

# Board of Directors

## Regular Meeting October 13, 2020 7:00 p.m.

[State Legislature October 1 Extension Letter](#) and [Proclamation 20-28.11](#) (October 2)  
Extend existing OPMA statutory waivers through 11:59 PM on November 9,  
temporarily suspending portions of the OPMA and PRA that require in-person meetings.

The public may attend online using this Zoom webinar link:  
<https://fpschools.zoom.us/j/97513667808?pwd=emlYU21VcUlxcjNJQ2dvejZuaFRQUT09>

or

by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.  
Webinar ID: 975 1366 7808 Password: 134679

Audience and community comments will be limited to two minutes per person.  
Please deliver written comments or schedule oral comments with the  
Superintendent's Office ([kholtens@fpschools.org](mailto:kholtens@fpschools.org) or 253-298-3010)  
by 3 p.m. the day before the meeting.

If you have any questions, you may contact Kristin Holten at (253) 298-3010.

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## FRANKLIN PIERCE SCHOOLS

Jo Anne Matson Administrative Center  
315 129<sup>th</sup> Street South  
Tacoma, WA 98444  
[www.fpschools.org](http://www.fpschools.org)  
253-298-3000

# Franklin Pierce School Board's Operating Principles

Operating principles define the beliefs, values, and methods of working together. Successful organizations are the result of effective and dynamic leadership. To assure quality operations, leaders must agree on basic ways of working together. We, the Franklin Pierce Board and Superintendent, have discussed and agree to abide by these principles.

## Communications, Cooperation, and Trust

- Support each other constructively and courteously
- Engage in discussions
- Be open-minded and adaptive to change
- Maintain confidentiality
- Focus discussions on issues, not personalities
- Uphold the integrity of every individual
- Involve those parties who will be affected by the decision and solution
- Strive to avoid any perception of a conflict of interest
- Communications between staff and the Board are encouraged
- Requests for information from the Superintendent which will take considerable time to prepare will come from the Board rather than an individual Board member

## Effective Meetings

- Share ideas about new programs and directions with the Superintendent before making them public
- Read all materials and ask questions in advance
- Respect the majority and do not take unilateral action
- Board meetings will be for consideration, information, and actions
- Work sessions will be for discussions, deliberation, and direction
- Executive sessions will be held only when specific needs arise
- The President will communicate and enforce the audience participation protocol

## Decision Making

- Clearly communicate decisions and their rationale
- Re-evaluate each major decision
- Move the question or table the question when discussion is repetitive
- The Superintendent will make recommendations on most matters before the Board
- Consider research, best practice, innovative and creative strategies, and public input in all decision making

## Addressing Citizen or Staff Complaints

- Use proactive, clear, and transparent communication
- Be available to hear community concerns and encourage citizens to present their district issues, problems, or proposals to the appropriate person
- Direct all personnel complaints and criticisms to the Superintendent

## Board Operations

- Attend training and networking opportunities
- The President will communicate regularly with the Superintendent and share pertinent information with the Board
- The President or designee will be the Board spokesperson
- Conduct an annual self-evaluation and promptly address specific issues that hinder Board effectiveness
- Set clear and concise goals for the Board and the Superintendent
- Emphasize planning, policy making, and public relations rather than becoming involved in the management of the schools

**REGULAR MEETING OF THE BOARD OF DIRECTORS  
October 13, 2020 – 7 p.m.**

The public may attend the meeting online by using this Zoom webinar link  
<https://fpschools.zoom.us/j/97513667808?pwd=emlYU21VcUlxciNjQ2dvejZuaFRQUT09>  
 or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.  
 Webinar ID: 975 1366 7808 Password: 134679

**AGENDA**

- I. Call to Order**
- II. Flag Salute**
- III. Establishment of a Quorum**
- IV. Adoption of Agenda**
- V. Announcements and Communication**
  - 1. Audience/Community – Comments will be limited to two minutes per person. Please deliver written comments or schedule oral comments with the Superintendent’s Office ([kholten@fpschools.org](mailto:kholten@fpschools.org) or 253-298-3010) by 3 p.m. the day before the meeting.
  - 2. Superintendent
  - 3. Board of Directors
- VI. Consent Agenda**
  - 1. Minutes: September 8, 2020.....A
  - 2. Audit of Expenditures: September 2020 ..... B
  - 3. Personnel Action ..... C
  - 4. Budget Status Reports: August 2020.....D
- VII. Unfinished Business**
  - 1. Policy 3225: School-Based Threat Assessment..... E
  - 2. Policy 4311: School Resource Officer ..... F
- VIII. New Business**
  - 1. Out-of-Endorsement Assignments ..... G
  - 2. Resolution 20-R-13: Suspension of Policies – District Reopening .....H
  - 3. Resolution 20-R-14: Local Agreement: UW in the High School Contract ..... I
  - 4. Resolution 20-R-15: Pierce County College & Career Interlocal Cooperative Agreement J
  - 5. Resolution 20-R-16: Early Childhood Education and Assistance Program (ECEAP) .....K
  - 6. Resolution 20-R-17: School Resource Officer Agreement with PC Sheriff’s Department.. L
  - 7. 2020-2021 Highly Capable Program Plan ..... M
  - 8. Career and Technical Education 5-Year District-wide Plan .....N
  - 9. Readiness to Learn Community Partner..... O
- IX. Proposals**
  - 1. Core Instructional Materials Adoption: *Inspire Literacy ELL* ..... P
  - 2. Core Instructional Materials Adoption: *Evolve, Level for Newcomers* ..... Q
  - 3. Supplemental Materials Adoption: *Quaver Music Curriculum, K-5*.....R
  - 4. Policy 3122: Excused and Unexcused Absences..... S
  - 5. Policy 3226: Interviews and Interrogations of Students on School Premises ..... T
  - 6. Policy 4310: District Relationships with Law Enforcement and Other Government Agencies ..... U
  - 7. Policy 5404: Family, Medical, Maternity, and Military Caregiver Leave ..... V
- X. Information**
  - 1. Procedure 3122P: Excused and Unexcused Absences .....W
  - 2. Procedure 3226P: Interviews and Interrogations of Students on School Premises .....X
  - 3. Procedure 5000P: Recruitment and Selection of Staff ..... Y
- XI. Executive Session**
- XII. Adjournment**

Next Meeting: November 10, 2020



# **Franklin Pierce Schools**

Administration Offices - 315 129th Street South - Tacoma, WA 98444 – (253) 298-3000  
Board Directors and audience attended via Zoom video Webinar ID 975 2109 8513 – (253) 215-8782

September 8, 2020

## **MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS**

### **CALL TO ORDER**

Mr. Roberts called the special meeting to order at 6:03 p.m.

### **BOARD MEMBERS PRESENT**

Mr. Davis, Ms. Gallogly, Dr. Mendoza, Mr. Roberts, Mrs. Sherman.

### **SPECIAL MEETING**

The Board of Directors reviewed and discussed the following items:

1. Superintendent's Update
2. Summer Programs
3. Capital Facilities Plan Discussion
4. General/Legislative Assembly Proposals

### **ADJOURNMENT**

There being no business to transact, the special meeting adjourned at 7:01 p.m.

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Secretary of the Board

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President of the Board

# **Franklin Pierce Schools**

Jo Anne Matson Administrative Center - 315 129th Street South - Tacoma, WA 98444 – (253) 298-3000  
Board Directors and audience attended via Zoom video Webinar ID 975 2109 8513 – (253) 215-8782

September 8, 2020

## **MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS**

### **CALL TO ORDER**

Mr. Roberts called the meeting to order at 7:04 p.m.

### **BOARD MEMBERS PRESENT**

Mr. Davis, Ms. Gallogly, Dr. Mendoza, Mr. Roberts, Mrs. Sherman.

### **AGENDA**

It was moved by Mrs. Sherman, seconded by Dr. Mendoza, and unanimously passed that the Board of Directors adopt the agenda as presented.

**20-M-91**

### **ANNOUNCEMENTS & COMMENTS FROM THE COMMUNITY**

- Mrs. Pam Kruse, FPEA President, commented on the first day of school and remote/hybrid learning.

### **ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT**

- Mr. Goodpaster commented on the beginning of the 2020-2021 school year.

### **ANNOUNCEMENTS & COMMENTS FROM THE BOARD OF DIRECTORS**

- Mr. Roberts commented on the positive impacts that schools provide for students.
- Mr. Davis commented on the excitement of the first day of school.

### **CONSENT AGENDA**

It was moved by Dr. Mendoza, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the Consent Agenda as presented.

**20-M-92**

#### **(1) Minutes**

Minutes of the Board of Directors for the special and regular meetings held on August 18, 2020.

#### **(2) Audit of Expenditures**

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, expense reimbursement claims certified as required by RCW 42.24.090, and payroll disbursements, are identified below and approved for payment. The Franklin Pierce Board of Directors, at its regularly scheduled meeting held September 8, 2020, authorized the County Treasurer to pay all warrants/transfers specified below.

(2) **Audit of Expenditures (continued)**

	<b><u>Number</u></b>	<b><u>Amount</u></b>	<b><u>Date Issued</u></b>
<b><u>General Fund – Payroll</u></b>	Direct Dep/Bank Fees	\$5,892,311.65	8/31/2020
	268394-268401	\$10,977.93	8/31/2020
	268402-268437	\$2,995,692.28	8/31/2020
<b><u>General Fund – A/P</u></b>	A/P Direct Deposit	\$47,946.71	8/14/2020
	A/P Direct Deposit	\$625,742.04	8/31/2020
	268354-268385	\$462,935.91	8/14/2020
	268438-268475	\$324,344.01	8/31/2020
<b><u>Capital Projects</u></b>	A/P Direct Deposit	\$1,686,416.75	8/14/2020
	A/P Direct Deposit	\$149,431.94	8/31/2020
	268386-268393	\$2,319,785.14	8/14/2020
	268476-268485	\$415,997.08	8/31/2020
<b><u>ASB</u></b>	A/P Direct Deposit	\$18.83	8/14/2020
	A/P Direct Deposit	\$4,425.26	8/31/2020
<b><u>Transportation Vehicle Fund</u></b>	268486 (3 buses)	\$414,106.26	8/31/2020

(3) **Personnel Action**

**NEW HIRES**

<b><u>NAME</u></b>	<b><u>JOB TITLE / LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
Christian, Ashley	Teacher / Midland	8/31/2020
Gaume, Samuel	Teacher / Brookdale	8/31/2020
Houston, Abigail	Special Education Teacher / Collins	8/31/2020
Marshall, Jayne	Teacher / Collins	8/31/2020
Sok, Sathoun	Special Education Teacher / Ford	8/31/2020
Summers-Smith, Matthew	Counselor / Washington	8/31/2020
Thomas, Patricia	LPN / Midland	8/31/2020
Troutman, Mandy	Teacher / Ford	8/31/2020
Weimer, Jennifer	Teacher / Midland	8/31/2020
Wolfs, Nicole	LPN / Christensen	8/31/2020

**TERMINATIONS**

<b><u>NAME</u></b>	<b><u>JOB TITLE / LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
Beaumont, Holley	Special Ed Teacher / Collins	8/03/2020
Diaz, Mark	Paraeducator / Franklin Pierce	8/31/2020
Faison, Aliyah	Paraeducator / Washington	8/31/2020
Miller, Christine	Paraeducator / Harvard	8/31/2020

**TERMINATIONS (continued)**

<b>NAME</b>	<b>JOB TITLE / LOCATION</b>	<b>EFFECTIVE DATE</b>
Murry, Amy	Paraeducator / Hewins ELC	8/31/2020
Patterson, Rebecca	Paraeducator / Washington	8/31/2020
Rau, Allison	Teacher / Midland	8/03/2020
Seastrum, Seth	Network Specialist / Information Technology	8/28/2020
Sexton, Tina	Financial Coordinator / Ford	8/21/2020

**APPOINTMENTS / PROMOTIONS / TRANSFERS**

<b>NAME</b>	<b>NEW JOB TITLE / LOCATION</b>	<b>EFFECTIVE DATE</b>
Deck, Lawrence	Chief / GATES & Small Sites	8/24/2020
Wilson, Cynthia	Chief / Christensen	8/24/2020

**LEAVE OF ABSENCE**

<b>NAME</b>	<b>POSITION / LOCATION</b>	<b>LEAVE TYPE</b>	<b>LEAVE   RETURN DATES</b>
Kim, Young	Paraeducator / Christensen	Medical Leave	09/08/2020   8/31/2021

**CORRECTION**

<b>NAME</b>	<b>POSITION / LOCATION</b>	<b>REASON</b>
Lengyel, Tami	LPN / Central Avenue	Start date initially listed as 09/02/2020; per CBA start date is now 08/31/2020

**(4) Investment and Financial Reports**

Budget status reports for the General Fund, Capital Projects Fund, Debt Service Fund, ASB Fund, and Transportation Vehicle Fund for the month of July 2020.

**SIX-YEAR CAPITAL FACILITIES PLAN 2020-2026**

**20-M-93**

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the Franklin Pierce Schools Six-Year Facilities Plan 2020-2026.

**2020-2023 FRANKLIN PIERCE EDUCATION ASSOCIATION COLLECTIVE BARGAINING AGREEMENT**

**20-M-94**

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the 2020-2023 Franklin Pierce Education Association Collective Bargaining Agreement as presented.

**2020-2023 PUBLIC SCHOOL EMPLOYEES COLLECTIVE BARGAINING AGREEMENT**

**20-M-95**

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the 2020-2023 Public School Employees of Franklin Pierce Collective Bargaining Agreement as presented.

**2020-2021 FRANKLIN PIERCE EDUCATION SUPPORT PERSONNEL SALARY AGREEMENT**

**20-M-96**

It was moved by Mr. Davis, seconded by Dr. Mendoza, and unanimously passed that the Board of Directors approve the 2020-2021 Franklin Pierce Education Support Personnel Salary Agreement as presented.

**2020-2021 PUBLIC SCHOOL EMPLOYEES MEMORANDUM OF UNDERSTANDING**

**20-M-97**

It was moved by Dr. Mendoza, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the Public School Employees Memorandum of Understanding as presented.



**2020-2021 FRANKLIN PIERCE EDUCATION SUPPORT PERSONNEL MEMORANDUM OF UNDERSTANDING** **20-M-98**

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the Memorandum of Understanding by and between the Franklin Pierce School District and the Franklin Pierce Education Support Personnel: Agreement Regarding Terms of Employment and Delivery of District Services Impacted by the COVID-19 Crisis as presented.

**2020-2025 AFFIRMATIVE ACTION PLAN** **20-M-99**

It was moved by Dr. Mendoza, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt the 2020-2025 Affirmative Action Plan as presented.

**CONDITIONAL TEACHING CERTIFICATES** **20-M-100**

It was moved by Dr. Mendoza, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve Franklin Pierce Schools' request to grant conditional certificates for Kelsey Akins Moe, Sandra Postell, and Rejie Wright.

**OUT-OF-ENDORSEMENT ASSIGNMENTS** **20-M-101**

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the assignments of Jayne Marshall to teach Spanish at Collins Elementary School, Suzanne Miller to teach Science at Keithley Middle School, and Beth Weisenmiller to teach Social Studies at GATES High School.

**INTERAGENCY AGREEMENT FOR 2020-2022 MEDICAID ADMINISTRATIVE CLAIMING** **20-M-102**

It was moved by Ms. Gallogly, seconded by Dr. Mendoza, and unanimously passed that the Board of Directors approve the Interagency Agreement between the Washington State Health Care Authority and Franklin Pierce School District for Medicaid Administrative Claiming HCA Contract Number K4375 as presented.

**INTERAGENCY AGREEMENT FOR 2020/2021 SUPPLEMENTAL SUMMER PROGRAMMING** **20-M-103**

It was moved by Dr. Mendoza, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt the Interagency Agreement between Puget Sound Educational Service District Early Learning Program and Franklin Pierce School District for Supplemental Summer Programming 2020/2021 as presented.

**POLICY 3225: SCHOOL-BASED THREAT ASSESSMENT**

Mr. James Hester, Deputy Superintendent, presented new Board Policy 3225: School-Based Threat Assessment for first reading. This item will be placed on the agenda for action at the next regularly scheduled meeting of the Board of Directors.

**POLICY 4311: SCHOOL RESOURCE OFFICER**

Mr. James Hester, Deputy Superintendent, presented new Board Policy 4311: School Resource Officer for first reading. This item will be placed on the agenda for action at the next regularly scheduled meeting of the Board of Directors.

**PROCEDURE 3225P: SCHOOL-BASED THREAT ASSESSMENT**

Mr. James Hester, Deputy Superintendent, presented new Board Procedure 3225P: School-Based Threat Assessment as an information only item.

**FORM 4311F: SCHOOL RESOURCE OFFICER – MEMORANDUM OF UNDERSTANDING**

Mr. James Hester, Deputy Superintendent, presented new Board Form 4311F: School Resource Officer – Memorandum of Understanding as an information only item.

**ADJOURNMENT**

Mr. Roberts announced that the next regular meeting of the Board of Directors will be held on Tuesday, October 13, 2020, beginning at 7 p.m. The meeting will be held remotely or in the Jo Anne Matson Administrative Center depending on current health regulations.

There being no further business to transact, the meeting adjourned at 8:13 p.m.

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Secretary of the Board

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President of the Board



# Franklin Pierce Schools

315 129<sup>th</sup> Street S, Tacoma, WA 98444  
253-298-3010, Fax 253-298-3015  
www.fpschools.org

## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Tammy Bigelow, Director of Business Services  
**DATE:** October 13, 2020  
**SUBJECT:** Audit of Expenditures

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, expense reimbursement claims certified as required by RCW 42.24.090, and payroll disbursements are identified below and approved for payment. The Franklin Pierce Board of Directors, at its regularly scheduled meeting held October 13, 2020, authorizes the County Treasurer to pay all warrants/transfers specified below. To obtain a copy of the detailed listing, please contact the Superintendent's Office.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
<b>General Fund – Payroll</b>	Direct Dep/Bank Fees	\$5,674,517.33	9/30/2020
	268537-268540 (19/20)	\$3,826.40	9/30/2020
	268541-268555	\$20,043.36	9/30/2020
	268556-268590	\$2,823,868.95	9/30/2020
<b>General Fund – A/P</b>	A/P Direct Deposit (19/20)	\$7,357.55	9/15/2020
	A/P Direct Deposit (20/21)	\$116,920.22	9/15/2020
	268487-268518 (19/20)	\$892,039.98	9/15/2020
	268519-268526 (20/21)	\$670,412.76	9/15/2020
	A/P Direct Deposit (19/20)	\$129.42	9/30/2020
	A/P Direct Deposit (20/21)	\$528,145.54	9/30/2020
	268591-268608 (19/20)	\$273,390.76	9/30/2020
	268615-268651 (20/21)	\$376,903.84	9/30/2020
<b>Capital Projects</b>	A/P Direct Deposit (20/21)	\$1,978,672.04	9/15/2020
	268527-268536 (20/21)	\$2,781,556.19	9/15/2020
	A/P Direct Deposit (19/20)	\$1,405.61	9/30/2020
	A/P Direct Deposit (20/21)	\$48,800.20	9/30/2020
	268609-268614 (19/20)	\$89,145.92	9/30/2020
	268652-268663 (20/21)	\$645,241.58	9/30/2020
<b>ASB</b>	A/P Direct Deposit (20/21)	\$1,654.98	9/30/2019

## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Brandy Marshall, Director of Human Resources  
**DATE:** October 13, 2020  
**SUBJECT:** Personnel Action

### NEW HIRES

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE	REASON
Evans, Heather	Paraeducator / Keithley	09/08/2020	Replacement
Harris, Jennifer	Paraeducator / Keithley	09/08/2020	Replacement
Maxfield, Amalea	Social Worker / Learning Support Services	10/06/2020	Leave Replacement
McDonnell, Jonathan	Middle School Teacher / Ford	09/14/2020	Replacement
Natucci, Gina	Paraeducator / Washington	09/30/2020	Replacement
Negron, Shelbe	Paraeducator / Franklin Pierce	10/07/2020	Replacement
Zurfluh III, Donald	Custodian / Washington	09/21/2020	Replacement

### TERMINATIONS

NAME	JOB TITLE / LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Budrick, Conner	Paraeducator / Central Avenue	12/02/2019	09/18/2020	Resignation
Burgess, Sandra	Paraeducator / Franklin Pierce	01/30/2018	08/31/2020	Resignation
Edwards, Nicholas	Teacher / Ford	08/19/2015	09/17/2020	Resignation
Etter, Adrianna	Paraeducator / Franklin Pierce	01/13/2020	09/30/2020	Termination
Luckman, Justin	Recreation Manager / Athletics	05/19/2004	10/19/2020	Reduction in Force
Marshall, Alexis	Paraeducator / Hewins Early Learning Ctr.	11/30/2018	08/31/2020	Resignation
Owen, Lillian	NS Assistant 3 / Franklin Pierce	01/24/2006	08/31/2020	Resignation
Young, Kayla	Paraeducator / Early Learning	08/27/2019	09/11/2020	Resignation

### APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS JOB TITLE / LOCATION	EFFECTIVE DATE	NEW JOB TITLE / LOCATION	REASON
Banks, Frank	Custodian / Washington	09/04/2020	Assistant Chief Custodian / Brookdale	Promotion
Boyan, James	1:1 Paraeducator / Franklin Pierce	09/09/2020	Support Center Paraeducator / Washington	Reassignment
Godinez, Jonathan	Custodian / Franklin Pierce	09/23/2020	Assistant Chief Custodian / Christensen	Promotion

**APPOINTMENTS / PROMOTIONS / TRANSFERS (Continued)**

<b>NAME</b>	<b>PREVIOUS JOB TITLE / LOCATION</b>	<b>EFFECTIVE DATE</b>	<b>NEW JOB TITLE / LOCATION</b>	<b>REASON</b>
Greer, Delanie	Paraeducator / Ford	09/08/2020	Paraeducator / Keithley	Temporary Reassignment
Mesa, Joseph	Asst. Chief Custodian / Christensen	09/14/2020	Assistant Chief Custodian / Washington	Promotion
Sepich-Hall, Trent	Custodian / Franklin Pierce	09/22/2020	Assistant Chief Custodian / Collins	Promotion

**LEAVES OF ABSENCE**

<b>NAME</b>	<b>POSITION / LOCATION</b>	<b>LEAVE TYPE</b>	<b>LEAVING</b>	<b>RETURNING</b>
Cooper, Mackenzie	Teacher / Harvard	0.5 FTE General Leave	08/31/2020	09/01/2021
Nelson, Lauren	Counselor / Keithley	1.0 FTE General Leave	08/31/2020	09/01/2021
Popkov, Marina	Teacher / Keithley	1.0 FTE General Leave	08/31/2020	09/01/2021
Vaught, Hannah	Teacher / Harvard	0.5 FTE General Leave	08/31/2020	09/01/2021



# Franklin Pierce Schools

315 129<sup>th</sup> Street S, Tacoma, WA 98444  
253-298-3010, Fax 253-298-3015  
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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Tammy Bigelow, Director of Business Services  
**DATE:** October 13, 2020  
**SUBJECT:** Budget Status Reports - August 2020

Attached are the August 2020 Budget Status Reports for all funds. These are not the final budget status reports as year-end adjustments will be made before the 2019-2020 budget year is closed.

### **General Fund**

As of August 31, 2020, the ending fund balance was \$14,130,766. Property tax receipted was \$74,810 in August for a total revenue of \$11,638,822 which does not include accrued revenue. Expenditures totaled \$11,710,376 which included some accrued expenses. Excess of expenditures over revenue was \$71,554.

### **Capital Project Fund**

As of August 31, 2020, the ending fund balance was \$75,569,840. Property tax receipted was \$12,045. Local income from rentals, interest, Erate and impact fees totaled \$36,635.

- **Expenditures:**
  - **Bond: \$4,499,583**
  - **Technology Levy: \$68,364**
    - General: - (\$2,979)
    - Network Infrastructure: \$11,845
    - New Computers: \$1,218
    - Fiber: \$17,720
    - VOIP: \$23,355
    - Other Software: \$814
    - Utilities: \$12,584
    - Bell & Clock system: \$3,807

### **Debt Service Fund**

Property tax collections in August totaled \$56,554 with an ending fund balance of \$3,072,314.

### **Associated Student Body Fund**

Ending fund balance was \$394,047.

### **Transportation Vehicle Fund**

Ending fund balance was \$523,290. This was after receiving OSPI funds and purchasing three busses.

If you have any questions after reviewing these reports, please contact me for assistance. Thank you.

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of August, 2020

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	14,149,981	74,810.75	10,186,751.77		3,963,229.23	71.99
2000 LOCAL SUPPORT NONTAX	816,000	26,534.27	579,746.26		236,253.74	71.05
3000 STATE, GENERAL PURPOSE	77,579,013	7,621,886.78	72,864,013.00		4,715,000.00	93.92
4000 STATE, SPECIAL PURPOSE	28,107,424	2,900,620.48	27,370,492.64		736,931.36	97.38
5000 FEDERAL, GENERAL PURPOSE	64,060	.00	64,928.36		868.36-	101.36
6000 FEDERAL, SPECIAL PURPOSE	12,955,679	1,006,670.14	9,895,084.83		3,060,594.17	76.38
7000 REVENUES FR OTH SCH DIST	500	.00	158.00		342.00	31.60
8000 OTHER AGENCIES AND ASSOCIATES	4,000	8,300.00	82,032.90		78,032.90-	> 1000
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	133,676,657	11,638,822.42	121,043,207.76		12,633,449.24	90.55
<u>B. EXPENDITURES</u>						
00 Regular Instruction	66,667,444	5,452,871.12	60,536,502.70	412,704.19	5,718,237.11	91.42
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	20,720,288	1,722,596.08	20,088,668.40	32,478.98	599,140.62	97.11
30 Voc. Ed Instruction	4,633,613	577,541.28	4,596,454.72	0.00	37,158.28	99.20
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	13,145,542	965,875.94	12,535,629.59	5,685.66	604,226.75	95.40
70 Other Instructional Pgms	392,689	46,317.40	594,298.12	2,500.00	204,109.12-	151.98
80 Community Services	777,798	103,312.62	795,131.14	1,185.65	18,518.79-	102.38
90 Support Services	32,636,570	2,841,862.36	28,321,663.61	2,808,573.44	1,506,332.95	95.38
<u>Total EXPENDITURES</u>	138,973,944	11,710,376.80	127,468,348.28	3,263,127.92	8,242,467.80	94.07
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	5,297,287-	71,554.38-	6,425,140.52-		1,127,853.52-	21.29
<u>F. TOTAL BEGINNING FUND BALANCE</u>	19,194,553		20,555,906.54			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	13,897,266		14,130,766.02			
<u>(E+F + OR - G)</u>						

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of August, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	1,934,046	12,045.59	1,968,643.90		34,597.90-	101.79
2000 Local Support Nontax	2,963,700	24,590.16	1,880,856.16		1,082,843.84	63.46
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>4,897,746</b>	<b>36,635.75</b>	<b>3,849,500.06</b>		<b>1,048,245.94</b>	<b>78.60</b>
<b>B. EXPENDITURES</b>						
10 Sites	0	.00	.00	1,855.06	1,855.06-	0.00
20 Buildings	66,845,000	4,452,443.28	60,206,127.85	61,885,458.23	55,246,586.08-	182.65
30 Equipment	2,900,000	205,880.66	2,698,363.53	2,545,859.95	2,344,223.48-	180.84
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	1,000	.00	950.00	0.00	50.00	95.00
<b>Total EXPENDITURES</b>	<b>69,746,000</b>	<b>4,658,323.94</b>	<b>62,905,441.38</b>	<b>64,433,173.24</b>	<b>57,592,614.62-</b>	<b>182.57</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</b>						
<b>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>64,848,254-</b>	<b>4,621,688.19-</b>	<b>59,055,941.32-</b>		<b>5,792,312.68</b>	<b>8.93-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>132,540,828</b>		<b>134,625,781.66</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>	<b>XXXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE</b>	<b>67,692,574</b>		<b>75,569,840.34</b>			
<b>(E+F + OR - G)</b>						



30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of August, 2020

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	9,631,846	55,938.20	9,660,811.03		28,965.03-	100.30
2000 Local Support Nontax	25,000	616.78	18,575.35		6,424.65	74.30
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>9,656,846</u>	<u>56,554.98</u>	<u>9,679,386.38</u>		<u>22,540.38-</u>	<u>100.23</u>
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,080,000	.00	3,080,000.00	0.00	.00	100.00
Interest On Bonds	6,097,252	.00	6,097,250.00	0.00	2.00	100.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	10,000	.00	600.00	0.00	9,400.00	6.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>9,187,252</u>	<u>.00</u>	<u>9,177,850.00</u>	<u>0.00</u>	<u>9,402.00</u>	<u>99.90</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	<u>469,594</u>	<u>56,554.98</u>	<u>501,536.38</u>		<u>31,942.38</u>	<u>6.80</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>2,320,973</u>		<u>2,570,778.27</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE</u>	<u>2,790,567</u>		<u>3,072,314.65</u>			
<u>(E+F + OR - G)</u>						

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of August, 2020

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 GENERAL STUDENT BODY	402,100	987.87	157,810.55		244,289.45	39.25
2000 ATHLETICS	215,200	1,935.12	97,786.43		117,413.57	45.44
3000 CLASSES	58,000	.00	12,361.30		45,638.70	21.31
4000 CLUBS	117,050	.00	41,911.66		75,138.34	35.81
6000 PRIVATE MONEYS	25,800	.00	13,972.35		11,827.65	54.16
<u>Total REVENUES</u>	818,150	2,922.99	323,842.29		494,307.71	39.58
<u>B. EXPENDITURES</u>						
1000 GENERAL STUDENT BODY	398,150	2,000.20	160,173.60	0.00	237,976.40	40.23
2000 ATHLETICS	251,000	2,227.56	103,298.03	0.00	147,701.97	41.15
3000 CLASSES	56,100	14.69	7,686.68	0.00	48,413.32	13.70
4000 CLUBS	132,825	159.86	36,908.38	0.00	95,916.62	27.79
6000 PRIVATE MONEYS	25,800	794.00-	13,584.12	0.00	12,215.88	52.65
<u>Total EXPENDITURES</u>	863,875	3,608.31	321,650.81	0.00	542,224.19	37.23
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	45,725-	685.32-	2,191.48		47,916.48	104.79-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	377,743		391,855.66			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	332,018		394,047.14			
<u>C+D + OR - E</u>						

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of August, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	2,000	118.35	6,413.88		4,413.88-	320.69
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	450,000	364,577.30	364,577.30		85,422.70	81.02
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	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	452,000	364,695.65	370,991.18		81,008.82	82.08
<u>B. 9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
<u>C. Total REV./OTHER FIN. SOURCES</u>	452,000	364,695.65	370,991.18		81,008.82	82.08
<u>D. EXPENDITURES</u>						
Type 30 Equipment	600,000	414,106.26	414,106.26	0.00	185,893.74	69.02
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	600,000	414,106.26	414,106.26	0.00	185,893.74	69.02
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>F. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	148,000-	49,410.61-	43,115.08-		104,884.92	70.87-
<u>H. TOTAL BEGINNING FUND BALANCE</u>	539,560		566,405.19			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	391,560		523,290.11			



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Policy 3225: School-Based Threat Assessment

### **BACKGROUND INFORMATION**

New Board Policy 3225: School-Based Threat Assessment was drafted by WSSDA after the passing of House Bill 1216 (2019). Within HB 1216 are several important components, one of which is to mandate that by the beginning of the 2020-2021 school year, each district must establish a school-based threat assessment program. WSSDA's model policy and procedure are based on, and consistent with, a synthesis of nationally established research, practice, and standards. Research found that for a school-based threat assessment program to be effective, it must be implemented within an overall culture and climate that promote safety, respect, and emotional support.

### **RECOMMENDATION**

I move that the Board of Directors adopt new Board Policy 3225: School-Based Threat Assessment as presented.

### **ACTION REQUIRED**

## SCHOOL-BASED THREAT ASSESSMENT

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics, will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

### Structure of Threat Assessment Team

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline.

### **Function of Threat Assessment Team**

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a “school official with a legitimate educational interest” in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district or school-based members and community resource or law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 – Suicide Prevention;
- Gathers and analyzes information about the student’s behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual’s threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district’s possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student’s demographic or personal characteristics;
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Provides reports of its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student’s behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student’s individualized education program (IEP) or the student’s plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan) by coordinating with the student’s IEP team or Section 504 plan team. Although some of the functions of a school-based threat assessment

may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

### **Data Collection, Review and Reporting**

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

### **Other Tasks of Threat Assessment Team**

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety.

This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Legal References: CFR 34, Part 99

Family Educational Rights and Privacy Act  
Regulations

Chapter 28A.300 RCW  
Chapter 28A.320 RCW

**Adoption Date: 10/13/20**  
**Franklin Pierce Schools**  
**Classification: Essential**  
**Revised Dates:**



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Policy 4311: School Resource Officer

### **BACKGROUND INFORMATION**

New Board Policy 4311: School Resource Officer was drafted by WSSDA after House Bill 1216 (2019) – School Safety and Student Well-Being created a statewide School Resource Officer (SRO) program to establish effective partnerships and protect the health and safety of all students. The intent was not to require districts to have SROs in schools. Instead, the legislation articulates an intention of creating statewide consistency for the role, limitations, and minimum training of SROs for districts that opt to have an SRO program.

### **RECOMMENDATION**

I move that the Board of Directors adopt the new Board Policy 4311: School Resource Officer as presented.

### **ACTION REQUIRED**



## **SCHOOL RESOURCE OFFICER**

### **Purpose, Mission, and Role**

A School Resource Officer (SRO) is a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools.

The mission of the Franklin Pierce School District SRO program is to improve school safety and the educational climate at the school. The role of the SRO on campus typically involves three parts: educator, informal counselor, and law enforcer. The focus of any SRO working in the district is to keep students out of the criminal justice system when possible. The SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. SROs shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. The SRO is a valuable team member of School-Based Threat Assessment Teams, which are preventative in purpose. The SRO is encouraged to participate consistent with Policy and Procedure 3225 – School-Based Threat Assessment.

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. This may include minor violations of the law occurring during school hours or at school activities. The SRO program does not diminish the district's authority and shall not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the district. Principals or their designee maintain order and handle all student discipline matters consistent with Policy and Procedure 3241 - Student Discipline. SROs appropriately interact with students informally to reinforce school rules.

Teachers and school administrators may ask an SRO to intervene if a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with Policy and Procedure 3432 – Emergencies. SROs do not need to be asked before intervening in emergencies.

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where formal law enforcement intervention/activity at school is warranted and may be conducted by an SRO. These law enforcement activities may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent with Policy and Procedure 3226 – Interview and Interrogations of Students on School Premises and Policy and Procedure 3230 – Student Privacy and Searches.

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal

immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with Policy 4310 – District Relationship with Law Enforcement and Other Government Agencies.

### **Agreement, Training, and Program Review**

The district and the Pierce County Sheriff’s Department will adopt an agreement and annually review the SRO program using a process that involves parents, students, and community members. Law enforcement agencies are responsible for training their employees, including SROs, therefore, the law enforcement agency will confirm in the agreement that SROs have been trained in all the topics required by law. Additionally, the agreement will include a process for families to file complaints with the district and local law enforcement agency related to the district SROs and a process for investigating and responding to complaints. The agreement will incorporate an annual collection and reporting of data regarding calls for law enforcement service and the outcome of each call. In addition, the agreement will also incorporate the SRO duties and the limitations thereof consistent with this policy, other related governing policies, and the governing regulations.

Legal References:	RCW 10.93.160	Immigration and citizenship status
	RCW 26.44.030	Interviews of children
	RCW 26.44.050	Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order
	RCW 26.44.110	Information about rights — Custody without court order — Written statement required — Contents
	RCW 26.44.115	Child taken into custody under court order — Information to parents
	RCW 28A.300.640-45	School-based threat assessment program
	RCW Chapter 28A.320.124	School resource officer programs
	20 U.S.C. 1232g	Family Education Rights and Privacy Act

**Adoption Date: 10/13/20**  
**Franklin Pierce Schools**  
**Revised:**  
**Classification: Essential**



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Brandy Marshall, Director of Human Resources  
**DATE:** October 13, 2020  
**SUBJECT:** Out-of-Endorsement Assignments

### **BACKGROUND INFORMATION**

WAC 181-82-105 states that a classroom teacher should be assigned to teach classes for which course codes match the teacher's endorsement. Our district is challenged to recruit and assign teachers to courses that match their endorsements. Consistent with WAC 181-82-110, the district requests school board approval to assign the following teachers to instruct classes other than in their area of endorsement:

Konstantin Gurmeza	Currently endorsed in History, he will teach courses that require an endorsement in Language Arts.
Chance Las Dulce	Currently endorsed in Social Studies, he will teach courses that require an endorsement in Language Arts.
Genesis Minaya	Currently endorsed as English Language Learner, she will teach courses that require an endorsement in Elementary Education.
Neyshma Benitez Angulo	Currently endorsed in Spanish, she will teach courses that require an endorsement in Elementary Education.

As required by law, the district provided planning and study time for these teachers. During the 2020-21 school year, these teachers will either earn the additional endorsement or be reassigned the following school year to teach courses that match their endorsement.

### **RECOMMENDATION**

I move that the Board of Directors approve the assignments of Konstantin Gurmeza to teach Language Arts at Keithley Middle School, Chance Las Dulce to teach Language Arts at Washington High School, Genesis Minaya to teach Dual Language at Harvard Elementary School, and Neyshma Benitez Angulo to teach Dual Language at Harvard Elementary School.

### **ACTION REQUIRED**



## Franklin Pierce Schools

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[www.fpschools.org](http://www.fpschools.org)

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### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Lance Goodpaster, Superintendent  
**DATE:** October 13, 2020  
**SUBJECT:** Resolution 20-R-13: Suspension of Policies – District Reopening

### **BACKGROUND INFORMATION**

WSSDA has issued a new model resolution related to the COVID-19 emergency. Resolution 20-R-13: Suspension of Policies – District Reopening is similar to last March's Resolution 20-R-02: Suspension of Policies – Emergency, which expired on the last day of the 2019-2020 school year.

Both model resolutions are designed to allow boards to suspend provisions of board policies, and/or whole policies, as necessary to implement official guidance in response to COVID-19. New Resolution 20-R-13 differs from the earlier resolution in that it provides for the suspension of policy as necessary to implement your district's reopening plan. Although WSSDA is also working to revise the model policies to be comprehensive of COVID-19, this resolution provides districts with the flexibility needed for the actual reopening of schools. The resolution further provides districts with the flexibility to pivot to differing instruction models based on changing health conditions in our county. This flexibility is crucial as changing health conditions in our county might prevent the implementation of our district's reopening plan or require our district to return to remote learning. Please note, this resolution will sunset on December 31, 2020.

### **RECOMMENDATION**

I move that the Board of Directors adopt Resolution 20-R-13: Suspension of Policies – District Reopening.

### **ACTION REQUIRED**



# Franklin Pierce Schools

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## **RESOLUTION 20-R-13** **SUSPENSION OF POLICIES – DISTRICT REOPENING**

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

**WHEREAS**, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52 and 43.06 RCW, and directed implementation of the plans and procedures of the state’s Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19);

**WHEREAS**, on March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020 to contain the spread of COVID-19 and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

**WHEREAS** the Board of Directors of the Franklin Pierce School District No. 402 (the Board) has adopted Policy 3432 – Emergencies which acknowledges total and partial school closure in response to a pandemic/epidemic and designates the District Superintendent or a designee to act as a liaison for the school district to ensure the health and safety of students, staff, and the community;

**WHEREAS**, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

**WHEREAS** the Board has adopted a reopening plan for the 2020-2021 school year, which plan addressed the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

**WHEREAS** the actual reopening of district schools, as well as the ability to maintain a specific model of instruction, is subject to the changing health conditions in our county, which could prevent the district from implementing its reopening plan or require the district to return to remote learning;

**WHEREAS** on August 26, 2020, the Governor issued Proclamation 20-70, amending his February 29, 2020 Proclamation of Emergency, noting the need “to extend all of the prohibitions and each expiration date therein until the state of emergency is rescinded, except to allow schools to re-open as provided in Proclamation 20-09.2 and subject to the requirements of the Re-opening K-12 Fall 2020-2021 Guidance, ([www.governor.wa.gov/sites/default/files/DOH%20K12%20Guidance%20Fall%202020.pdf](http://www.governor.wa.gov/sites/default/files/DOH%20K12%20Guidance%20Fall%202020.pdf)), that allows local health departments and school districts to decide if and how they will allow students to return to the classroom;”

**NOW, THEREFORE BE IT RESOLVED**, that until December 31, 2020, the Board hereby suspends provisions of its board policies and/or whole policies, as identified by the District Superintendent or designee, if such suspension is necessary to implement the adopted reopening plan or is necessary for ongoing compliance with written guidance from the Department of Health, the Department of Labor and Industries, or the Office of Superintendent of Public Instruction relating to safely reopening schools while containing COVID-19. The District Superintendent will timely report to and consult with the Board, as feasible and appropriate, regarding efforts to implement the reopening plan and the limitations thereon;

**BE IT FURTHER RESOLVED** that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument.

Adopted by majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, October 13, 2020.

BOARD OF DIRECTORS  
FRANKLIN PIERCE SCHOOL DISTRICT

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ATTEST:

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Secretary of the Board



## Franklin Pierce Schools

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---

### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Carolyn Treleven, Executive Director of Teaching and Learning  
**DATE:** October 13, 2020  
**SUBJECT:** Resolution 20-R-14: Local Agreement - University of Washington College in the High School

### **BACKGROUND INFORMATION**

The University of Washington offers the UW in the High School (UWHS) program, which trains district teachers to teach UW courses, and awards college credit to district students who register for UW credit and successfully complete UW courses. Resolution 20-R-14 is a local agreement that allows Franklin Pierce High School to offer Math 120 for UW college credit this year.

### **RECOMMENDATION**

I move that the Board of Directors adopt Resolution 20-R-14: Local Agreement: University of Washington College in the High School for the 2020-2021 school year.

### **ACTION REQUIRED**



## Franklin Pierce Schools

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---

### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Carolyn Treleven, Executive Director of Teaching and Learning  
**DATE:** October 13, 2020  
**SUBJECT:** Resolution 20-R-15: PSESD Pierce County College & Career Cooperative Agreement

### **BACKGROUND INFORMATION**

Resolution 20-R-15 involves a two-year interlocal cooperative agreement with Puget Sound Educational Service District established as a resource for the mutual benefit of regional K-12 and higher education partners to convene and provide support for districts and colleges to increase opportunity and support in accessing and obtaining postsecondary credentials for students across Pierce County. The agreement term begins on the date of execution and ends on July 30, 2022.

### **RECOMMENDATION**

I move that the Board of Directors adopt Resolution 20-R-15: Puget Sound Educational Service District-Pierce County College and Career Cooperative: Interlocal Cooperative Agreement.

### **ACTION REQUIRED**





PSCCN removes barriers so that students of color, first generation, and students impacted by poverty in South King County and Pierce County have the opportunity and support to access and obtain postsecondary credentials and access family wage careers. PSCCN:

- **Engages leaders** to take action to align systems and address systems barriers,
- **Supports innovations** led by students and practitioners, and
- **Provides expertise & builds capacity** to develop, model, and refine high impact strategies.

PSCCN is housed at the Puget Sound Educational Service District and staffs regional networks including Pierce County Strong, Puget Sound Coalition for College & Career Readiness, and the PSCCN Steering Committee.

## Pierce County College & Career Cooperative

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Pierce County College and Career Cooperative is a fee-for-service suite, provided by PSCCN to support regional District and College partners in strategies to improve postsecondary access through technical assistance, professional networking and learning opportunities, and information and data sharing. Services can be accessed for a fee for non-cooperative districts and colleges. Along with the services provided, are invaluable opportunities to collaborate on system-wide initiatives and partner with neighboring districts and Colleges in the region.



### TECHNICAL ASSISTANCE

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#### **Assessment and Placement Technical Assistance**

*Annually, up to 4 hours*

Technical assistance to build and implement equitable and student friendly practices for college placement for direct enrollees.

#### **Strengthening College & Career Services**

*Annually, up to 5 hours*

Custom technical assistance for your district/college on high school advising content and systems, financial aid completion strategies and training, engaging bilingual staff/volunteers/partners in postsecondary access, postsecondary enrollment data analysis, postsecondary transition supports, and worksite tour preparation.



### PROFESSIONAL DEVELOPMENT

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#### **College & Career Professional Learning**

*Quarterly offerings, 3-4 hours*

Access to high quality offerings including Financial Aid, Improving High School Postsecondary Advising, Effective High School & Beyond Planning Strategies, Family Engagement in Postsecondary Readiness

- Membership includes 3-6 attendees\*

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### **Financial Aid Process and Comprehensive Strategies Training**

*Annually, 6 hours*

Participants will be trained in Financial Aid completion basics and effective strategies for supporting students and families, as well as and then will be trained to deliver financial aid training to their staff in the afternoon

- Membership includes 3-6 attendees\*



## **LEADERSHIP SUPPORT & CONVENING**

---

### **Postsecondary Transition Workgroup**

Opportunities for involvement in postsecondary work groups to support the class of 2021 utilizing strategies around case management, data sharing, and summer summer melt, while also reinforcing partnership with local community and technical colleges

- Membership includes 1-3 attendees\*

### **District College & Career Leads Network Meetings**

*Monthly - 1 hour meetings*

District college & career leads administrators from across the region convened to share best and promising practices, provide peer consultation, and share resources.

Membership includes two attendees



## **RESOURCES & COMMUNICATION**

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### **Emergent Strategies for Postsecondary Transition**

Sharing of resources and learning opportunities for emergent strategies regarding postsecondary transition in response to COVID-19 and the evolving learning environment.

### **Regionally Coordinated Pierce County College & Financial Aid Information Sessions**

Sessions coordinated through PSCCN with the intent of offering online opportunities for students to learn about topics supporting their postsecondary transition. This can include college or financial aid information sessions, or other topics which are deemed a priority by the postsecondary transition workgroup.

### **Customized Data Reports to District Leaders**

*Quarterly*

Provide regular district financial aid completion progress reports, WSOS reports, and strategy/action recommendations for Pierce County districts for 2020-21

### **Student & Family Resources**

*Annually*

Digital and printable student and family materials (e.g. to promote attendance, financial aid completion, Pierce County college transition checklists, career readiness, dual credit and pathway plans).

### **Communications**

*Monthly*

Subscription to email newsletter with latest resources, training, and regional spotlights for unlimited users.



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### Pierce County Strong Leadership Convening & Work Groups

Pierce County Strong is a regional high school to college partnership of Pierce County K-12 districts and higher education institutions committed to increasing postsecondary readiness, enrollment, and completion through improvements in communication, data sharing, and systems coordination. With a focus on strengthening regional support for students of color and low-income students, we seek to close the postsecondary opportunity gap for students who have been historically underserved in public education.

- Membership includes up to two attendees

### Regional Representation

PSCCN will bring a countywide voice to regional meetings (such as Tacoma College Support Network, PSTAA Opportunities, Pierce County Careers Connection)

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## MEMBERSHIP LEVELS & FEES

Member Size	Membership Fee
District with 1,000+ HS Students	<del>\$3,450</del> \$2,932.50*
District with 0-1,000 HS Students	<del>\$1,000</del> \$850*
College	\$2,000

**\*Pricing Update for 2020-21:**

*We know COVID-19 has presented our educational institutions with an enormous financial burden. In light of this PSCCN is providing a 15% discount on membership fees for the 2020-21 fiscal year. While we know this is only a drop in the bucket compared to the overall financial challenges that are on the horizon, we hope this gesture displays our commitment to working in partnership through these challenging times.*

**Contact:** Kyla Lackie, Director of Postsecondary, Puget Sound ESD, [klackie@psed.org](mailto:klackie@psed.org) 425-917-7830



## What do our local PSCCN partners have to say?:

*“(PSCCN) has demonstrated ways in which partners from our external communities can come together to find one voice. You continue to prove that bonds can be formed and in turn produce a stronger product.”*

*“I believe PSCCN is a leader in cooperative work of strategies and innovation in supporting students to achieve success. This provide PSCCN a foundation to the next step to develop and test evidence-based, scalable tools and practices of the work we do to ensure adoption and commitment across organizations; and provide available resources to lift students’ college experience”*

*“PSCCN provides fantastic leadership and excels at project management... (PSCCN) is truly exceptional!”*

*“PSCCN is very effective in fostering information exchanges and collaborative relationships among K-12, CTC, and CBO reps.”*

*“I completely believe in the vision and mission of this organization”*



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** John Sander, Executive Director of Learning Support Services  
**DATE:** October 13, 2020  
**SUBJECT:** Resolution 20-R-16: ECEAP 2020-2021 Subaward Agreement between PSESD & FPSD

### **BACKGROUND INFORMATION**

The Early Childhood Education and Assistance Program (ECEAP) is Washington's pre-kindergarten program serving at-risk three- and four-year-old children and their families. It provides children with preschool education, health services, intensive family support, and parent involvement and training. Resolution 20-R-16: ECEAP 2020-2021 Subaward Agreement with Puget Sound Educational Service District allows our district to function as a subcontractor allocated 104 student ECEAP slots.

### **RECOMMENDATION**

I move that the Board of Directors adopt Resolution 20-R-16: Early Childhood Education and Assistance Program 2020-2021 Subaward Agreement between Puget Sound Educational Service District Early Learning Program and Franklin Pierce School District.

### **ACTION REQUIRED**



**ECEAP 2020-2021  
SUBAWARD AGREEMENT BETWEEN  
PUGET SOUND EDUCATIONAL SERVICE DISTRICT  
EARLY LEARNING PROGRAM  
800 OAKESDALE AVE SW  
RENTON, WA 98057**

**AND**

**FRANKLIN PIERCE SCHOOL DISTRICT  
315 129TH ST S  
TACOMA, WA 98444-5044**

**THIS CONTRACT** is made and entered into by and between PUGET SOUND EDUCATIONAL SERVICE DISTRICT EARLY LEARNING PROGRAM (hereinafter referred to as "PSESD") and FRANKLIN PIERCE SCHOOL DISTRICT (hereinafter referred to as "Center").

**IT IS THE PURPOSE OF THIS CONTRACT** to provide comprehensive Early Childhood Education and Assistance Program (ECEAP) services, in accordance with this contract, all exhibits and attachments, PSESD's Early Learning Program Manual (ELPM), and Department of Children, Youth, and Families (DCYF) ECEAP Performance Standards.

**THEREFORE, IT IS MUTUALLY AGREED THAT:**

**1. CONTRACT MANAGEMENT**

- 1.1 The Contract Manager and Center Director for each of the parties shall be the contact person(s) for all communications and billings regarding the performance of this Contract.
- 1.2 Any notice or demand or other communication required or permitted to be given under this Contract or applicable law shall be effective only if it is in writing, properly addressed, and either emailed, delivered in person, or by a recognized courier service, or deposited within the United States Postal Service.
- 1.3 Each party shall notify the other party in writing within ten days of any changes of the name and contact information regarding either party's designated Contract Manager or Center Director.
- 1.4 Notwithstanding RCW 1.12.070, such communications shall be effective upon the earlier of receipt or four calendar days after mailing or emailing. The notice address as provided herein may be changed by written notice given as provided above.

**2. EXHIBITS AND ATTACHMENTS**

Attached hereto and incorporated herein as though set forth in full are the following exhibits and attachments:

- Exhibit A - STATEMENT OF WORK
- Exhibit B - DELIVERABLES CALENDAR
- Exhibit C - GENERAL TERMS AND CONDITIONS

- Exhibit D - SUPPLEMENTAL TERMS AND CONDITIONS

The parties agree that the exhibits and attachments listed in this paragraph shall be enforceable against the parties and are a part of this Contract.

**3. STATEMENT OF WORK**

The parties agree that the Center shall perform the activities and obligations as set forth and described in this Contract and its Exhibits, attached hereto and incorporated herein as though set forth in full. The Center shall also furnish the necessary personnel, equipment, material and/or service(s) and otherwise do all things necessary for or incidental to the performance of the work as set forth and described in this Contract. The Center agrees to provide the services, products and activities at the costs set forth in this Contract.

**4. PERIOD OF PERFORMANCE**

Subject to the requirements of this Contract, the period of performance of this Contract shall commence on July 1, 2020 and be completed on or before June 30, 2021, unless terminated sooner as provided herein.

**5. COMPENSATION**

PSESD shall reimburse the Center upon receipt of proper documentation as required by PSESD, as detailed below. The Center must follow the Office of Management and Budget (OMB) Circular cost principles.

**FUNDING**

Model	Slots
Funded Enrollment (Part Day, Part Year)	104
Funded Enrollment (School Day, Part Year)	0
Funded Enrollment (Full "Working" Day, Full Year)	0
Funded Enrollment (Therapeutic Slots)	0
<b>Grand Total</b>	<b>104</b>

Line Items	Funding
Operations	\$612,592.80
Parent Funds (\$50/slot)	\$5,200.00
Approved Additional Funds ( )	n/a
<b>Grand Total</b>	<b>\$617,792.80</b>

Other Categories	Funding
USDA (CFDA 10.558)	n/a

PSESD may increase or decrease the approved budget in this Agreement or may make other changes to the Agreement. This will be in the form of an Amendment to the Agreement, which will outline the reasons for any changes.

The parties have determined that the cost of accomplishing the work herein shall not exceed the amount in the table above. Any additional authorized expenditure, for which reimbursement is sought, must be submitted as written documentation following the One-Time Funds application process to the PSESD Contract Manager for pre-approval and established by a written Contract Amendment signed by all designated parties. Compensation will be paid upon the timely completion of services as described in this Contract and is contingent upon acceptance of relevant work products and approval of claims by PSESD as described in this Contract.

**6. BILLING PROCEDURE**

- 6.1 The Center will submit, not more than two times per month, properly completed Reimbursement Claim Form ("claim"), to:

**Scan and email to (preferred):**  
elfiscal@psed.org

**Mail document(s) with original signatures to:**  
PSESD, Early Learning Fiscal  
800 Oakesdale Ave SW  
Renton, WA 98057

- 6.1 Payment to the Center for approved and completed work shall be made by warrant or Electronic Funds Transfer by PSESD and considered timely if made within 30 days of receipt of a properly completed claim. Payment shall be sent to the address designated by the Center and set forth in this Contract.
- 6.2 Each claim must clearly reference the PSESD Contract Number.

- 6.3 Upon the expiration of this Contract, any claim or payment not already made shall be submitted to PSESD no later than forty-five (45) days following the expiration date of this Contract. The final claim shall certify that the Center has completed all requirements of this Contract.
- 6.4 The deliverables outlined in the table below shall be submitted before or on the due date. Claims for expenses incurred after the due date will not be processed until the deliverable is submitted.
- 6.5 In the event that the Center doesn't complete and/or submit a deliverable outlined in this contract and DCYF holds PSESD's monthly voucher pending that deliverable, PSESD reserves the right to hold the Center's monthly claim until the deliverable is completed and/or submitted.

Deliverable	Due Date	Submission
Site Readiness and Safety Checklists	September 15 (full-year sites) Before classes start (part-year sites)	See Site Readiness and Safety Checklist Procedure in ELPM
Active Supervision Plans	September 30	See Active Supervision Procedure in ELPM



**7. SIGNATURES**

THIS CONTRACT, including the exhibits and attachments described in section 2, is executed by the persons signing below who warrant they have read and understand this Contract and the exhibits and attachments. The persons signing below further represent that they have the authority to execute this Contract.

**CENTER**

Tax ID: \_\_\_\_\_ DUNS Number: \_\_\_\_\_

\_\_\_\_\_  
Signature  
Superintendent or Executive Officer

\_\_\_\_\_  
Print

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
Center Director

\_\_\_\_\_  
Print

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
Contract Manager (if different than Center Director)

\_\_\_\_\_  
Print

\_\_\_\_\_  
Date

**PUGET SOUND EDUCATIONAL SERVICE DISTRICT**

\_\_\_\_\_  
Signature  
Superintendent or Designee

\_\_\_\_\_  
Print

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
Executive Director for Early Learning

\_\_\_\_\_  
Print

\_\_\_\_\_  
Date

Talena Dixon, Program Director, Operations  
Contract Manager

**BUSINESS OFFICE USE ONLY:**

Account Code: 3400-27-7300-0200-2100-5127	\$586,903.16	Contract Number: _____
Account Code: 3400-98-7300-0200-2100-5198	\$30,889.64	
Contract Total:	\$617,792.80	

\_\_\_\_\_  
Signature  
Business Office Approval

\_\_\_\_\_  
Print

\_\_\_\_\_  
Date



## Franklin Pierce Schools

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### **MEMORANDUM**

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Resolution 20-R-17: Interagency Agreement - Pierce County Sheriff School Resource Officer Services

### **BACKGROUND INFORMATION**

Franklin Pierce Schools would like to continue to contract with the Pierce County Sheriff's office for school resource officer services during the 2020-2021 school year.

### **RECOMMENDATION**

I move that the Board of Directors adopt Resolution 20-R-17: Interagency agreement between Franklin Pierce Schools and the Pierce County Sheriff's Department for school resource officer services during the 2020-2021 school year.

### **ACTION REQUIRED**



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Carolyn Treleven, Executive Director of Teaching and Learning  
**DATE:** October 13, 2020  
**SUBJECT:** 2020-2021 Highly Capable Program Plan

### **BACKGROUND INFORMATION**

The Highly Capable Students Program Annual Plan provides details about our district's grades K-12 comprehensive program for students who are identified and served as highly capable. School boards must approve the information and data entered in the iGrants Form 217 Highly Capable Program Plan annually.

### **RECOMMENDATION**

I move that the Board of Directors approve the Franklin Pierce Schools Highly Capable Program Plan for the 2020-2021 school year.

### **ACTION REQUIRED**

**District:** Franklin Pierce School District  
**Organization Code:** 27402  
**ESD:** Puget Sound Educational Service District 121

## 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.185.020](#) (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.*

**District officials have read, and the district complies with, the laws and regulations**

above.

<b>Authorized Representative Name:</b>	Carolyn Treleven
<b>Authorized Representative Title:</b>	Executive Director
<b>Date:</b> (MM/DD/YY)	8/27/19

<b>Highly Capable Program Coordinator</b>	
<b>Contact Name:</b>	Annette Burnett
<b>Organization:</b>	Franklin Pierce Schools - Teaching and Learning
<b>Email:</b>	aburnett@fpschools.org
<b>Phone:</b>	253-298-3062
<b>Contact Name:</b>	
<b>Organization:</b>	

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

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

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

**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(s) FastBridge Curriculum-based Measures	<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 checked="" type="checkbox"/>	<input 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) Renzuli Scale/Checklist	<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"/>

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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"/>
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"/>
<b>Instructional Strategies and Curricula Modification</b>														
<input checked="" type="checkbox"/> Differentiation							<input checked="" type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							



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"/>	
<b>Instructional Strategies and Curricula Modification</b>															
<input checked="" type="checkbox"/> Differentiation								<input checked="" type="checkbox"/> Curriculum Compacting							
<input type="checkbox"/> Flexible grouping								<input type="checkbox"/> Enrichment							
<input 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)							

<b>CEDARS Gifted Value 35 Non-traditional services and programs</b>	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"/>
<b>Supplemental</b> 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"/>
<b>Supplemental</b> 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"/>
<b>Supplemental</b> 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"/>

<b>Instructional Strategies and Curricula Modification</b>															
<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)							

**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
<b>Program Administration/Operation</b>		
District Policy	<input checked="" type="checkbox"/>	August, department review
Program Expenditures	<input checked="" type="checkbox"/>	monthly, financial statements reviewed by department
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	August, June, department review
District Procedures	<input checked="" type="checkbox"/>	August, department review
Goals for District Program	<input checked="" type="checkbox"/>	quarterly, meet with data teams to review student progress
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	October, June, interdisciplinary review
Communications	<input checked="" type="checkbox"/>	March, May, June, department review
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	May, interdisciplinary team review
Continuum of Services	<input checked="" type="checkbox"/>	May, interdisciplinary team review
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.

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

Evaluation Methods and Activities	Grades	Collect or Administer	Review
<b>Grades and Tests</b>			
AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	May	July, August
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	monthly monthly	monthly monthly
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	quarterly quarterly	quarterly quarterly
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	quarterly quarterly	quarterly quarterly
Report Cards	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	spring spring	July, August July, August
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		
<b>Qualitative Data</b>			
Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	March	May
Student Reflection	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	March	May

Student Interviews	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

**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 type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Program Participation	<input type="checkbox"/> Elementary		
	<input checked="" type="checkbox"/> Secondary	June	July
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
	9	6	7	2	23	21	140	134	174	122	144	280	1,062

**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: 10/13/2020**

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
<b>Files have not been uploaded</b>		

## **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.

Annette Burnett, Highly Capable Programs Coordinator

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.**

Review student demographics in HC program and compare to district demographics. Continue to provide professional development to teachers for how to meet student needs for differentiation/clustering to meet HC needs, as well as identification. Continue to expand how we communicate with families for referral process to HC programs. Partner with Equal Opportunity Schools to support gap identification in high schools. Continue to identify students in EL services for rapid growth in English proficiency. Continue to find ways to translate materials or contract with interpreters to answer parent questions regarding referral process and HC services available.

## **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.

A combination of state assessment scores, progress monitoring tools, current grades, teacher referral, guardian/student/community referral, and achievement tests will be considered as students are referred for HC services. No single criterion will be used to disqualify students from identification. In most cases, national norms are used for consideration; local norms are not more restrictive than national norms if used. Subjective measures are only used to further elicit information for HC selection and are not used to screen out students. Where possible, assessments are provided in native language and a component of nonverbal assessment is used.

- 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.

District committees reviewed historical data and anecdotal report card data in light of the lack of spring testing data to identify students for placement in accelerated or self-contained highly capable programs for the 2020-2021 school year.



# Franklin Pierce Schools

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[www.fpschools.org](http://www.fpschools.org)

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Carolyn Trevelen, Executive Director of Teaching and Learning  
**DATE:** October 13, 2020  
**SUBJECT:** Career and Technical Education 5-Year District-Wide Plan

### **BACKGROUND INFORMATION**

Policy 2170: Career and Technical Education requires the board to annually review and approve the district plan for the design and delivery of its career and technical education program. The plan must ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy, and provide opportunities for dual credit. The 2020-2021 updated Career and Technical Education (CTE) 5-Year District-Wide Plan is attached for Board approval.

### **RECOMMENDATION**

I move that the Board of Directors approve the Career and Technical Education 5-Year District-Wide Plan.

### **ACTION REQUIRED**

## Career and Technical Education 5-Year District-Wide Plan

### Franklin Pierce School District

Franklin Pierce School District Career and Technical Education consists of programs at Franklin Pierce High School, Washington High School, GATES High School, Ford Middle School and Keithley Middle School. Our mission is consistent with the mission Franklin Pierce School District to “Provide students with an engaging educational environment, built upon proven academics and high standards, resulting in successful and contributing citizens.”

Students are entering a highly competitive workforce and we are working hard to ensure our students are prepared. When we say students are career and college ready, it means they can integrate and apply 21st century skills, technical knowledge and skills, and core academic knowledge. Career and Technical Education in the Franklin Pierce District emphasizes real world, real life skills and connects the learning to academics and training that will help our students be successful in the global economy. Our goal is that every Franklin Pierce student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.

**District Goal:** The mission of the Franklin Pierce School District is to provide a collaborative learning community, which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.

**\*Criteria indicators are referenced on the Career & Technical Education Evaluation Form.**

<b>*Quality Criteria</b>	<b>2020 - 2021</b>	<b>2021 - 2022</b>	<b>2022 - 2023</b>	<b>2023 - 2024</b>	<b>2024 - 2025</b>
<b>Educator Licensing</b>  (Criteria 1)	Ensure that all certifications are up-to-date and properly endorsed. Review and update Written Training Plans for CTE Certification. Ensure all instructors have current First Aid/CPR Card. Ensure that all instructors have Industry Certifications where necessary.	Ensure that all certifications are up-to-date and properly endorsed. Review and update Written Training Plans for CTE Certification. Ensure all instructors have current First Aid/CPR Card. Ensure that all instructors have Industry Certifications where necessary.	Ensure that all certifications are up-to-date and properly endorsed. Review and update Written Training Plans for CTE Certification. Ensure all instructors have current First Aid/CPR Card. Ensure that all instructors have Industry Certifications where necessary.	Ensure that all certifications are up-to-date and properly endorsed. Review and update Written Training Plans for CTE Certification. Ensure all instructors have current First Aid/CPR Card. Ensure that all instructors have Industry Certifications where necessary.	Ensure that all certifications are up-to-date and properly endorsed. Review and update Written Training Plans for CTE Certification. Ensure all instructors have current First Aid/CPR Card. Ensure that all instructors have Industry Certifications where necessary.
<b>Curriculum, Instruction, and Evaluation</b>  (Criteria 2)	Continuous Growth and Achievement for All Subjects. Frameworks reflect the current industry, academic equivalency standards, & 21st Century Skills. Perform annual program evaluations.	Continuous Growth and Achievement for All Subjects. Frameworks reflect the current industry, academic equivalency standards, & 21st Century Skills. Perform annual program evaluations.	Continuous Growth and Achievement for All Subjects. Frameworks reflect the current industry, academic equivalency standards, & 21st Century Skills. Perform annual program evaluations.	Continuous Growth and Achievement for All Subjects. Frameworks reflect the current industry, academic equivalency standards, & 21st Century Skills. Perform annual program evaluations.	Continuous Growth and Achievement for All Subjects. Frameworks reflect the current industry, academic equivalency standards, & 21st Century Skills. Perform annual program evaluations.



## Career and Technical Education 5-Year District-Wide Plan

	<p>Ensure all frameworks are up to date with current state and national standards.</p> <p>Complete state re-approval process for Agriculture Frameworks.</p> <p>Increase student opportunities to earn certification.</p> <p>Continue focus on improving teacher professional practice.</p> <p>Evaluate curriculum based on Labor Market Data.</p>	<p>Ensure all frameworks are up to date with current state and national standards.</p> <p>Complete state re-approval process for Skilled and Technical Frameworks.</p> <p>Increase student opportunities to earn certification.</p> <p>Continue focus on improving teacher professional practice.</p> <p>Evaluate curriculum based on Labor Market Data.</p>	<p>Ensure all frameworks are up to date with current state and national standards.</p> <p>Complete state re-approval process for STEM and Health Science Frameworks.</p> <p>Increase student opportunities to earn certification.</p> <p>Continue focus on improving teacher professional practice.</p> <p>Evaluate curriculum based on Labor Market Data.</p>	<p>Ensure all frameworks are up to date with current state and national standards.</p> <p>Complete state re-approval process for Family &amp; Consumer Science Frameworks.</p> <p>Increase student opportunities to earn certification.</p> <p>Continue focus on improving teacher professional practice.</p> <p>Evaluate curriculum based on Labor Market Data.</p>	<p>Ensure all frameworks are up to date with current state and national standards.</p> <p>Complete state re-approval process for Family &amp; Consumer Science Frameworks.</p> <p>Increase student opportunities to earn certification.</p> <p>Continue focus on improving teacher professional practice.</p> <p>Evaluate curriculum based on Labor Market Data.</p>
<p><b>Academic Integration</b> <b>(Criteria 3)</b></p>	<p>Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards.</p> <p>Align courses with industry standards.</p> <p>Align courses to meet equivalency credit where available.</p> <p>Look for additional dual credit opportunities.</p> <p>Create opportunities for internships with local employers.</p>	<p>Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards.</p> <p>Align courses with industry standards.</p> <p>Align courses to meet equivalency credit where available.</p> <p>Look for additional dual credit opportunities.</p> <p>Create opportunities for internships with local employers.</p>	<p>Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards.</p> <p>Align courses with industry standards.</p> <p>Align courses to meet equivalency credit where available.</p> <p>Look for additional dual credit opportunities.</p> <p>Create opportunities for internships with local employers.</p>	<p>Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards.</p> <p>Align courses with industry standards.</p> <p>Align courses to meet equivalency credit where available.</p> <p>Look for additional dual credit opportunities.</p> <p>Create opportunities for internships with local employers.</p>	<p>Integrate all courses with rigorous content aligned to academic learning standards and CTE program standards.</p> <p>Align courses with industry standards.</p> <p>Align courses to meet equivalency credit where available.</p> <p>Look for additional dual credit opportunities.</p> <p>Create opportunities for internships with local employers.</p>
<p><b>Student Access to Program</b> <b>(Criteria 4)</b></p>	<p>Equitable Opportunities for All Students.</p> <p>Compare enrollment data and drops longitudinally (race, gender &amp; social economics).</p> <p>Encourage the elimination of gender bias and stereotyping in instructional programs.</p>	<p>Equitable Opportunities for All Students.</p> <p>Compare enrollment data and drops longitudinally (race, gender &amp; social economics).</p> <p>Encourage the elimination of gender bias and stereotyping in instructional programs.</p>	<p>Equitable Opportunities for All Students.</p> <p>Compare enrollment data and drops longitudinally (race, gender &amp; social economics).</p> <p>Encourage the elimination of gender bias and stereotyping in instructional programs.</p>	<p>Equitable Opportunities for All Students.</p> <p>Compare enrollment data and drops longitudinally (race, gender &amp; social economics).</p> <p>Encourage the elimination of gender bias and stereotyping in instructional programs.</p>	<p>Equitable Opportunities for All Students.</p> <p>Compare enrollment data and drops longitudinally (race, gender &amp; social economics).</p> <p>Encourage the elimination of gender bias and stereotyping in instructional programs.</p>

## Career and Technical Education 5-Year District-Wide Plan

	<p>Incorporate fair and impartial practices into the classroom to facilitate the academic achievement of all students.</p> <p>Overcome barriers with non-discrimination strategies that result in increasing access to special populations. During COVID-19, provide take home kits to students when needed.</p>	<p>Incorporate fair and impartial practices into the classroom to facilitate the academic achievement of all students.</p> <p>Overcome barriers with non-discrimination strategies that result in increasing access to special populations.</p>	<p>Incorporate fair and impartial practices into the classroom to facilitate the academic achievement of all students.</p> <p>Overcome barriers with non-discrimination strategies that result in increasing access to special populations.</p>	<p>Incorporate fair and impartial practices into the classroom to facilitate the academic achievement of all students.</p> <p>Overcome barriers with non-discrimination strategies that result in increasing access to special populations.</p>	<p>Incorporate fair and impartial practices into the classroom to facilitate the academic achievement of all students.</p> <p>Overcome barriers with non-discrimination strategies that result in increasing access to special populations.</p>
<p><b>Accountability</b> <b>(Criteria 5)</b></p>	<p>Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income.</p> <p>All Pathways Compare student certifications year to year.</p> <p>Compare student Dual Credit.</p> <p>Compare non-trad state rates with local rates.</p> <p>Compare CTE completers data.</p> <p>Compare CTE concentrator data.</p> <p>Investigate additional certifications (OSHA, AIDS/HIV, via Safe Schools). Re-visit May 2020 survey and create a plan to address inequities in student's access to CTE programs.</p>	<p>Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income.</p> <p>All Pathways Compare student certifications year to year.</p> <p>Compare student Dual Credit.</p> <p>Compare non-trad state rates with local rates.</p> <p>Compare CTE completers data.</p> <p>Compare CTE concentrator data.</p> <p>Investigate additional certifications (OSHA, AIDS/HIV, via Safe Schools).</p>	<p>Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income.</p> <p>All Pathways Compare student certifications year to year.</p> <p>Compare student Dual Credit.</p> <p>Compare non-trad state rates with local rates.</p> <p>Compare CTE completers data.</p> <p>Compare CTE concentrator data.</p> <p>Investigate additional certifications (OSHA, AIDS/HIV, via Safe Schools).</p>	<p>Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income.</p> <p>All Pathways Compare student certifications year to year.</p> <p>Compare student Dual Credit.</p> <p>Compare non-trad state rates with local rates.</p> <p>Compare CTE completers data.</p> <p>Compare CTE concentrator data.</p> <p>Investigate additional certifications (OSHA, AIDS/HIV, via Safe Schools).</p>	<p>Annual comparison of data based on Race, Ethnicity, Gender, SPED, ELL, and Low Income.</p> <p>All Pathways Compare student certifications year to year.</p> <p>Compare student Dual Credit.</p> <p>Compare non-trad state rates with local rates.</p> <p>Compare CTE completers data.</p> <p>Compare CTE concentrator data.</p> <p>Investigate additional certifications (OSHA, AIDS/HIV, via Safe Schools).</p>
<p><b>Safe Practices</b> <b>(Criteria 6)</b></p>	<p>Ensure all instructors are trained in safety procedures and documentation.</p> <p>Develop tools to better track completion of safety testing by students.</p>	<p>Ensure all instructors are trained in safety procedures and documentation.</p> <p>Develop tools to better track completion of safety testing by students.</p>	<p>Ensure all instructors are trained in safety procedures and documentation.</p> <p>Develop tools to better track completion of safety testing by students.</p>	<p>Ensure all instructors are trained in safety procedures and documentation.</p> <p>Develop tools to better track completion of safety testing by students.</p>	<p>Ensure all instructors are trained in safety procedures and documentation.</p> <p>Develop tools to better track completion of safety testing by students.</p>

## Career and Technical Education 5-Year District-Wide Plan

	Ensure all instructors are training students in safety procedures where appropriate. Keep all safety documentation for seven years.	Ensure all instructors are training students in safety procedures where appropriate. Keep all safety documentation for seven years.	Ensure all instructors are training students in safety procedures where appropriate. Keep all safety documentation for seven years.	Ensure all instructors are training students in safety procedures where appropriate. Keep all safety documentation for seven years.	Ensure all instructors are training students in safety procedures where appropriate. Keep all safety documentation for seven years.
<b>Facilities</b> <b>(Criteria 7)</b>	Evaluate program facilities to support current programming. Provide ample supplies and materials (PPE) so that hands on projects may continue safely in the classroom during COVID-19. Assess which of these procedures should continue once students are able to safely return to school full time.	Evaluate program facilities to support current programming.	Evaluate program facilities to support current programming.	Evaluate program facilities to support current programming.	Evaluate program facilities to support current programming.
<b>Instructional Materials</b> <b>(Criteria 8)</b>	Develop an instructional material replacement schedule determined by pathway. Update curriculum materials as identified by each program 5-year plan and from input from industry advisors. Update technology equipment according to 5-year Technology Plan.	Develop an instructional material replacement schedule determined by pathway. Update curriculum materials as identified by each program 5-year plan and from input from industry advisors. Update technology equipment according to 5-year Technology Plan.	Develop an instructional material replacement schedule determined by pathway. Update curriculum materials as identified by each program 5-year plan and from input from industry advisors. Update technology equipment according to 5-year Technology Plan.	Develop an instructional material replacement schedule determined by pathway. Update curriculum materials as identified by each program 5-year plan and from input from industry advisors. Update technology equipment according to 5-year Technology Plan.	Develop an instructional material replacement schedule determined by pathway. Update curriculum materials as identified by each program 5-year plan and from input from industry advisors. Update technology equipment according to 5-year Technology Plan.
<b>Leadership and Employability</b> <b>(Criteria 9)</b>	Increase the number of students earning dual credit. Increase the number of students earning certifications. Compare data by program (race, gender & social economics).	Increase the number of students earning dual credit. Increase the number of students earning certifications. Compare data by program (race, gender & social economics).	Increase the number of students earning dual credit. Increase the number of students earning certifications. Compare data by program (race, gender & social economics).	Increase the number of students earning dual credit. Increase the number of students earning certifications. Compare data by program (race, gender & social economics).	Increase the number of students earning dual credit. Increase the number of students earning certifications. Compare data by program (race, gender & social economics).

## Career and Technical Education 5-Year District-Wide Plan

	<p>Ensure integration of 21st Century Skills in all course work.</p> <p>Ensure leadership opportunities are available to ALL students.</p> <p>Career Technical Student Organization (CTSO) growth into our middle schools and some pathways at our high schools.</p> <p>Increase the number of students earning industry certifications.</p> <p>Continue to support students and advisors participating in regional, state, and national CTSO events.</p> <p>Increase leadership participation of students.</p> <p>Provide teachers with guidance on doing a CTE club remotely.</p>	<p>Ensure integration of 21st Century Skills in all course work.</p> <p>Ensure leadership opportunities are available to ALL students.</p> <p>Career Technical Student Organization (CTSO) growth into our middle schools and some pathways at our high schools.</p> <p>Increase the number of students earning industry certifications.</p> <p>Continue to support students and advisors participating in regional, state, and national CTSO events.</p> <p>Increase leadership participation of students.</p>	<p>Ensure integration of 21st Century Skills in all course work.</p> <p>Ensure leadership opportunities are available to ALL students.</p> <p>Career Technical Student Organization (CTSO) growth into our middle schools and some pathways at our high schools.</p> <p>Increase the number of students earning industry certifications.</p> <p>Continue to support students and advisors participating in regional, state, and national CTSO events.</p> <p>Increase leadership participation of students.</p>	<p>Ensure integration of 21st Century Skills in all course work.</p> <p>Ensure leadership opportunities are available to ALL students.</p> <p>Career Technical Student Organization (CTSO) growth into our middle schools and some pathways at our high schools.</p> <p>Increase the number of students earning industry certifications.</p> <p>Continue to support students and advisors participating in regional, state, and national CTSO events.</p> <p>Increase leadership participation of students.</p>	<p>Ensure integration of 21st Century Skills in all course work.</p> <p>Ensure leadership opportunities are available to ALL students.</p> <p>Career Technical Student Organization (CTSO) growth into our middle schools and some pathways at our high schools.</p> <p>Increase the number of students earning industry certifications.</p> <p>Continue to support students and advisors participating in regional, state, and national CTSO events.</p> <p>Increase leadership participation of students.</p>
<p><b>Long Range Planning</b></p> <p><b>(Criteria 10)</b></p>	<p>Comprehensive Local Needs Assessments data will be used to determine program development, implementation, and continuation in order to meet the high wage, high demand requirements of Perkins V grant. Refine the survey to gather data that better informs which population of students are not getting equal access to CTE programs.</p>	<p>Comprehensive Local Needs Assessments data will be used to determine program development, implementation, and continuation in order to meet the high wage, high demand requirements of Perkins V grant.</p>	<p>Comprehensive Local Needs Assessments data will be used to determine program development, implementation, and continuation in order to meet the high wage, high demand requirements of Perkins V grant.</p>	<p>Comprehensive Local Needs Assessments data will be used to determine program development, implementation, and continuation in order to meet the high wage, high demand requirements of Perkins V grant.</p>	<p>Comprehensive Local Needs Assessments data will be used to determine program development, implementation, and continuation in order to meet the high wage, high demand requirements of Perkins V grant.</p>
<p><b>Advisory Committee</b></p> <p><b>(Criteria 11)</b></p>	<p>Advisory Committees will reflect the current needs/programs based on</p>	<p>Advisory Committees will reflect the current needs/programs based on</p>	<p>Advisory Committees will reflect the current needs/programs based on</p>	<p>Advisory Committees will reflect the current needs/programs based on</p>	<p>Advisory Committees will reflect the current needs/programs based on</p>

## Career and Technical Education 5-Year District-Wide Plan

	the Comprehensive Local Needs Assessment Data. Advisory members will reflect the current high demand, high wage areas.	the Comprehensive Local Needs Assessment Data. Advisory members will reflect the current high demand, high wage areas.	the Comprehensive Local Needs Assessment Data. Advisory members will reflect the current high demand, high wage areas.	the Comprehensive Local Needs Assessment Data. Advisory members will reflect the current high demand, high wage areas.	the Comprehensive Local Needs Assessment Data. Advisory members will reflect the current high demand, high wage areas.
<b>Program of Study</b>  (Criteria 12)	Work with WA Career Paths to create and sustain Programs of Study for each pathway. Provide easy access to these programs of study via CTE department web page, Career Center, etc. Increase the knowledge of our programs of study with our high school counselors by attending and presenting information at their meetings. Incorporate Pathway PD via district summer PRAD Day. Create promotional materials for programs of study (posters, banners, handouts, social media, etc.).	Work with WA Career Paths to create and sustain Programs of Study for each pathway. Provide easy access to these programs of study via CTE department web page, Career Center, etc. Increase the knowledge of our programs of study with our high school counselors by attending and presenting information at their meetings. Incorporate Pathway PD via district summer PRAD Day. Create promotional materials for programs of study (posters, banners, handouts, social media, etc.).	Work with WA Career Paths to create and sustain Programs of Study for each pathway. Provide easy access to these programs of study via CTE department web page, Career Center, etc. Increase the knowledge of our programs of study with our high school counselors by attending and presenting information at their meetings. Incorporate Pathway PD via district summer PRAD Day. Create promotional materials for programs of study (posters, banners, handouts, social media, etc.).	Work with WA Career Paths to create and sustain Programs of Study for each pathway. Provide easy access to these programs of study via CTE department web page, Career Center, etc. Increase the knowledge of our programs of study with our high school counselors by attending and presenting information at their meetings. Incorporate Pathway PD via district summer PRAD Day. Create promotional materials for programs of study (posters, banners, handouts, social media, etc.).	Work with WA Career Paths to create and sustain Programs of Study for each pathway. Provide easy access to these programs of study via CTE department web page, Career Center, etc. Increase the knowledge of our programs of study with our high school counselors by attending and presenting information at their meetings. Incorporate Pathway PD via district summer PRAD Day. Create promotional materials for programs of study (posters, banners, handouts, social media, etc.).
<b>Certification, Work based Learning</b>  (Criteria 13A, 13B)	Continue membership with Pierce County Careers Connection (PC3) and maintain and/or expand dual credit articulations. Increase the number of students receiving dual credit via PC3. Investigate and plan for student apprenticeship opportunities. Work-based Learning on hold due to COVID-19. Encourage teacher participation in remote professional development	Continue membership with Pierce County Careers Connection (PC3) and maintain and/or expand dual credit articulations. Increase the number of students receiving dual credit via PC3. Investigate and plan for student apprenticeship opportunities. Implement Work based Learning opportunities for all schools. Encourage teacher participation at WA-ACTE	Continue membership with Pierce County Careers Connection (PC3) and maintain and/or expand dual credit articulations. Increase the number of students receiving dual credit via PC3. Investigate and plan for student apprenticeship opportunities. Implement Work based Learning opportunities for all schools. Encourage teacher participation at WA-ACTE	Continue membership with Pierce County Careers Connection (PC3) and maintain and/or expand dual credit articulations. Increase the number of students receiving dual credit via PC3. Investigate and plan for student apprenticeship opportunities. Implement Work based Learning opportunities for all schools. Encourage teacher participation at WA-ACTE	Continue membership with Pierce County Careers Connection (PC3) and maintain and/or expand dual credit articulations. Increase the number of students receiving dual credit via PC3. Investigate and plan for student apprenticeship opportunities. Implement Work based Learning opportunities for all schools. Encourage teacher participation at WA-ACTE

## Career and Technical Education 5-Year District-Wide Plan

	opportunities. Will update annually as Perkins grant is updated.	Summer Conference. Will update annually as Perkins grant is updated.	Summer Conference. Will update annually as Perkins grant is updated.	Summer Conference. Will update annually as Perkins grant is updated.	Summer Conference. Will update annually as Perkins grant is updated.
<b>Career Guidance</b>  (Criteria 14)	Review state Industry Recognized Credentials (IRC). Educate counselors on Student Personalized Pathways and Perkins V Grant Programs of Study. Review state approved equivalencies and academic credit alignment. Provide Career Center Specialist with appropriate professional development.	Review state Industry Recognized Credentials (IRC). Educate counselors on Student Personalized Pathways and Perkins V Grant Programs of Study. Review state approved equivalencies and academic credit alignment. Provide Career Center Specialist with appropriate professional development.	Review state Industry Recognized Credentials (IRC). Educate counselors on Student Personalized Pathways and Perkins V Grant Programs of Study. Review state approved equivalencies and academic credit alignment. Provide Career Center Specialist with appropriate Professional development.	Review state Industry Recognized Credentials (IRC). Educate counselors on Student Personalized Pathways and Perkins V Grant Programs of Study. Review state approved equivalencies and academic credit alignment. Provide Career Center Specialist with appropriate professional development.	Review state Industry Recognized Credentials (IRC). Educate counselors on Student Personalized Pathways and Perkins V Grant Programs of Study. Review state approved equivalencies and academic credit alignment. Provide Career Center Specialist with appropriate professional development.
<b>Program Evaluation</b>  (Criteria 15)	Develop Program Reapproval Tool. Perform Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval. Form Program Evaluations, determine improvements including room modifications, technology/tool needs, etc. Employment outlook. Revise the current evaluation with a plan to implement a new one in June 2021.	Develop Program Reapproval Tool. Perform Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval. Form Program Evaluations, determine improvements including room modifications, technology/tool needs, etc. Employment outlook.	Develop Program Reapproval Tool. Perform Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval. Form Program Evaluations, determine improvements including room modifications, technology/tool needs, etc. Employment outlook.	Develop Program Reapproval Tool. Perform Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval. Form Program Evaluations, determine improvements including room modifications, technology/tool needs, etc. Employment outlook.	Develop Program Reapproval Tool. Perform Program Evaluations by teachers and advisory members on a yearly basis and seek school board approval. Form Program Evaluations, determine improvements including room modifications, technology/tool needs, etc. Employment outlook.
<b>Professional Development</b>  (Criteria 16)	Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum. Provide CTE specific options during PLC and District Content Meetings. Continue equity/diversity training, digital learning	Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum. Provide CTE specific options during PLC and District Content Meetings. Continue equity/diversity training, digital learning	Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum. Provide CTE specific options during PLC and District Content Meetings. Continue equity/diversity training, digital learning	Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum. Provide CTE specific options during PLC and District Content Meetings. Continue equity/diversity training, digital learning	Provide access to opportunities through professional organizations, conferences, seminars, and workshops related to the curriculum. Provide CTE specific options during PLC and District Content Meetings. Continue equity/diversity training, digital learning

## Career and Technical Education 5-Year District-Wide Plan

	training, and training around improving engagement, discussion/questioning strategies, and other best practices. Encourage participation in teacher externships.	training, and training around improving engagement, discussion/questioning strategies, and other best practices. Encourage participation in teacher externships.	training, and training around improving engagement, discussion/questioning strategies, and other best practices. Encourage participation in teacher externships.	training, and training around improving engagement, discussion/questioning strategies, and other best practices. Encourage participation in teacher externships.	training, and training around improving engagement, discussion/questioning strategies, and other best practices. Encourage participation in teacher externships.
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General Advisory Chairperson \_\_\_\_\_ Date \_\_\_\_\_

CTE Director \_\_\_\_\_ Date \_\_\_\_\_

School Board Representative \_\_\_\_\_ Date \_\_\_\_\_

FPSD Superintendent \_\_\_\_\_ Date \_\_\_\_\_



## Franklin Pierce Schools

315 129<sup>th</sup> Street S, Tacoma, WA 98444  
253-298-3010, Fax 253-298-3015  
[www.fpschools.org](http://www.fpschools.org)

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### MEMORANDUM

**TO:** Board of Directors  
**FROM:** John Sander, Executive Director of Learning Support Services  
**DATE:** October 13, 2020  
**SUBJECT:** Readiness to Learn Community Partner

#### **BACKGROUND INFORMATION**

Up to five percent of a district's Learning Assistance Program (LAP) base funds may be used for Readiness to Learn (RTL). The school board must approve in an open meeting any community-based organization or local agency before LAP funds may be expended. District RTL programs provide academic and non-academic supports for students at risk of not being successful in school and they may be offered in partnership with community-based organizations. The goal of RTL community supports is to reduce barriers to learning, strengthen engagement, and ensure all students are able to attend school, ready to learn. Students do not need to have been identified as scoring below grade-level standard in math or ELA to participate in RTL programs. Each district determines the eligibility criteria for participation in RTL programs.

Franklin Pierce Schools has had an on-going relationship with Greater Lakes Mental Health to provide these types of services within our schools. The district is proposing to continue the funding of these programs through LAP funds. This requires board approval.

#### **RECOMMENDATION**

I move that the Board of Directors approve Greater Lakes Mental Health as a community partner for implementation of the district's Readiness to Learn services through the Learning Assistance Program (LAP).

#### **ACTION REQUIRED**





## Franklin Pierce Schools

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### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Carolyn Treleven, Executive Director of Teaching and Learning  
**DATE:** October 13, 2020  
**SUBJECT:** Core Instructional Materials Adoption: *Inspire Literacy ELL*

### **BACKGROUND INFORMATION**

On October 1, 2020, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: *Inspire Literacy ELL*  
Publisher: Savvas Learning Company  
Authors: Elfrieda Hiebert, Sharroky Hollie, et al.

The secondary English language learner teachers are requesting new materials, with a focus on supporting our newcomers and long-term English learners. *Inspire Literacy* (ILitELL) offers a flexible literacy suite to support our core ELA curriculum. ILitELL is designed to give English learners and newcomers high-intensity exposure to the new language using visual, auditory, and interactive structures, with significant vocabulary scaffolding.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This item is being presented for first reading.



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Carolyn Treleven, Executive Director of Teaching and Learning  
**DATE:** October 13, 2020  
**SUBJECT:** Core Instructional Materials Adoption: *Evolve, Level for Newcomers*

### **BACKGROUND INFORMATION**

On October 1, 2020, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: *Evolve, Level for Newcomers*  
Publisher: Cambridge University Press  
Authors: Kathryn O'Dell, Leslie A. Hendra, and Mark Ibbotson

The secondary English language learner teachers are requesting new materials, with a focus on supporting our newcomers and long-term English learners. This program from Cambridge University is a consumable material plus digital content that focuses on speaking and listening skills. Particularly for newcomers, speaking and listening are the gateways to language learning. The materials were designed to create relevant speaking topics and discussions, generated by students, to engage learners in using the target language.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This item is being presented for first reading.



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Carolyn Treleven, Executive Director of Teaching and Learning  
**DATE:** October 13, 2020  
**SUBJECT:** Supplemental Instructional Materials Adoption: *Quaver Music Curriculum, K-5*

On October 1, 2020, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: *Quaver Music Curriculum, K-5*  
Publisher: Quaver Company  
Author: Dr. David V. Mastran

In light of the current remote teaching situation, our elementary music teachers have been extraordinary in their efforts to continue music instruction to our K-5 students in a new way. To assist them, they are requesting the approval of Quaver, a comprehensive set of curriculum resources that is built on a foundation of standards-based lessons full of interactive elements. Each lesson includes singing, moving, playing instruments, vocabulary, and skill development.

### RECOMMENDATION

None.

### ACTION REQUIRED

None. This item is being presented for first reading.



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Policy 3122: Excused and Unexcused Absences

### **BACKGROUND INFORMATION**

Board Policy 3122: Excused and Unexcused Absences is being updated to include both temporary emergency rules and permanent rules related to the definition of an absence. Revisions also outline the requirement of implementing a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This policy is being presented for first reading.

## EXCUSED AND UNEXCUSED ABSENCES

### Definition of Absence

#### Absence from in-person learning

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

1. A student is absent when they are:
  - a. Not physically present on school grounds; and
  - b. Not participating in the following activities at an approved location:
    - i. Instruction;
    - ii. Any instruction-related activity; or
    - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

#### ~~1. Students shall not be absent if:~~

- ~~a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;~~
- ~~b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and~~
- ~~c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.~~

~~2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.~~

~~3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.~~

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

#### Absence from remote learning

1. A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.

2. Evidence of student participation in remote learning may include, but is not limited to:

- a. Daily logins to learning management systems;
- b. Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
- c. Evidence of participation in a task or assignment.

### Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the

student and their parents/guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents/guardians can request and receive such information in languages in which they are fluent. Parents/guardians will be required to date and acknowledge review of this information online or in writing.

### **Excused Absences**

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be ~~appropriately~~-absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district.

The following are valid excuses for absences:

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

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

~~A~~ The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.

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

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

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

### **Unexcused Absences**

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
3. The school will notify a student's parent/guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent/guardian understands.
4. The school will hold a conference with the parent/guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent/guardian does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent/guardian of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
  - a. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
  - b. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent/guardian or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
  - c. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan



team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent/guardian is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

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

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

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

### **Unexcused Absences from Remote Learning**

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

### **Tardies and Disciplinary Actions**

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

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

## **Tiered Response System for Student Absences**

WAC 392-401A-045 states:

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

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

### **Students Dependent Pursuant to Chapter 13.34 RCW**

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

### **Migrant Students**

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

Legal References: Chapter 28A.225 RCW  
RCW 13.34.300

Compulsory school attendance and admission  
Relevance of failure to cause juvenile to attend  
school to neglect petition

~~WAC Chapter 392-400-325~~401A WAC Statewide definition of ~~excused and unexcused daily absences~~ absence for the 2020-21 school year

**Adoption Date: 6/27/89**

**Franklin Pierce Schools**

**Revised: 10/10/95; 11/18/08; 3/13/12; 5/14/13; 12/8/15; 12/12/17; 03/10/20; 11/10/20**

**Classification: Essential**



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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Policy 3226: Interviews and Interrogations of Students on School Premises

### **BACKGROUND INFORMATION**

Board Policy 3226: Interviews and Interrogations of Students on School Premises is being updated after the passing of Senate Bill (SB) 5497 in 2019. WSSDA's model policy includes guidance developed by Washington's Office of Attorney General (AGO) for limiting immigration enforcement possible and permissible at public schools.

Revisions also state that while the district values its relationships with law enforcement, the Department of Children, Youth, and Families (DCYF), and the county health department, the district discourages interviews and interrogations of students on school premises. Rather, interviews and interrogations should take place at the agency or the student's home.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This policy is being presented for first reading.

## INTERVIEWS AND INTERROGATIONS OF STUDENTS ON SCHOOL PREMISES

~~The~~Although the district encourages interviews and interrogations of students by values its relationships with law enforcement, the Department of Social and Health Services (Children, Youth, and Families (DCYF,) and the county health department, the district discourages interviews and interrogations of students on school premises to minimize interruption of the instructional program. As a general rule, interviews and interrogations by any agency, including law enforcement, DCYF, and the county health department(s) ~~to~~should take place ~~off~~at the agency or the student's home, rather than on school premises in order to minimize interruption to the instructional program.

However, there are limited circumstances when an interview of students at school is warranted, for example school-initiated investigations, child abuse investigations, and/or serious crime investigations. When an onsite interview or interrogation is warranted by the circumstances of a case, the district will utilize the procedures and protocols associated with this policy, which were developed in cooperation with these entities. ~~To~~agencies and ensure that investigations are not impeded and that students and parent(s)/guardian(s) are afforded all rights required by law, the superintendent will establish protocols for interviews and interrogations of students on school premises. The protocols will address child abuse and neglect investigations, criminal investigations, and health department investigations. — under law. The interviews of students as witnesses, victims, and suspects are treated differently.

In contrast to the limited circumstances noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district's obligation to educate the children residing within its boundaries is not diminished by the children or parents' immigration status. The district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools. Therefore, staff shall not grant information or access to immigration agents unless/until the district superintendent and/or general counsel determine the request complies with *Plyler v. Doe* and other applicable laws according to the criteria in the associated procedure.

Legal References:	RCW 26.44.030	<del>Interviews of Children</del> Reports – Duty and authority to make – Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Investigations – Interview of childrens – Records – Risk assessment process
	RCW 26.44.050	Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order, when
	RCW 26.44.110	Information about rights — Custody without court order – Written statement required - Contents

- RCW 26.44.115 ~~Notice required~~ Child taken into custody under court order — Information to parents
- RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty



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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Policy 4310: District Relationships with Law Enforcement & Other Government Agencies

### **BACKGROUND INFORMATION**

Board Policy 4310: District Relationships with Law Enforcement and Other Government Agencies is being updated after the passing of Senate Bill (SB) 5497 in 2019. WSSDA's model policy includes guidance developed by Washington's Office of Attorney General (AGO) for limiting immigration enforcement possible and permissible at public schools. Revisions also provide agency definitions as stated in Revised Code of Washington and United States Code.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This policy is being presented for first reading.

## **RELATIONSDISTRICT RELATIONSHIPS WITH LAW ENFORCEMENT, CHILD PROTECTIVE AND OTHER GOVERNMENT AGENCIES, AND THE COUNTY HEALTH DEPARTMENT**

~~District staff bear the~~The primary responsibility for maintaining proper order and conduct in the schools resides with district staff. Staff will be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.

~~Where~~However, there are times when district staff will call upon law enforcement, child protective agencies, and the county health department to ensure the safety and protection of students and staff. When there is substantial threat to the health and safety of students or others, such as in the case of bomb threats, ~~mass demonstrations with threat of~~threats of violence, ~~individual~~or threats of substantial bodily harm, ~~trafficking in prohibited drugs or controlled substances (including marijuana/cannabis), or the scheduling of events where large crowds may be difficult to handle,~~ law enforcement ~~or other government agencies~~ will be called upon for assistance. Information regarding major violations of the law will be communicated to the appropriate law enforcement agency.

The district will strive to develop and maintain cooperative working relationships with law enforcement. ~~The superintendent or designee will meet with law enforcement,~~ child protective authorities, and health department officials. The superintendent will confer with representatives of these agencies to establish agreed upon procedures ~~for cooperation between law enforcement, child protective, health, and school authorities.~~ Such procedures should address the handling/reporting of child abuse and neglect allegations ~~and cases, the handling of/investigations;~~ communicable disease allegations/investigations; criminal allegations/investigations, including bomb threats,other threat assessments, and arrests by law enforcement officers on school premises;; the availability of law enforcement personnel for crowd control ~~purposes, the processes for investigating possible criminal activity involving students, reporting of communicable disease cases and investigations;~~ and other matters that affect school and law enforcement cooperation where the work and duties of the district overlap with these agencies. Such procedures include FPS Procedure 3432P: Emergencies and FPS Procedure 3226P: Interviews and Interrogations of Students on School Premises. ~~The district will be made~~revise the procedures as necessary and make them available to affected staff ~~and periodically revised.~~members.

If the district engages with a school resource officer (SRO), the district will clarify its relationship with the SRO, including the SRO's purpose, role, supervisory structure, and limitations on access to student information in a written memorandum of understanding (MOU).

In contrast to the working relationships noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district's obligation to educate the children residing within its boundaries is not diminished by the children or parents' immigration status. Further, the district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including



schools. Therefore, staff shall not grant information or access to immigration agents unless/until the district superintendent and/or general counsel determine the request complies with *Plyler v. Doe* and other applicable laws according to the criteria in FPS Procedure 3226P: Interviews and Interrogations of Students on School Premises.

Child Protective Services or agencies and law enforcement are defined as stated in RCW 26.44.020. County health department means a local entity defined in RCW 70.05.010. "Immigration agent" shall mean an agent of U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, any individuals authorized to conduct enforcement of civil immigration laws under 8 U.S.C. §1357(g) or any other federal law, other federal agents charged with enforcement of civil immigration laws, and any successors.

- Legal References: RCW 26.44.030 Interviews of children  
RCW 26.44.050 Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order, when  
RCW 26.44.110 Information about rights — Custody without court order — Written statement required — Contents  
RCW 26.44.115 Notice required — Child taken into custody under court order — Information to parents  
RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty  
20 U.S.C. 1232g Family Education Rights and Privacy Act



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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Brandy Marshall, Director of Human Resources  
**DATE:** October 13, 2020  
**SUBJECT:** Policy 5404: Family, Medical, Maternity, and Military Caregiver Leave

### **BACKGROUND INFORMATION**

The district proposes to update Board Policy 5404: Family, Medical, Maternity, and Military Caregiver Leave to add language related to Washington Paid Family and Medical Leave (PFML).

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This policy is being presented for first reading.

## **FAMILY, MEDICAL, MATERNITY, AND MILITARY CAREGIVER LEAVE**

### **I. State Paid Family and Medical Leave (PFML)**

Paid family and medical leave are benefits administered by the Washington State Employment Security Department. Employees interested in applying for these benefits must follow the process described in Chapter 192-610 WAC. Employees who have questions regarding the application process may contact the Employment Security Department or visit its website at [paidleave.wa.gov](http://paidleave.wa.gov). The district will post notices made available by the Employment Security Department that provide pertinent information regarding paid family and medical leave benefits.

A brief description of the paid family and medical leave benefits program is provided below. The description is not meant to capture every aspect of the program; rather, it is meant to give a general overview.

Employees who have worked 820 hours during the first four of the last five completed calendar quarters or the last four completed calendar quarters are eligible for paid family and medical leave.

Family leave means leave taken by an employee from work for the following reasons:

- A. To participate in providing care, including physical or psychological care, for a family member made necessary by a serious health condition of the family member;
- B. To bond with the employee's child during the first 12 months after the child's birth, or the first 12 months after the placement of a child under the age of eighteen with the employee;  
or
- C. Because of any qualifying exigency as permitted under the federal family and medical leave act for family members as defined by RCW 50A.05.010(10).

Medical leave means any leave taken by an employee from work made necessary by the employee's own serious health condition as defined by RCW 50A.05.010(20).

### **Amount of Leave**

Employees may take up to 12 weeks of paid family leave during a period of 52 consecutive calendar weeks.

Employees may take up to 12 weeks of paid medical leave during a period of 52 consecutive calendar weeks. Paid medical leave may be extended by two weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

Employees may take a combined 16 weeks of paid family and paid medical leave during a period of 52 consecutive calendar weeks. The combined total may be extended to 18 weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

### **Employee Notice to District**

An employee must provide the district at least 30 days' written notice before paid family or medical leave is to begin if the need for the leave is foreseeable based on an expected birth, placement of a child, or planned medical treatment for a serious health condition.

An employee must provide the district written notice as soon as practicable when 30 days' notice is not possible because of a lack of knowledge of approximately when leave will be required to begin, because of a change in circumstances, or because of a medical emergency.

An employee must provide the district written notice as soon as is practicable for foreseeable leave due to a qualifying military exigency, regardless of how far in advance such leave is foreseeable.

The notice must be in writing and contain at least the anticipated timing and duration of the leave.

### **District Notice to Employee**

Whenever the district becomes aware that an employee is absent from work for more than seven consecutive days to take family or medical leave, the district must provide the employee with a written statement provided by the Employment Security Department of the employee's rights.

The notice will be sent by the fifth business day after the employee's seventh consecutive missed day of work due to family or medical leave or by the fifth business day after the employer becomes aware that the employee's absence is due to family or medical leave, whichever is later.

### **Employment Restoration**

Upon return from paid family or medical leave, an employee is entitled to be restored to the position of employment held by the employee when the leave commenced or to be restored to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

As a condition of restoration for employees who have taken medical leave, the district may require those employees to receive certification from their health care provider that they are able to resume work.

The district may deny restoration to any salaried employee who is among the highest paid ten percent of its employees if the following apply:

- A. Denial is necessary to prevent substantial and grievous economic injury to the operations of the employer;
- B. The district notifies the employee of its intent to deny restoration on such basis at the time the district determines the injury would occur; and

C. The leave has commenced and the employee elects not to return to employment after receiving the notice.

The district may also deny restoration if the employee would not otherwise have been employed at the time of reinstatement.

If the district chooses to deny restoration, it will provide written notice of such denial in person or by certified mail. The notice will include a statement that the district intends to deny employment restoration when the leave has ended, the reasons behind the decision to deny restoration, an explanation that health benefits will still be paid for the duration of the leave, and the date on which eligibility for employer-provided health benefits ends.

The rights described above only apply in the following circumstances: the district has 50 or more employees; the employee has been employed by the district for twelve months or more; and the employee has worked for the district for at least 1,250 hours during the 12 months immediately preceding the date on which leave will commence.

## **II. Federal Family and Medical Leave (FMLA)**

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) work weeks of family leave during any twelve (12) month period to:

- A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child; or
- B. Care for a spouse, parent, or child of the employee who has a serious health condition, or the employee may obtain leave for a personal health condition if it renders the employee unable to perform his or her job.
- C. Respond to a qualifying exigency occurring because the employee's spouse, son or daughter, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

Leave taken for newborn, ~~or~~ adopted, or foster childcare will be completed within one year after the date of birth or placement for adoption or foster care.

Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20% of the number of working days in the period during which the leave would extend without the approval of the superintendent. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave if such a position is available.

A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth.

If both parents of a newborn or newly adopted child are employed by the school district, they will be entitled to a total of twelve work weeks of family leave during any twelve month period, and leave will be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

The superintendent may require written verification from the employee's health care provider.

The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers will select a third provider, whose opinion, obtained at the employer's expense, will be conclusive.

The district will maintain group health plan benefits for an employee during his or her FMLA leave, paying the same portion of the premium as it did while the employee was working.

FMLA leave is unpaid except to the extent that employees are able to use accrued paid leave concurrently with FMLA leave. Employees will be required to use accrued vacation and personal leave for any otherwise unpaid FMLA leave. Additionally, employees will be required to use sick leave for any otherwise unpaid leave needed to care for a family member with a serious health condition or for the employee's serious health condition to the extent the leave meets the requirements for use of sick leave. Employees covered by collective bargaining agreements should refer to their agreements to determine qualifying circumstances for the use of accrued leave.

### **III. Military Caregiver Leave**

An employee who is the spouse, son or daughter, parent, or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty six (26) weeks of unpaid leave in a 12 month period to care for the service member.

#### **Return to Work**

Any employee returning from an authorized family leave will be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

Reinstatement of an employee returning from family leave need not occur if a) the specific job is eliminated by a bona fide restructuring or reduction-in-force resulting from lack of funds or lack of work; b) an employee on family leave takes a position with another employer outside the home; or c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave.

Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

- A. The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.

- B. The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.
- C. The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.

#### **IV. Maternity Leave**

A staff member may use accumulated, paid sick leave for the period of actual disability attributable to pregnancy or childbirth. This period will extend from the date of birth for a period of not more than 60 days, unless an actual period of disability which begins prior to the date of birth or continues beyond 60 days is otherwise verified in writing by the employee's physician.

If the employee's accumulated sick leave is exhausted during the period of maternity, the district will grant a leave of absence without pay or fringe benefits, upon the staff member's request, for the remainder of the period of actual disability due to pregnancy or childbirth.

During any unpaid portion of such leave of absence, the staff member may pay the premiums for any district insurance plans to keep coverage in effect for the employee and her family.

#### **A. Notice Required**

A pregnant staff member is requested to notify her immediate supervisor and the superintendent by the beginning of the fifth month of pregnancy.

At the time of such notice the staff member will submit a written request to her immediate supervisor and the superintendent for one or more of the following:

- ~~A. 1.~~ Maternity leave for the period of her actual disability due to pregnancy or childbirth;
- ~~B. 2.~~ Family leave for a period of up to 12 weeks, in addition to any period of maternity disability leave, the district will extend the employee's health benefit during this period of unpaid leave;
- ~~C. 3.~~ Leave of absence for a period of up to the beginning of the next school term or school year. Such extended leave of absence may be approved at the discretion of the superintendent based upon consideration of educational program needs and the desires of the staff member, together with the recommendation of her personal physician or licensed practitioner; or
- ~~D. 4.~~ Termination of employment by resignation.

The notice to the district will include the approximate beginning and ending dates for the leave.

#### **B. Employment Conditions**

A pregnant staff member may continue working as long as she is capable of performing her normal duties, with the written approval of her physician or licensed practitioner.

The staff member may return to work when physically able to perform her duties. If the employee intends to return to work within 60 days of childbirth, her personal physician or licensed practitioner must certify that the staff member is in good health and ready to resume her duties.

No later than 30 days after the date of birth, the staff member is requested to notify the superintendent of the specific date when she will return to work. Unless the superintendent approves an earlier date of return, the employee will give at least 14 days advance notice of the actual date of return.

The staff member will return to her duties following an extended leave of absence on the date approved by the superintendent. If the employee is still experiencing a disability due to pregnancy, miscarriage, abortion, childbirth or recovery which prevents the employee from performing her duties on the scheduled date of return, an additional period of unpaid leave of absence may be approved at the discretion of the superintendent based upon consideration of educational program needs and the recommendation of the employee's personal physician or licensed practitioner.

### **C. Assignment upon Return**

An employee who has taken a leave of absence only for the actual period of disability relating to pregnancy or childbirth or up to twelve weeks of family leave will return to the same assignment, or a similar position for which she is qualified with at least the same pay and benefits, as she held prior to the maternity leave or family leave.

Upon return from an extended maternity leave, a staff member will be entitled to a position in the district subject to the availability of a position for which she is qualified. An effort will be made to place the staff member in her original position or in a comparable position.

Legal References: RCW 28A.400.300

Hiring and discharging of employees – Written leave policies – Seniority and leave benefits of employees transferring between school districts and other educational employers

~~Ch. 49.78 RCW~~  
Title 50A RCW  
WAC 162-30-020

~~Family Leave~~  
Family and Medical Leave  
Pregnancy, childbirth, and pregnancy related conditions

Ch. 192-500 WAC – Ch. 192-800 WAC Paid Family and Medical Leave  
29 USC Sec 2601  
29 CFR 825

Family and Medical Leave Act of 1993  
Family and Medical Leave Act of 1993

Adoption Date: 12/9/97  
Franklin Pierce Schools  
Revised: 11/18/08; 8/18/09; 2/14/12; 11/10/20  
Classification: Essential





# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Procedure 3122P: Excused and Unexcused Absences

### **BACKGROUND INFORMATION**

Board Procedure 3122P: Excused and Unexcused Absences is being updated to include both temporary emergency rules and permanent rules related to the definition of an absence. Valid excuses for absences now include absence reasons related to COVID-19. Revisions also outline the definition of an unexcused absence from remote learning and the requirement of implementing a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This is an information item only.

## EXCUSED AND UNEXCUSED ABSENCES

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

### **Excused Absences**

Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher. ~~The following are valid excuses for absences and tardiness:~~

#### ~~1. Absence due to:~~

### Excused Absences

The following are valid excuses for absences and tardiness:

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

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

**Absence Notification.** When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail, or written note, and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail, or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with ~~an email, phone call, or a signed~~ note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with ~~an email, phone call, or a signed~~ note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug, or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

**Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. The student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent/~~or~~ guardian-approved absence would have an adverse effect on the student's educational progress, including the grade for the course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.

**Absence resulting from disciplinary actions or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.

**Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.

**Excused absence for chronic health condition.** Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's/guardian's request.

### **Required Conference for Elementary School Students**

If an elementary school student has **five or more excused absences in a single month** during the current school year, or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s)/guardians(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher, or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program (IEP) or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

### **Tiered Response System for Students Absent from Remote Learning**

Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to WAC 392-401A-045. Under the tiered response system, the district will:

- Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;
- Provide daily notification of absences to parents;

- Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.

## Unexcused Absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience program attendance requirements.

Unexcused absences occur when:

1. The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail, or in writing, for an absence.

## Unexcused Absences from Remote Learning

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

**Each unexcused absence within any month of the current school year** will be followed by a letter or phone call to the parent/guardian informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent/guardian is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

**After three unexcused absences within any month of the current school year**, the school will hold a conference with the principal, student, and parent/guardian to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal/designee. However, the school will notify the parent/guardian of the steps to eliminate or reduce the student's absences.

**At some point after the second and before the fifth unexcused absence**, the district will take data-informed steps to eliminate or reduce the student's absences. In middle school and high

school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent/guardian gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent/guardian to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply WARNS or other assessment and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- Adjusting the student's course assignments;
- Providing the student more individualized instruction;
- Providing appropriate vocational courses or work experience;
- Requiring the student to attend an alternative school or program;
- Assisting the parent/guardian or student to obtain supplementary services; or
- Referring the student to a community truancy board.

## **Transfers**

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment or other assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgement by the parent/guardian and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

**Not later than a student's fifth unexcused absence in a month**, the district will:

1. Enter into an agreement with the student and parent/guardian that establishes school attendance requirements;
2. Refer the student to a community truancy board; or
3. File a petition to juvenile court (see below).

## Community Truancy Board

A “community truancy board” means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Pierce County to establish a community truancy board prior to the 2017-2018 school year.

The district will designate and identify to the juvenile court (and update as necessary) and to the Office of the Superintendent of Public Instruction a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, and sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community truancy board members.

Not later than a student’s **seventh unexcused absence within any month during the current school year, or a tenth unexcused absence during the current school year**, if the district’s attempts to substantially reduce a student’s absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

## Petition to Juvenile Court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. *While petitions must be filed if the student has seven or more unexcused absences within any month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. Unexcused absences accumulated in another school or school district will be counted when preparing the petition;*
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student’s absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student’s absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent/guardian, student, or parent/guardian and student;
5. The student’s name, date of birth, school, address, gender, race, and ethnicity; and the names and addresses of the student’s parents/guardians, whether the student and parent/guardian are fluent in English, whether there is an existing Individual Education Program (IEP), and the student’s current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student’s current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the

student by the district, and a copy of the most recent truancy information document provided to the parent/guardian; and

7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action— [\(See FPS Policy 3241: Student Discipline\)](#).

Date: 9/22/95

Revised: 8/18/98; 10/14/08; 2/14/12; 12/11/12; 4/9/13; 11/10/15; 11/14/17; 3/10/20; [11/10/20](#)





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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** October 13, 2020  
**SUBJECT:** Procedure 3226P: Interviews and Interrogations of Students on School Premises

### **BACKGROUND INFORMATION**

Board Procedure 3226P: Interviews and Interrogations of Students on School Premises is being updated after the passing of Senate Bill (SB) 5497 in 2019. WSSDA's model policy includes guidance developed by Washington's Office of Attorney General (AGO) for limiting immigration enforcement possible and permissible at public schools.

Revisions state that while the district values its relationships with law enforcement, the Department of Children, Youth, and Families (DCYF), and the county health department, interviews and interrogations should take place at the agency or the student's home rather than on school premises.

Formatting changes group content into concise sections, allowing for clarity of district and agency roles and responsibilities. Changes are so significant that it is easier to review both the current version and the proposed revised version separately.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This is an informational item only.

## **INTERVIEWS AND INTERROGATIONS OF STUDENTS ON SCHOOL PREMISES**

To minimize interruption to the instructional program, the district discourages interviews and interrogations of students on school premises. When the circumstances warrant an onsite interview/interrogation, staff will follow the protocols in this procedure.

### **I. Entry to a School**

- a. A law enforcement officer (e.g., police officer, sheriff deputy, and immigration agent), child protective services worker, or health department official shall contact the principal or designee upon entering a school building and present proper identification.
- b. School building administrative personnel will cooperate as specified below, treating interviews of students as witnesses, victims, and suspects differently.

### **II. Interview of Student Witness/Victim of Criminal Activity**

- a. Students of any age who are witnesses to a crime or victims of a crime may be interviewed without parent/guardian consent.
- b. Should it become apparent during a witness/victim interview that the student under 12 years of age is the suspect of a crime, law enforcement shall immediately stop questioning until parental consent is obtained.
- c. The principal or designee will make a reasonable effort to notify the parent/guardian of the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation. By law, the principal or designee may not prevent the interview and will so inform the parent/guardian.
- d. When prior notice has been given to the parent/guardian, the principal or designee will convey any expression of objection by the parent/guardian about the interview to the law enforcement officer(s).
- e. If the parent/guardian is not present for the interview, the principal/designee will be present unless the student specifically requests otherwise.

### **III. Interview of Student Witness/Victim, Child Abuse or Neglect Investigation**

- a. Students of any age who are witness to, or victims of, abuse or neglect may be interviewed so long as the interviewer obtains the student's consent in the presence of the principal or principal designee. A student may not be interviewed without his or her consent unless the interviewer has a warrant or determines that exigent circumstances exist.
- b. Should it become apparent during a witness/victim interview that the student under 12 years of age is the suspect of a crime, law enforcement shall immediately stop questioning until parent/guardian consent is obtained.
- c. The principal or designee will make a reasonable effort to notify the parent/guardian about the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation.
- d. When the parent/guardian has been given prior notice, the principal or designee will convey any expression of objection by the parent/guardian about the interview to the law enforcement officer(s).
- e. If the parent/guardian is not present, the principal/designee will be present unless the student specifically requests otherwise.

- f. If the principal or designee believes the student is being intimidated, threatened, or coerced he/she may request to take a break and make those concerns known to the interviewer. The principal or designee can then decide whether to continue, temporarily suspend, or terminate the interview.
- g. The school will document the date, time, place, interview length, student name, consent to be interviewed, the interviewer, and any additional parties present.

**IV. Interview of Student Suspect of Criminal Activity**

- a. Student suspects under 12 years of age may be interviewed only with parent/guardian consent.
- b. Washington State law permits students twelve years and older, who are suspects of a crime, to be interviewed without parent/guardian consent.
- c. The principal or designee will make a reasonable effort to notify the parent/guardian of the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation. By law, the principal or designee may not prevent the interview from taking place and will so inform the parent/guardian.
- d. When prior notice has been given to the parent/guardian, the principal/designee will convey any expression of objection about the interview made by the parent/guardian to the law enforcement officer(s).

**V. Interview of Student Sought by Health Department Officials**

- a. The principal or designee will permit a health department official to conduct a confidential interview with a student suspected of being in contact with an individual infected with a communicable disease when the interview is during school hours, and the principal will not release the student to travel to the health department.

**VI. Interview of Student Sought by Immigration Agents**

- a. If an immigration agent requests access to a student or a school site, staff shall deny immediate access, alert the principal, and forward the request to the Superintendent and/or General Counsel for review.
- b. The Superintendent and/or General Counsel shall ask for the immigration agent's credentials, ask the agent why the agent is requesting access, and ask to see a warrant.
- c. To be valid, the warrant must state the purpose of the interview, identify the search location, reference a specific person, include an accurate date, and be signed by a federal or state judge.
- d. Immigration agents must also provide written authority, instructing them to enter District property, and for what purpose from one of the following Immigration and Customs Enforcement (ICE) officials, the Assistant Director of Operations, Homeland Security Investigation (HIS), the Executive Associate Director (EAD) of HIS, the Assistant Director for Field Operations, Enforcement and Removal Operations (ERO), or the EAD of ERO.
- e. Upon receipt and examination of the required information, the Superintendent and/or General Counsel will determine whether immigration agents will be allowed to contact or question the individual named on the warrant and will communicate that decision to the principal or designee.

- f. The Superintendent and/or General Counsel, principal or designee will make a reasonable effort to notify the parent/guardian of the interview.
- g. The Superintendent / General Counsel, principal or designee will ask to be present during the interview and ensure the agents are not given access to information, records, or areas beyond that specified in the warrant.

**VII. Access to Student Records**

- a. If the parent/guardian or student over 18 years of age has not filed a written objection to the release of directory information, anyone may request and be granted the directory information about students as designated in the district's Student Records policy and procedure (see FPS Policy 3231 and Procedure 3231P – Student Records). The actual residential addresses of participants in the state Address Confidentiality Program are not to be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number) or other personally identifiable information is not considered directory information.
- b. Student records protected by the federal Family Educational Rights and Privacy Act (FERPA) may only be examined or released following written permission of a minor student's parent/guardian or an adult student, pursuant to a court order or subpoena, or in response to a health or safety emergency.

**VIII. Taking a Student into Custody**

- a. In a criminal matter, an officer is not required to have a warrant in order for the school to release the student into law enforcement custody. The principal or designee will make immediate reasonable effort to notify the parent/guardian unless directed not to by the law enforcement officer because child abuse or neglect is alleged against the parent/guardian, or some other similar, specified reason exists for prohibiting notification.
- b. School authorities may request that the law enforcement officer put his or her reasoning for denial of parent/guardian notification into writing.
- c. A student may not be taken into custody at school on a truancy petition.
- d. Immigration agents are required to have a subpoena or warrant signed by a judge in order for the District to release a student into custody.

## INTERVIEWS AND INTERROGATIONS OF STUDENTS ON SCHOOL PREMISES

The district encourages interviews and interrogations of students to take place off school premises in order to minimize interruption to the instructional program. When an onsite interview/interrogation is warranted by the circumstances of the case, the following protocols will be used:

### Protocol for Department of Social and Health Services (DSHS) Interviews in Child Abuse or Neglect Investigations

In conducting an investigation of alleged child abuse or neglect, DSHS (for purposes of this section, "the interviewer") may interview students at school. School personnel will not make a student available for an investigative interview unless the student gives consent, as described below. In these interviews, the following protocol will be used:

1. Upon entering a school building, the interviewer will contact the principal or his/her designee.
2. The interviewer may request and be granted such student information as address, telephone number, parents'/guardians' names, date of birth, and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information.
  - Student records other than directory information are protected by the federal Family Educational Rights and Privacy Act (FERPA) and may only be examined or released: 1) following written permission of a minor student's parent; 2) following written permission of an adult student; 3) pursuant to a court order or subpoena; 4) in response to a health or safety emergency; or 5) in order to better serve the student in the juvenile justice system prior to adjudication.
3. The interviewer, in the presence of the principal or his/her designee, will first obtain the student's consent to be interviewed. If the student does not consent to be interviewed, the principal or his/her designee will request that the interviewer cease communicating with the student and the interview will not take place on school premises, unless the interviewer has determined that exigent circumstances exist to conduct the interview, or has a warrant authorizing the interview.
4. If the interviewer indicates to the principal or his/her designee that the parent or guardian is suspected of child abuse or neglect of the student, parent/guardian notification will not be required.
5. If the parent or guardian is not suspected of child abuse or neglect of the student, parental notification of the interview must occur at the earliest possible point in the investigation that will not jeopardize the safety or protection of the child or the course of the investigation. The interviewer must recognize the potential time delay between parent/guardian contact and their arrival at school.

6. If the interviewer is unable to contact parent(s)/guardian(s) or a designated adult after a reasonable time, the interviewer may proceed with the interview if the student consents or when, in the judgment of the interviewer, an emergency exists and further delay would impair the handling of that emergency.
7. Prior to commencing the interview, the interviewer will, in the presence of the principal or designee, determine whether a student wishes an adult third party to be present for the interview and, if so, will make reasonable efforts to accommodate the student's wishes unless, in the opinion of the interviewer, the presence of the third party would jeopardize the course of the investigation.
8. If the student elects to have an adult third party present in the interview, the principal or designee will, prior to the interview, inform the third party of their role as an observer in the process. The principal or designee will instruct the third party not to speak to, coach, or provide non-verbal cues to the student or the interviewer or otherwise interfere with the questioning of the student. The third party will also be instructed as to his/her duty to keep all aspects of the interview confidential.
9. If a student has an aide as part of his/her IEP or Section 504 plan and requests that a third party be included in an interview, the interview may include the third party in addition to the student's aide.
10. Any school employee requested by a student to attend an interview may opt out of attending. This refusal may not serve as grounds for discharge, non-renewal of an employment contract, or other action adversely affecting the employee's contract status. The student will be requested to choose another third party. In the event no school employees or other third party wishes to participate, the principal or designee will attend the interview.
11. If a third party present during the student interview believes that the student is being intimidated, threatened, or coerced during questioning, that the student is unaware that he or she is free to leave the interview at any time, or that the student is in physical or emotional distress, he or she may request that a break be taken. During the break, the student will be excused while the third party shares his/her concerns with the interviewer and the principal (or his/her designee). Based on this information, the principal or designee will determine whether to request that the interviewer continue, temporarily suspend, or terminate the interview.
12. At a minimum, the school's record of the interview/interrogation will document the date, time, place, and length of the interview; the student name and consent to be interviewed; the interviewing officer; and any third or additional parties present.
13. A DSHS interviewer is required to have: 1) a court order; 2) a Voluntary Placement Agreement; or 3) a law enforcement exercise of custody and transfer of custody to DSHS in order for the school to release custody of the student. However, if the DSHS interviewer is accompanied by law enforcement, no warrant will be required.

## Protocol for Law Enforcement Interviews/Interrogations

1. Law enforcement will contact the principal or his/her designee upon entering a school building.
2. Law enforcement may request and be granted such student information as address, telephone number, parents' names, date of birth, and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information.
  - Student records other than directory information are protected by the federal Family Educational Rights and Privacy Act and may only be examined or released: 1) following written permission of a minor student's parent; 2) following permission by an adult student; 3) pursuant to a court order or subpoena; 4) in response to a health or safety emergency; or 5) in order to better serve the student in the juvenile justice system prior to adjudication.

Law enforcement is responsible for determining when or if parents are notified of the interview or interrogation of their student, and making the appropriate notification.

3. Law enforcement is not required to have a warrant in order for the school to release the student into custody. In the event a student is taken into custody by law enforcement, the school will immediately notify the parent or guardian unless: 1) prohibited by law enforcement because a case of child abuse or neglect is involved; or 2) some other similar, specified reason exists for prohibiting notification. School authorities will request that this denial and the reasons for it be put in writing.
4. If a court has released a student on conditions related to school, including attendance, behavior, or progress, the administration will encourage the court to include as a condition of release the written permission of the adult student or parent of a minor student to release the student's records to the court or its designee.

## Protocol for Interviews by Health Department in Communicable Disease Investigations

1. A health department official will contact the principal or his/her designee upon entering a school building.
2. A health department official may request and be granted such student information as address, telephone number, parents' names, date of birth, and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information.
  - Student records other than directory information are protected by the federal Family Educational Rights and Privacy Act and may only be examined or released: 1) following written permission of a minor student's parent; 2) following permission by an adult student; 3) pursuant to a court order or subpoena; or 4) in response to a health or safety emergency; or 5) in order to better serve the student in the juvenile justice system prior to adjudication.

3. The principal and his/her designee will permit a health official to conduct a confidential interview during school hours with a student suspected of being in contact with an individual infected with a communicable disease if the principal chooses not to release the student to travel to the health department.

CURRENT





# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Brandy Marshall, Director of Human Resources  
**DATE:** October 13, 2020  
**SUBJECT:** Procedure 5000P: Recruitment and Selection of Staff

### **BACKGROUND INFORMATION**

The district proposes to update Board Procedure 5000P: Recruitment and Selection of Staff. WSSDA's language was revised to reflect the way that Franklin Pierce Schools conducts recruitment and selection and to make the processes the procedure outlines easier to follow.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This item is an information item only.

## RECRUITMENT AND SELECTION OF STAFF

Current and projected staff needs provide the basis for staff recruitment and selection. Once needs are identified, the recruitment and selection process should result in employing a staff member who is the most qualified to fulfill the need based upon the candidate's skill, training, experience, and past performance.

### Identifying Needs

- A. Collect enrollment projections from each school building (use birth data to estimate "K" enrollment).
- B. Compare building projections with long-range district projections using the cohort survival ratio.
- C. Establish staffing needs using the lowest projections.
- D. Identify returning staff members, including returns from leave of absence and excluding retirees.
- E. Identify openings, recognizing the new requirements, goals, and priorities of the district and including possible co-curricular assignment needs.
- F. Review voluntary transfer requests in relation to the provisions of the collective bargaining agreement.
- G. Identify possible involuntary transfers in relation to provisions of the collective bargaining agreement.

### Recruiting

- A. Review affirmative action plan and goals.
- B. Develop job description for each necessary position, including salary range, if one does not already exist.
- C. Develop job announcement using information from job description; experience, preparation, salary range, and other related information.
- D. List vacancies with intention to reach potential applicants from protected employment groups in order to achieve affirmative action goals.

### Screening

- A. Identify screening ~~and interviewing~~ team, if needed, ~~with alternates prior to announcing the vacancy~~.
- B. Review criteria for screening.
- C. Compile a screening summary report for each candidate to be considered, including specific reasons for eliminating candidates.
- D. Select candidates to be interviewed. (Note: Findings should be stated on the screening summary report for each candidate that was considered.)
- ~~E. Notify rejected applicants.~~

### Interviewing

- A. Prepare for interview by:
  - ~~B.1.~~ 1.1. Identifying the interview team.
  - ~~1.2.~~ 1.2. Reviewing all duties and responsibilities of the position;
  - ~~2.3.~~ 2.3. Reviewing the minimum qualifications needed to perform the duties of the position;

- ~~3.4.~~ \_\_\_\_\_ Developing a series of questions to be used in interviewing candidates, including guidelines for what to look for in response to questions; and
- ~~4.5.~~ \_\_\_\_\_ Reviewing the candidate's application folder.
- ~~C.B.~~ \_\_\_\_\_ Meet with team to review interview questions and evaluation procedure.
- ~~D.C.~~ \_\_\_\_\_ Ask each candidate to respond to a predetermined set of questions.
- ~~E.D.~~ \_\_\_\_\_ Record the responses of each candidate.
- ~~F.E.~~ \_\_\_\_\_ Give the candidate an opportunity to ask any question(s).
- ~~G.F.~~ \_\_\_\_\_ Inform the candidate regarding the timeline for hiring.
- ~~H.G.~~ \_\_\_\_\_ Rate the candidate on a scale for each response to each question.
- ~~I.H.~~ \_\_\_\_\_ Ask one clear and concise question at a time.
- ~~J.I.~~ \_\_\_\_\_ Avoid cross-examination or pressure techniques.
- ~~K.J.~~ \_\_\_\_\_ Insure fairness by asking the same questions developed from the established criteria for the position.
- ~~L.K.~~ \_\_\_\_\_ Abide by the Human Rights Commission's published list of fair and unfair questions.

For example: [\\*See examples at the end of this procedure.](#)

**For Personal Information, ASK questions such as:-**

- ~~1. \_\_\_\_\_ What are your specific goals in a job?~~
- ~~2. \_\_\_\_\_ What is your overall career objective?~~
- ~~3. \_\_\_\_\_ What specific job characteristics are important to you? Why?~~
- ~~4. \_\_\_\_\_ What job characteristics would you like to avoid? Why?~~
- ~~5. \_\_\_\_\_ Do you have any commitments which would prevent you from working the scheduled hours for this position?~~
- ~~6. \_\_\_\_\_ Do you have any specific health conditions which would prevent you from performing all the duties of this job?~~
- ~~7. \_\_\_\_\_ Describe the best supervisor you have had.~~
- ~~8. \_\_\_\_\_ Describe the worst supervisor you have had.~~

**DO NOT ASK questions such as:-**

- ~~1. \_\_\_\_\_ Is it Miss, Mrs. or Ms? Are you married? Do you have children?~~
- ~~2. \_\_\_\_\_ What does your husband/wife do? Where do you live?~~
- ~~3. \_\_\_\_\_ What is the origin of your name?~~
- ~~4. \_\_\_\_\_ Do you mind working for a female or a minority supervisor?~~
- ~~5. \_\_\_\_\_ Do you have a disability?~~

**For Education Information, ASK questions such as:-**

- ~~1. \_\_\_\_\_ Which subjects did you excel in at school?~~
- ~~2. \_\_\_\_\_ How did you happen to select \_\_\_\_\_ as your major?~~
- ~~3. \_\_\_\_\_ Did you work at a part-time job while at school?~~
- ~~4. \_\_\_\_\_ Are you interested in continuing your education? Why? When? Where?~~
- ~~5. \_\_\_\_\_ Do you feel your education prepared you for the job you are seeking with us? In what ways?~~
- ~~6. \_\_\_\_\_ Were you involved in any extracurricular activities?~~

**DO NOT ASK questions such as:-**

- ~~1. \_\_\_\_\_ Did you go to school on a scholarship?~~
- ~~2. \_\_\_\_\_ Where did you live while attending college?~~
- ~~3. \_\_\_\_\_ What organizations did you belong to in school?~~

**For Military Information, ASK questions such as:-**

1. ~~What other kinds of training or schooling have you received?~~
2. ~~In what ways do you feel your training will help you in performing this job?~~
3. ~~What did you find challenging about your assignment?~~

**DO NOT ASK questions such as:-**

1. ~~Were you drafted?~~
2. ~~Where were you stationed?~~
3. ~~What type of discharge did you receive from the United States military service?~~

**For Employment and Experience Information, ASK questions such as:-**

1. ~~Tell me about your last job and your major responsibilities.~~
2. ~~What were some of the more challenging aspects of your job?~~
3. ~~Describe the training you received on your last job.~~
4. ~~In what ways do you feel your previous employment will help you in performing this job?~~
5. ~~If we were to contact your previous employer, what would he/she describe as your strengths? What areas might he/she suggest for improvement?~~
6. ~~Which of your past jobs did you enjoy the most? Least? Why?~~
7. ~~What were your reasons for leaving your last job?~~
8. ~~May we contact your present employer?~~

**DO NOT ASK questions such as:-**

1. ~~Why have you had so many jobs?~~
2. ~~Why are you coming back to work after so many years?~~
3. ~~How do feel about working with younger/older people?~~

**L. ~~DO NOT request, require, or otherwise compel or coerce an applicant to:~~**

1. ~~Disclose login information for their personal social networking account;~~
2. ~~Access their personal social networking account in the presence of any district employee;~~
3. ~~Add a district employee to their personal social networking account's contact list;~~  
or
4. ~~Alter the settings on their personal social networking account to affect any third party's ability to view it.~~

The district may not refuse to hire an applicant based on the his/her failure to comply with any of the above-listed requests or requirements regarding their personal social networking account.

**Verifying References**

- A. Contact candidate's previous supervisor(s). Ask prepared list of job-related questions.
- B. Visit and/or observe candidate on site, if applicable. ~~(when possible).~~
- C. Contact any personal acquaintances who would know about the qualifications of the candidate.
- D. ~~Rate the candidate on a scale for the response to each question.~~

## Recommending

- A. Review available information:
  1. Credentials - training, experience, and recommendations;
  2. Letters of application, responses to topics on supplementary application;
  3. Responses to interview questions; and
  4. Contact with previous supervisors and personal acquaintances.
- B. Select candidate, complete the recommendation form, and submit to Human Resources for approval. to be recommended to the superintendent.
- C. Prepare supporting statements on behalf of the candidate to be recommended, if needed.
- D. ~~Place screening evaluation, interview evaluation, and telephone reference check reports in a file for possible future reference.~~ Complete the hiring check list and submit all required documentation to Human Resources.

## Employing

- A. Review the written recommendation and supporting information from the interviewer(s).
- B. Inform candidate that he/she will:
  1. Be recommended for the position, provided that the records of the Washington State Patrol criminal investigation system reveal that the prospective staff member is free of any convictions of offenses against children and other persons. (RCW 43.43.832);
  2. Receive a general statement about the type of contract that will be issued (letter of intent);
  3. Be expected to verify in writing his/her willingness to accept a contract if offered;
  4. Be expected to present documents which establish his/her identity, and attest his/her eligibility to work in this country; and
  5. ~~For classified~~ (Classified staff,) may be subjected to a background check with the Washington State Patrol in accordance with RCW 43.43.830.
- C. Present recommendation to the School Board ~~in an executive session (supervisor may be requested to attend) if necessary.~~ as part of the consent agenda.
- D. ~~Employ candidate at official Board meeting noting the type of contract to be issued.~~ Notify candidate of approval by the School Board.
- E. Advise unsuccessful candidates.

## Issuing Contracts

- A. Secure official statements regarding the work experience from previous employers.
- B. Evaluate transcript in terms of salary schedule placement criteria.
- C. Issue appropriate contract — Replacement, Provisional, Temporary (less than one year), or Supplemental.
- D. Issue appropriate business forms and payroll information and register teaching certificate (if applicable).

### \*Examples of Fair and Unfair Questions:

#### For Personal Information:

ASK questions such as:

1. What are your specific goals in a job?
2. What is your overall career objective?
3. What specific job characteristics are important to you? Why?

4. What job characteristics would you like to avoid? Why?
5. Do you have any commitments which would prevent you from working the scheduled hours for this position?
6. Do you have any specific health conditions which would prevent you from performing all the duties of this job?
7. Describe the best supervisor you have had.
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2. How did you happen to select \_\_\_\_\_ as your major?
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4. Are you interested in continuing your education? Why? When? Where?
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6. Were you involved in any extracurricular activities?

DO NOT ASK questions such as:

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2. Where did you live while attending college?
3. What organizations did you belong to in school?

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ASK questions such as:

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2. In what ways do you feel your training will help you in performing this job?
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DO NOT ASK questions such as:

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