instead of reactive leaders.

What if we implement minimum day/early release [WEDNESDAYS] and use the afternoon for collaboration time to be in a strategic equity leadership mode looking at what to do more of because it is producing a climate for learning and what to stop or do less of because it is not.

What if we...focus each hour on student learning instead of seat time?

What if we do what Smith suggests — engage teachers now to design a system that focuses on learning and competency development.

What if we...gathered data from students about their experience of our classrooms and schools regularly?

What if we...implement a focal student approach where we structure the classroom to meet the needs of students farthest from learning?

What if we...co-design and plan a "Return to a Different School Back to School" event.

What if we...build our leadership muscle to be strategic equity leaders instead of reactive leaders? "Willingness to be disturbed"

AND

Talk about WHY you want to return doing school differently. What is your engagement (motivation) with the vision?

