

Board of Directors

Regular Meeting May 25, 2021 7:00 p.m.

This meeting will be held in the Ford Middle School Commons
located at 1602 104th Street East in Tacoma, Washington.

The public may attend in person, online using this Zoom webinar link –
<https://fpschools.zoom.us/j/94838788431?pwd=ejU3ZkNIQk9xRFBsTWdubUdZR3dHUT09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 948 3878 8431 Password: WsRm052521

Audience and community comments are welcome and will be limited to two minutes per person.
In-person attendees may sign up to comment at the check-in table upon arrival.
Online Zoom attendees may deliver written comments to or schedule oral comments with
the Superintendent's Office (kholtten@fpschools.org or 253-298-3010)
by 3 p.m. on May 24, 2021.

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

FRANKLIN PIERCE SCHOOLS

Jo Anne Matson Administrative Center
315 129th Street South
Tacoma, WA 98444
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
Ford Middle School Commons
May 25, 2021 – 7 p.m.**

AGENDA

This meeting will be held in the Ford Middle School Commons located at 1602 104th Street East in Tacoma, Washington.

The public may attend in person, online using this Zoom webinar link - <https://fpschools.zoom.us/j/94838788431?pwd=ejU3ZkNIQk9xRFBsTWdubUdZR3dHUT09> or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 948 3878 8431 Password: WsRm052521

I. Call to Order

II. Flag Salute

III. Establishment of a Quorum

IV. Adoption of Agenda

V. Announcements and Communication

1. Superintendent
2. Student Representatives
3. Board of Directors
4. Audience/Community

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Online Zoom attendees may deliver written comments to or schedule oral comments with the Superintendent’s Office (kholten@fpschools.org or 253-298-3010) by 3 p.m. on May 24.

Audience members may be excused at this time or stay for the remainder of the meeting.

VI. Consent Agenda

1. Minutes: May 11, 2021A
2. Personnel ActionB

VII. Unfinished Business

1. Policy 3432: EmergenciesC
2. Policy 6000: Program Planning, Budget Preparation, Adoption & ImplementationD
3. Policy 6530: InsuranceE

VIII. New Business

1. Resolution 21-R-09: Academic and Student Well-Being Recovery Plan..... F
2. Resolution 21-R-10: Bates Technical College – Interlocal Cooperative Agreement G

IX. Proposals

1. Core Instructional Materials Adoption: *The Developing Child*H
2. Core Instructional Materials Adoption: *Food for Today* I
3. Core Instructional Materials Adoption: *Psychology in Your Life* J
4. Supplemental Instructional Materials Adoption: *Health Smart*K
5. Supplemental Instructional Materials Adoption: *High School FLASH* L
6. Policy 3244: Prohibition of Corporal Punishment M

X. Adjournment

Next Meeting: June 15, 2021

In-Person Public Meetings during the COVID-19 Pandemic

Franklin Pierce Schools will follow all health and safety guidance that applies to public meetings, including the Healthy Washington – Roadmap to Recovery plan, applicable federal, state, and local guidance, and the Open Public Meetings Act (OPMA).

- All persons attending Franklin Pierce School Board meetings in-person will be required to:
 - Complete a COVID-19 health attestation;
 - Sign in with contact tracing information including full name, phone number, email address, and residential or mailing address;*
 - Wear proper face covering;
 - Maintain six feet of physical distance from other people; and
 - Sit in a designated location.
- A COVID-19 Site Supervisor will be present during each meeting to assist with safety processes. Hand sanitizer and face coverings will be available for anyone who needs them.
- All Franklin Pierce School District properties remain gun-free, smoke-free zones.
- Anyone unwilling or unable to meet these requirements will not be allowed to attend the meeting in person but they may attend remotely using Zoom webinar.
- Public Comments during the Announcements and Communication portion of the School Board Meeting:
 - In-Person Attendees: Sign up at the check-in table upon arrival at the meeting location.
 - Online Zoom Attendees: Contact Kristin Holten at kholtan@fpschools.org or 253-298-3010 by 3 p.m. the day prior to the meeting to submit written comments or receive instructions for commenting live using the Zoom webinar system.

** Contact information provided as part of the registration process is intended to assist public health authorities with contact tracing – the process of identifying and reaching out to people who may have been exposed to a person with COVID-19. Because that contact information is being provided for a public health purpose, it is not subject to disclosure under the Public Records Act (PRA). Proclamation 20-64, et seq.*



Franklin Pierce Schools

Jo Anne Matson Administrative Center - 315 129th Street South - Tacoma, WA 98444 – (253) 298-3000

Board directors and audience attended either via Zoom video webinar 994 3213 3185 – (253) 215-8782 or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

May 11, 2021

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the meeting to order at 6:07 p.m.

BOARD MEMBERS PRESENT

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

AGENDA

21-M-28

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Dr. Goodpaster thanked the Washington High School ROTC Color Guard for presenting our flags at the beginning of this meeting, and commented on district activities and events.

ANNOUNCEMENTS & COMMENTS FROM THE AUDIENCE/COMMUNITY

Ms. Pam Kruse, FPEA President, commented on Teacher Appreciation Week and the important work of Franklin Pierce educators.

SPECIAL RECOGNITION & AWARD PRESENTATIONS

- Mr. Joel Zylstra, Public Information Officer, presented Excellence in Service awards to Ms. Karen Brown, Mr. Terry DePriest, Ms. Katie Gillespie, and Ms. Jackie Haynes.
- Mr. Julien Pollard, Equity Coordinator, presented Equity and Social Justice awards to Ms. Nichole Caldera, Mr. Terry Johnson, Ms. Bonita Lee, and Mr. Kevin Shintaku.
- Mrs. Claudia Miller, Family Engagement Coordinator, presented Family and Community Engagement awards to Ms. Violeta Coburn-Paredes, Mx. Melissa McPheeters, the FPS Information Technology Department, and Help Me Grow.
- Mrs. Carolyn Treleven, Executive Director of Teaching and Learning, and Mr. John Sander, Executive Director of Learning Support Services, presented Improving Instruction awards to Ms. Corinne Smith, Ms. Rachel Hight, Ms. Rhea Goodrum, Ms. Chase Taylor, Ms. Stephanie Turner, and Ms. Cindy Johnson.
- Mrs. Carolyn Treleven, Executive Director of Teaching and Learning, recognized National Board Certified Teachers: Ms. Kimberly Cross, Ms. Tiffanie Meridth, Mr. Todd Nelson, Mr. Preston Quill, Ms. Hannah Stumpp, Ms. Alyssa Van Gundy, and Ms. Teresa Sawyer.
- Dr. Goodpaster, Superintendent, recognized and thanked Mr. Mark Baumgarten for his twenty four years of service on the Franklin Pierce School District Board of Directors.

CONSENT AGENDA

21-M-29

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

(1) Minutes

Minutes of the Board of Directors were approved for the special meeting held on March 8, 2021, and for the special and regular meetings held on April 13, 2021.

(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 May 11, 2021, authorized the County Treasurer to pay all warrants/transfers specified below.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
General Fund – Payroll	Direct Dep/Bank Fees	\$5,770,144.68	4/30/2021
	269649-269669	\$13,444.37	4/30/2021
	269670-269705	\$2,868,552.08	4/30/2021
General Fund – A/P	A/P Direct Deposit	\$79,312.38	4/15/2021
	269592-269639	\$760,818.07	4/15/2021
	269648	\$72,651.36	4/15/2021
	A/P Direct Deposit	\$375,779.01	4/30/2021
	269706-269755	\$325,675.51	4/30/2021
Capital Projects	269640-269646	\$2,937,971.76	4/15/2021
	A/P Direct Deposit	\$239,775.33	4/30/2021
	269756-269764	\$90,391.03	4/30/2021
ASB	A/P Direct Deposit	\$99.61	4/15/2021
	269647	\$20.00	4/15/2021
	A/P Direct Deposit	\$7,925.82	4/30/2021
	269765-269776	\$300.00	4/30/2021
Trust	A/P Direct Deposit	\$347.26	4/30/2021

(3) Personnel Action

NEW HIRES

<u>NAME</u>	<u>JOB TITLE / LOCATION</u>	<u>EFFECTIVE DATE</u>
Allen, Nathan	Psych Intern / Learning Support Services	08/31/2021
Benedetti, Julie	Financial Coordinator / Ford	04/19/2021
Bougard, Pierre	Secondary Teacher / To be determined	08/23/2021
Cartwright, Christina	Bus Driver / Transportation	04/20/2021
Chittenden, Candyce	Temporary Custodian / Franklin Pierce	03/25/2021
Coburn-Paredes, Kent	Paraeducator / Keithley	03/11/2021
Duncan, Jordan	Paraeducator / Hewins Early Learning Center	03/16/2021
Faison, Aliyah	Paraeducator / Washington	04/19/2021
Garcia Ramirez, Samantha	Paraeducator / Harvard	04/12/2021
Heavens, Odyssey	Bus Driver / Transportation	03/23/2021

(3) Personnel Action

NEW HIRES (continued)

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Johnson, Trinera	Temporary HS Admin Assistant / Franklin Pierce	03/29/2021
Jones, Jordan	Paraeducator / James Sales	03/23/2021
Kawalec, Tonnika	Paraeducator / James Sales	04/12/2021
Kusander, Elsy	Temp Paraeducator / Collins	03/18/2021
Martin, Gelettie	Paraeducator / Elmhurst	03/11/2021
McMullen, Alesha	Paraeducator / Harvard	03/10/2021
Rambow, Sierra	LPN / Brookdale	08/27/2021
Rattan, Sandeep	Temporary Custodian / Ford	03/17/2021
Roberts, Madeline	Physical Therapist / Learning Support Services	08/23/2021
Ulmer, Brooke	Psych Intern / Learning Support Services	08/31/2021
Willard, Kristy	Temp NSA III / Hewins Early Learning Center	03/29/2021
Williams, McKenzie	Temporary Paraeducator / Brookdale	03/23/2021
Zimmerman, Arika	Paraeducator / Franklin Pierce	03/8/2021

TERMINATIONS

NAMES	JOB TITLE / LOCATION	EFFECTIVE DATE
Dahlberg, Shan	Paraeducator / On leave	04/01/2021
Dickson, Sandra	Coordinator / Hewins Early Learning	06/22/2021
Dickson, Rachel	Director of Learning Support Services / Learning Support Services	06/30/2021
Dietzen, Tara	Paraeducator / James Sales	06/04/2021
Edwards, Thomas	Principal / Keithley	06/30/2021
Fitzsimmons, Joseph	ROTC Instructor / Washington	06/29/2021
Gorham, Jamie	Psychologist / Learning Support Services	08/31/2021
Hallahan, Rebecca	Teacher / Midland	08/31/2021
Hampton, Jeanne	Registered Nurse / LSS	04/30/2021
Harding, Kristina	Systems/Operations Specialist / Human Resources	04/21/2021
Laughon, Karen	Nutrition Services Assistant III / James Sales	08/30/2021
Melendez, Jennifer	Dean of Students / Elmhurst	08/31/2021
Merritt, Bruce	Purchasing Agent / Support Services	05/07/2021
Okeze, Bennett	Paraeducator / James Sales	08/30/2021
Pense, Cheryl	Bus Driver / Transportation	08/31/2021
Randall, Heather	Psychologist on Leave / Learning Support Services	08/31/2021
Redfield, Morgan	Chief Custodian / Ford	05/14/2021
Taylor, Rebecca	Paraeducator / Washington	04/01/2021
Whalen, Michael	Teacher / Franklin Pierce	08/31/2021
Woodward, April	Security Officer / Franklin Pierce	03/26/2021

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Chittenden, Candyce	Temporary Custodian / Ford	04/29/2021
Colvin, Benjamin	Network Specialist / Information Technology	04/01/2021
Hill, Tiara Violet	Teacher / Franklin Pierce	08/23/2021
Rattan, Sandeep	Custodian / Franklin Pierce	04/29/2021
Singletery, Roberto	Assistant Chief Custodian / Brookdale	04/28/2021
Vanderford, Chelsea	Systems & Operations Specialist / Human Resources	04/22/2021

(4) Investment and Financial Reports

Budget status reports were approved for the General Fund, Capital Projects Fund, Debt Service Fund, ASB Fund, and Transportation Vehicle Fund for the month of March 2021.

RESOLUTION 21-R-05: HARVARD ELEMENTARY SCHOOL UTILITY EASEMENT **21-M-30**

It was moved by Mr. Davis, seconded by Dr. Mendoza, and unanimously passed that the Board of Directors adopt Resolution 21-R-05: Harvard Elementary School Utility Easement.

RESOLUTION 21-R-06: INTERDISTRICT AGREEMENT FOR EDUCATIONAL OPPORTUNITIES **21-M-31**

It was moved by Mrs. Sherman, seconded by Mr. Davis, and unanimously passed that the Board of Directors adopt Resolution 21-R-06: Interdistrict Agreement for Educational Opportunities as presented.

RESOLUTION 21-R-07: CONTRACT WITH NON-PUBLIC SCHOOL AGENCIES OR INDIVIDUALS **21-M-32**

It was moved by Dr. Mendoza, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt Resolution 21-R-07: Contract with Non-Public School Agencies or Individuals as presented.

RESOLUTION 21-R-08: DELEGATING AUTHORITY TO WIAA **21-M-33**

It was moved by Mrs. Sherman, seconded by Mr. Davis, and unanimously passed that the Board of Directors adopt Resolution 21-R-08: Delegating Authority to WIAA as presented.

OUT OF ENDORSEMENT ASSIGNMENTS **21-M-34**

It was moved by Mr. Davis, seconded by Dr. Mendoza, and unanimously passed that the Board of Directors approve the assignment of Robert Joyner to teach Guitar at Franklin Pierce High School, Jacob Leon to teach Ethnic Studies at Washington High School, and Janelle Murray to teach Kindergarten at Midland Elementary School.

INFORMATION TECHNOLOGY SURPLUS APPROVAL **21-M-35**

It was moved by Dr. Mendoza, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve surplus of the listed items.

POLICY 3432: EMERGENCIES

Mr. James Hester, Deputy Superintendent of PK-12, presented revised Board Policy 3432: Emergencies for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

POLICY 6000: PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

Ms. Tammy Bigelow, Director of Business Services, presented revised Board Policy 6000: Program Planning, Budget Preparation, Adoption, and Implementation for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

POLICY 6530: INSURANCE

Ms. Tammy Bigelow, Director of Business Services, presented revised Board Policy 6530: Insurance for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

PROCEDURE 3432P: EMERGENCIES

Mr. James Hester, Deputy Superintendent of PK-12, presented revised Board Procedure 3432P: Emergencies as an information only item.

PROCEDURE 6000P: PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

Ms. Tammy Bigelow, Director of Business Services, presented new Board Procedure 6000P: Program Planning, Budget Preparation, Adoption, and Implementation as an information only item.

ADJOURNMENT

Mr. Roberts announced that the next regular meeting of the Board of Directors will be held on Tuesday, May 25, 2021 beginning at 7 p.m. The meeting will be held remotely or in the Ford Middle School Commons depending on current public health and open public meeting regulations.

There being no further business to transact, the meeting adjourned at 7:28 p.m.

Secretary of the Board

President of the Board

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: May 25, 2021
SUBJECT: Personnel Action

NEW HIRES

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE	REASON
Barber, Rebecca	Paraeducator / Washington	08/31/2021	Replacement
Berntsen, Anna	Special Education Teacher / Brookdale	08/31/2021	Replacement
Ceballos, Sonia	Dual Language Teacher / Harvard	08/23/2021	Replacement
Eisenhauer, Chelsey	Teacher / Keithley	08/31/2021	Replacement
Jones, Patrick	Special Education Teacher / Washington	08/31/2021	Replacement
Rivera, Sylemis	Dual Language Teacher / Harvard	08/23/2021	Replacement
Tiegs, Ashley	Special Education Preschool / Hewins Early Learning Center	08/23/2021	Replacement
Vargas, Britt	Special Education Teacher / Franklin Pierce	08/31/2021	Replacement
Wilkins, Aida	Paraeducator / Ford	05/04/2021	Replacement

TERMINATIONS

NAME	JOB TITLE / LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Aguero, Rachel	Paraeducator /Unassigned	03/20/2017	05/11/2017	Termination
Apel, Melinda	Paraeducator / Central Avenue	11/02/2016	08/30/2021	Resignation
Crabtree, April	Occupational Therapist / Learning Support Services	08/19/2019	08/31/2021	Resignation
Criswell, Haley	Paraeducator / Central Avenue	09/18/2019	06/18/2021	Resignation
Dickens, Nicole	Special Education Teacher / Brookdale	08/31/2020	08/31/2021	Resignation
Hackney, Kelsey	Teacher / Christensen	08/19/2019	08/31/2021	Resignation
Hackney, Maude	Teacher / Franklin Pierce	08/19/2013	08/31/2021	Resignation
Inman, Adam	Assistant Principal / Ford	08/22/2016	06/30/2021	Resignation
Kvasnicka, Dayna	Special Education Teacher / Keithley	08/24/2015	08/31/2021	Resignation
Sirvin, Linda	Bus Driver / Transportation	03/10/2014	06/22/2021	Retirement
Spires, Kayla	Teacher / Christensen	08/31/2020	08/31/2021	Resignation
Webber, Matyson	Custodian / Hewins ELC & Midland	02/07/2020	04/30/2021	Resignation
Whitmyre, Garrett	Vision Specialist / Learning Support Services	08/25/2014	08/31/2021	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS JOB TITLE / LOCATION	EFFECTIVE DATE	NEW JOB TITLE / LOCATION	REASON
DeCasas, Christin	Special Education Teacher / Brookdale	08/23/2021	Special Education Teacher / Ford	Reassignment
Humphreys, Regina	Paraeducator / Collins	05/10/2021	Paraeducator / Midland	Reassignment
Miller, Carol	Director / Hewins Early Learning Center	07/01/2021	Director / Learning Support Services	Reassignment
Miskar, Kristen	Special Education Teacher / Washington	08/23/2021	Special Education Teacher / Keithley	Reassignment



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: May 25, 2021
SUBJECT: Policy 3432: Emergencies

BACKGROUND INFORMATION

Board Policy 3432: Emergencies is being comprehensively revised to reflect the current laws and needs related to safety planning. In 2019, our Legislature passed House Bill (HB) 1216, modifying some of the drill requirements and addressing several areas of safety preparedness. In 2020, we began working our way through the significant impacts of COVID-19. Updates include formatting changes, clear guidance around drills, and responses to a pandemic/epidemic.

RECOMMENDATION

I move that the Board of Directors adopt revised Board Policy 3432: Emergencies as presented.

ACTION REQUIRED

EMERGENCIES

The Franklin Pierce School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The district and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection RCW 28A.320.125.

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold on):

- **Shelter-in-Place**

Shelter-in-place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- **Earthquakes: Drop – Cover – Hold On**

The Board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the district shall, at a minimum, also develop response plans for the following:

- **Pandemic/Epidemic**

The Board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

- **Bomb Threats**

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

- **Emergency School Closure or Evacuation (Modified Shelter-in-Place)**

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the record of time and type of drill in the school office.

Legal References: RCW 19.27.110

International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees

RCW 28A.320.125

Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules

Adoption Date: 4/12/77

Franklin Pierce Schools

Revised: 9/11/01; 11/18/08; 11/12/13; 5/25/21

Classification: Essential



Franklin Pierce Schools

315 129th 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: May 25, 2021
SUBJECT: Policy 6000: Program Planning, Budget Preparation, Adoption, and Implementation

BACKGROUND INFORMATION

Board Policy 6000: Program Planning, Budget Preparation, Adoption, and Implementation includes revised language so it will no longer require updating each time changes in the law or changes in contracts occur. Several legal references were also added that address payroll deductions for staff.

RECOMMENDATION

I move that the Board of Directors adopt revised Board Policy 6000: Program Planning, Budget Preparation, Adoption, and Implementation as presented.

ACTION REQUIRED

PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

A district's annual budget is tangible evidence of the Board's commitment toward fulfilling the aims and objectives of the instructional program and providing for the efficient and effective operation of the district. The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available, and establishes priorities within broad program areas such as basic education, other separately funded programs, and support services. Each year a budget will be prepared for the ensuing fiscal year. The budget will set forth the complete financial plan of the district for the ensuing fiscal year.

Prior to presentation of the proposed budget for adoption, the superintendent or designee will prepare for the Board's study and consideration appropriate documentation supporting his/her recommendations, which will be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices. Program planning and budget development will provide for staff participation and the sharing of information with community members prior to action by the Board.

Fiscal Year

The district fiscal year will begin September 1 each year and will continue through August 31 of the succeeding calendar year.

Budget Preparation, Notice, and Submission to ESD and OSPI

On or before the tenth day of July in each year, the district shall prepare the budget for the ensuing fiscal year. The annual budget development process shall include the development or update of a four-year budget plan that includes a four-year enrollment projection. The four-year budget plan must include an estimate of funding necessary to maintain the continuing costs of program and service levels and any existing supplemental contract obligations.

The completed budget must include a summary of the four-year budget plan and set forth the complete financial plan of the district for the ensuing fiscal year.

Upon completion of the budget, the district will electronically publish a notice stating that the district has completed the budget, posted it electronically, placed it on file in the district administration office, and that a copy of the budget and a summary of the four-year budget plan will be furnished to any person who calls upon the district for it.

By July 10, the district will submit a copy of the budget and four-year budget plan to its educational service district (ESD) and to the Office of the Superintendent of Public Instruction (OSPI) for review and comment, unless the Superintendent of Public Instruction has delayed the date because the state operating budget was not adopted by June 1.

Budget Notice, Hearing, Adoption, and Filing

The Board of Directors will meet to fix and adopt the budget for the ensuing fiscal year. The district will provide notice of the meeting. The notice will designate the date, time, and place of the meeting. The notice will also state that any person may appear at the meeting and be heard for or against any part of the budget, the four-year budget plan, or any proposed changes to

uses of enrichment funding. The district will publish the notice electronically and will publish it at least once each week for two consecutive weeks in a newspaper of general circulation in the district (or if there is none in the district, in a newspaper of general circulation in the county or counties in which the district is a part). The last notice will be published no later than seven days before the meeting.

On the day given in the notice, the Board of Directors will meet at the time and place designated. At the meeting, the Board of Directors will fix and determine the appropriation from each fund contained in the budget separately; will by resolution adopt the budget, the four-year budget plan summary, and the four-year enrollment projection; and will record its action in the official minutes. Copies of the budget as adopted will be filed with the education service district for review. Copies of the budget will be filed with the Superintendent of Public Instruction.

The dates for adoption and filing are as follows for 1st Class Districts:

Budget adopted by August 31
Budget filed with ESD by September 3
Budget filed with OSPI by September 10

Budget Implementation

The Board places responsibility with the superintendent or designee for administering the operating budget once adopted. All actions of the superintendent or designee in executing the programs and/or activities as set forth in the adopted operating budget are authorized subject to the following provisions:

- A. Expenditure of funds for the employment and assignment of staff meet the legal requirements of the State of Washington and adopted Board policies;
- B. Funds held in reserve accounts (General fund #810-890) for self-insurance and other such contingencies may not be expended unless approved for purposes designated by the Board;
- C. A complete listing of expenditures for supplies, materials, and services is presented for Board approval and/or ratification;
- D. Purchases are made according to the legal requirements of the State of Washington and adopted Board policy;
- E. Funds may be transferred from one budget classification to another subject to such restrictions as may be imposed by the Board;
- F. The superintendent or designee will be responsible for establishing procedures to authorize and control the payroll operations of the district; and
- G. Financial reports are submitted to the Board each month.

Legal References: RCW 28A.300.060
RCW 28A.320.010
RCW 28A.320.020
RCW 28A.320.090

Studies and adoption of classifications for school district budgets — Publication
Corporate powers
Liability for debts and judgments
Preparing and distributing information on district's instructional program, operation and maintenance — Limitation

RCW 28A.330.100	Additional powers of the board
RCW 28A.400.240	Deferred compensation plan for school district or educational service district employees
RCW 28A.400.250	Tax deferred annuities—Regulated company stock—Limitations
RCW 28A.400.280	Employee benefits—Employer contributions—Optional benefits—Annual report
RCW 28A.400.300	Hiring and discharging employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers
RCW 28A.405.400	Payroll deductions authorized for employees
RCW 28A.405.410	Payroll deductions authorized for certificated employees—Savings
RCW 28A.505.040	Budget — Notice of completion — Copies — Review by educational service districts
RCW 28A.505.050	Budget — Notice of meeting to adopt
RCW 28A.505.060	Budget — Hearing and adoption of — Copies filed with ESDs
RCW 28A.505.080	Budget — Disposition of copies
RCW 28A.505.150	Budgeted expenditures as appropriations — Interim expenditures — Transfer between budget classes — Liability for nonbudgeted expenditures
Chapter 28A.510 RCW	Apportionment to district — District accounting
RCW 41.04.020	Public employees — Payroll deductions authorized
RCW 41.04.035	Salary and wage deductions for contributions to charitable agencies—United Fund defined—Includes Washington state combined fund drive
RCW 41.04.036	Salary and wage deductions for contributions to charitable agencies—Deduction and payment to United Fund or Washington state combined fund drive—Rules, procedures
RCW 41.04.230	Payroll deductions authorized
RCW 41.04.233	Payroll deductions for capitation payment to health maintenance organizations
RCW 41.04.245	Payroll deductions to a bank, savings bank, credit union, or savings and loan association
WAC 392-123-054	Time schedule for budget



Franklin Pierce Schools

315 129th 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: May 25, 2021
SUBJECT: Policy 6530: Insurance

BACKGROUND INFORMATION

Board Policy 6530: Insurance is presented with changes that align with the School Employee Benefits Board (SEBB) program. SEBB administers health insurance and other benefits for employees of Washington's school districts.

RECOMMENDATION

I move that the Board of Directors adopt revised Board Policy 6530: Insurance as presented.

ACTION REQUIRED

INSURANCE

All insurance programs of the district shall be managed as part of the district's risk management program.

Liability Insurance

The district shall maintain sufficient liability insurance to protect it against claims for the negligent or wrongful acts of its staff or agents. The amount and terms of such insurance protection shall be reviewed annually as part of the district's risk management program.

The Board shall hold individual Board members, administrators, staff, or agents of the district harmless and defend them from any financial loss, including reasonable attorneys' fees, arising out of any act or failure to act, provided that at the time of the act or omission complained of the individual so indemnified was acting within the scope of his/her responsibilities or employment and in compliance with the policies and procedures of the district.

The district shall provide its staff with insurance protection while they are engaged in the maintenance of order and discipline and in the protection of students, other staff, and property. Such insurance protection must include liability insurance covering injury to persons and property and insurance protecting staff from loss or damage of their personal property incurred while so engaged, within the limits described in Policy 6540: School District's Responsibility for Privately-Owned Property.

A member of the Board of Directors or the superintendent is immune from civil liability for damages for any discretionary decision or failure to make a discretionary decision within his or her official capacity, but liability shall remain on the district for the tortious conduct of the Board members and superintendent. The superintendent shall obtain errors and omissions insurance in the amounts deemed necessary by the Board.

Property Damage Insurance

The district shall maintain a comprehensive insurance program which shall provide adequate coverage, as determined by the Board, in the event of loss or damage to school buildings and/or equipment, including motor vehicles.

Staff Insurance

The district shall develop and maintain an effective program of insurance for its staff. Such programs may include, but are not limited to, unemployment compensation, industrial accident and/or injury insurance, liability, and medical insurance.

The district may make available liability, life, health, health care, accident, disability, or salary protection insurance based on the School Employees Benefits Board.

Unemployment Insurance

The district shall participate in the program lawfully available for fulfilling its unemployment insurance obligation that is most financially and administratively efficient. Staff eligible under the terms of the unemployment compensation pool agreement with the educational service district shall be provided with the unemployment benefits to which they are entitled. The district shall

maintain the records required by the state employment security department and retain them for not less than four years.

Workers' Compensation

Franklin Pierce Schools is self-insured through the Puget Sound Workers' Compensation Trust for the purpose of providing industrial insurance benefits to employees who sustain job-related injuries or occupational diseases. This trust has been approved by the Washington State Department of Labor and Industries to administer industrial insurance benefits. Employees of a self-insured business have the same rights and responsibilities as other workers insured through the State of Washington. Employees are protected in two ways:

- A. Medical costs resulting from job-related injuries or diseases are paid under the claim; and
- B. Injured employees are paid a partial wage replacement while off work due to a job-related injury or disease under the claim when certified off work by their doctor.

When an employee is injured on the job and is unable to perform his or her duties as a result of an on-the-job injury or occupational disease and is certified off work by a doctor, the employee may elect to use leave as follows (provided the employer does not elect to keep the employee on full salary through means other than use of accrued leave):

- A. Choose unpaid leave, thus receiving only his or her entitled temporary total disability (TTD) benefits; or
- B. Elect to use a full day of accumulated leave (sick, annual, or other similar benefit) in addition to their entitled TTD benefits; or
- C. Elect to use a proportionate share of accumulated leave to make up the difference between the workers' compensation payments and the employee's regular pay at the time of injury.

The superintendent or designee will develop procedures to assure the legal administration of workers' compensation benefits.

Medical Insurance

Medical plans are offered in the district on a payroll deduction plan. Staff may select from among those plans which are made available through the Health Care Authority School Employees Benefits Board program. The district shall make a contribution toward approved insurance premiums for each eligible staff member each month in an amount which is determined by the Health Care Authority (HCA).

In compliance with COBRA (Consolidated Omnibus Budget Reconciliation Act), the HCA will offer continuing health care coverage on a self-pay basis to staff members and their dependents following termination (for reasons other than gross misconduct), a reduction in hours, retirement, death, or loss of coverage eligibility to the dependent. These health benefits will be identical to the coverages offered to eligible staff members. For terminated or reduced-hour staff members, the coverage may last up to 18 months or until they become entitled to Medicare benefits whichever is earlier. In the event of the staff member's termination of a state-registered domestic partnership, divorce, death, or loss of dependent eligibility, the coverage may last up to 36 months for the staff member and/or qualified beneficiary. When an employee is on approved

leave or when employment ends due to a layoff, continuation coverage generally can last for a maximum of 29 months.

Legal Reference:	RCW 4.24.470	Liability of officials and members of governing body of public agency — Definitions
	RCW 4.96.010	Tortious conduct of political sub-division — Liability for damages
	RCW 28A.320.060	Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless
	RCW 28A.320.100	Actions against officers, employees or agents of school districts and educational service districts — Defense, costs, fees — Payment of obligation
	RCW 28A.335.010	School buildings, maintenance, furnishing and insuring
	RCW 28A.400.370	Mandatory insurance protection for employees
	RCW 50.44.050	Benefits payable, terms and conditions — “Academic year” defined
	RCW 51.32.090	Temporary total disability — Partial restoration of earning power — Return to available work — When employer continues wages — Limitations
	29 U.S.C. A §§ 1161-1168	Consolidated Omnibus Budget Reconciliation Act
	WAC 182-31	School Employees Benefits Board – Eligible School Employees
	WAC 296-15	Worker's compensation self-insurance rules and regulations

Adoption Date: 2/10/87
Franklin Pierce Schools
Revised: 12/9/08; 9/14/10; 05/25/21
Classification: Priority



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: May 25, 2021
SUBJECT: Resolution 21-R-09: Academic and Student Well-Being Recovery Plan

BACKGROUND INFORMATION

The American Rescue Plan (ARP) includes providing Elementary and Secondary School Emergency Relief (ESSER) funds to eligible school districts to address academic recovery and learning loss. The same federal law authorizes the Office of the Superintendent of Public Instruction (OSPI) to distribute such ESSER funds to Washington school districts via the Title I funding formula.

In addition to federal requirements for eligibility, House Bill (HB) 1368 – COVID – Federal Funding (2021) Section 12 requires school districts to submit an Academic and Student Well-Being Recovery Plan to OSPI, using OSPI's template, by June 1, 2021. A copy of our plan is attached for FPS School Board review and adoption. The school district must post a copy of the adopted plan on its website, making it accessible for those with disabilities and those in the community whose language is one other than English.

The resolution clarifies that the school district has complied with the federal and state requirements, including that the School Board considered and adopted the plan at an open public meeting with the requisite public notice and with the opportunity for public comment.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 21-R-09: Academic and Student Well-Being Recovery Plan.

ACTION REQUIRED

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Franklin Pierce School District No. 402

Please enter the name of the point of contact for this survey: Dr. Lance Goodpaster

Please enter point of contact email address: lgoodpaster@fpschools.org
OSPI will use this email for questions regarding the contents of this survey.

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

Part II: Attestations and Public Posting

1. Franklin Pierce School District No. 402 (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved: May 25, 2021

2. Franklin Pierce School District No. 402 (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: PSESD 121 Racial Equity Tool Policy Worksheet

Please provide a link to the equity analysis tool used:
https://resources.finalsite.net/images/v1533747604/psedorg/iitlnnhmnmv3txzin6zs/PSESD_RET_PolicyReviewWorksheet.pdf

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: Anticipated date - May 26, 2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: This link will be created when the plan is added to the website.

Part III: Universal Supports for All Students

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

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

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

Part IV: Diagnostic Assessments

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

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

Academic Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CPAA (NWEA)
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)

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

Academic Diagnostic Assessments	
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input checked="" type="checkbox"/>	WIDA MODEL for Kindergarten
<input checked="" type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other

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

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

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

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CPAA (NWEA)	
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	PK-12

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

Academic Diagnostic Assessments	Grade(s)
<input checked="" type="checkbox"/> Teacher Recommendation	PK-12
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	PK-K
<input checked="" type="checkbox"/> WIDA MODEL for Kindergarten	K
<input checked="" type="checkbox"/> WIDA MODEL (Grades 1-12)	1-12
<input type="checkbox"/> Other	

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

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

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

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CPAA (NWEA)			

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

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

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

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

Part V: Student and Family Voice

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

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

Part VI: Strategic Supports for Students

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

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

Part VII: Strategic Supports for Identified Student Groups

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

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

Strategies	
<input checked="" type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar

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

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

Strategies	Student Group(s)
<input checked="" type="checkbox"/> Acceleration Academy	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Building Relationships	All student groups; targeting those

Strategies	Student Group(s)
	identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Common Assessments	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Equitable Grading Practices	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Extracurricular Activities	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input type="checkbox"/> High-quality Tutoring	
<input checked="" type="checkbox"/> Inclusionary Practices	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	All student groups; targeting those identified in our equity analysis and student

Strategies	Student Group(s)
	diagnostic assessment results.
<input type="checkbox"/> Narrowing Standards	
<input checked="" type="checkbox"/> Professional Learning	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Student Voice and Perception	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.

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

Strategies	Student Group(s)	Grade(s)
<input checked="" type="checkbox"/> Acceleration Academy	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	10-12
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	All student groups; targeting those	K-12

Strategies	Student Group(s)	Grade(s)
	identified in our equity analysis and student diagnostic assessment results.	
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	1-12
<input checked="" type="checkbox"/> Building Relationships	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input checked="" type="checkbox"/> Common Assessments	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-4
<input checked="" type="checkbox"/> Equitable Grading Practices	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	K-12
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	K-8
<input checked="" type="checkbox"/> Extracurricular Activities	All student groups; targeting those identified in our equity analysis and student	3-12

Strategies	Student Group(s)	Grade(s)
	diagnostic assessment results.	
<input type="checkbox"/> High-quality Tutoring		
<input checked="" type="checkbox"/> Inclusionary Practices	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input type="checkbox"/> Mastery Learning/Project-Based learning		
<input checked="" type="checkbox"/> Multi-tiered System of Supports	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input type="checkbox"/> Narrowing Standards		
<input checked="" type="checkbox"/> Professional Learning	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input checked="" type="checkbox"/> Student Voice and Perception	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	All student groups; targeting those identified in our equity analysis and student diagnostic assessment results.	PK-12

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

For example:

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

As a part of our Multi-Tiered System of Supports, students participate in an academic screener three times each year: Fall, Winter, Spring. (Secondary students might be screened less frequently.) The screener identifies students for whom we need additional diagnostic assessments and analysis. Each school then implements the interventions, gathers progress-monitoring data, and meets regularly (4-6 week intervals) to assess progress, evaluate effectiveness, and modify plans for students. As a system we analyze the screening data for patterns of disproportionality and program effectiveness. Additionally, the equity tool identified above will be used periodically to analyze the impact of our efforts in support of student progress.

Part VIII: Supports for Strategies/Interventions

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.
Grading Practices; Multi-Tiered System of Supports
15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.
Inclusionary Practices; Student Voice and Perception



Franklin Pierce Schools

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

RESOLUTION 21-R-09 **ACADEMIC AND STUDENT WELL-BEING PLAN**

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, 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 the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the 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 American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that includes seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further determined that a school district must post its adopted plan on its website, making it accessible for those with disabilities and those in the community whose language is one other than English;

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec. 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction by June 1, 2021 to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. This state law includes specific requirements for school districts' Academic and Student Well-Being Plans and requires school districts to use the template developed by the Office of the Superintendent of Public Instruction that addresses all required components. This state law also authorizes the Office of the Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed;

NOW, THEREFORE BE IT RESOLVED, that after an open public meeting, which included public notice and the opportunity for public comment, the Franklin Pierce School Board (the Board) has reviewed and hereby adopts its Academic and Student Well-Being Plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the District's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

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. The adoption of this Academic and Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

Adopted by majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, May 25, 2021.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

ATTEST:

Secretary of the Board



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: May 25, 2021
SUBJECT: Resolution 21-R-10: Bates Technical College Interlocal Cooperative Agreement for Educational Services

BACKGROUND INFORMATION

Resolution 21-R-10 is an interlocal agreement with Bates Technical College for educational services during the period of September 1, 2021 through August 31, 2022. Bates Technical College offers an option for students to participate in educational programs, including vocational education, that may not otherwise be available to our students.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 21-R-10: Bates Technical College Interlocal Agreement for Educational Services.

ACTION REQUIRED

**Bates Technical College
Inter-local Cooperative Agreement for Educational Services
2021-2022
With Franklin Pierce School District #402**

This agreement is entered into by and between Bates Technical College, Pierce County, Washington, which is hereinafter referred to as the "College" and Franklin Pierce School District #402 hereinafter referred to as the "District."

WHEREAS, each school district in the state of Washington is authorized by state statute to participate in interlocal agreements to secure educational opportunities, including vocational education programs, not otherwise provided; and

WHEREAS, the District has determined that certain students may advantageously be enrolled in the College's educational program;

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter contained, the parties agree that:

1. An eligible student is at least sixteen and, as of the beginning of the school year, is not yet twenty one years of age is enrolled in the district, and has not yet earned the credits required for, or received, a high school diploma, or fulfilled the requirements of their individual education program. Eligibility shall be established by the District. Qualifications for admission into the College program shall be determined by the College.
2. The District may approve the eligible student to enroll at the College and no costs will be paid to the College by the District unless otherwise agreed upon by both parties; the duration of the approval will be for one College school year only. The College shall not charge tuition or student services and activities fees to eligible students. Students will be responsible for payment of applicable lab, supply, and consumable textbook fees.
3. Upon reentering the District, the student's transcript will be reviewed for determination of high school credits earned.
4. Transportation to and from the College is the responsibility of the student or the parent/guardian of the student.
5. This agreement does not affect the enrollment at the College of District secondary students under the Running Start program or of district students who are receiving special educational services.
6. If a dispute arises under this Agreement, the parties agree that the venue to resolve the dispute is Pierce County.
7. The duration of the Agreement is September 1, 2021-August 31, 2022.
8. The College agrees to comply with all reporting requirements of WAC 392-121-187 and RCW 39.34.040. Basic education monies shall be allocated and paid as provided in WAC 392-121-187 or WAC 392-700-165, as appropriate.
9. The parties appoint the College as the administrator, who shall be responsible for administering this Agreement. No power or authority of acquiring, holding and disposing of real and personal property has been given or relinquished by the parties entering into this Agreement.
10. This Agreement constitutes the entire agreement of the parties and no other promise or agreement has been made that is not contained in this Agreement. Each party acknowledges that they have fully read this Agreement.

Nicholas Lutes, V.P. of Administrative Services
Bates Technical College

Superintendent Lance Goodpaster
Franklin Pierce School District #402

Date

Date



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: May 25, 2021
SUBJECT: Core Instructional Materials Adoption: *The Developing Child*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***The Developing Child***

Publisher: Glencoe

Copyright: 2016

Author: Holly Brisbane

For our Career and Technical Education Pathway courses, Early Childhood Education and Child Development, our Family and Consumer Science teachers are recommending this text for instruction. In addition to the teachers, the texts were reviewed by Advisory Committee members from the Hewins Early Learning Center for accuracy and alignment with current practices. The focus of the text is to evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: May 25, 2021
SUBJECT: Core Instructional Materials Adoption: *Food for Today*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***Food for Today***
Publisher: McGraw Hill Education
Copyright: 2016
Author: Glencoe

Food for Today demonstrates food safety and sanitation procedures, identifies proper recipe terms, equipment, measuring techniques, abbreviations and equivalents, and demonstrates professional skills in safe handling of knives, tools, and equipment.

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: May 25, 2021
SUBJECT: Core Instructional Materials Adoption: *Psychology in Your Life*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***Psychology in Your Life***
Publisher: W.W. Norton
Copyright: 2019
Author: Sarah Grison and Michael Gazzaniga

Psychology in Your Life supports all standards for AP Psychology. Standards are based on the College Board AP Course and Exam description. Through a study unit format based on learning research, concepts are presented in a pedagogically consistent, accessible way.

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: May 25, 2021
SUBJECT: Core Instructional Materials Adoption: *Health Smart*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: *Health Smart*
Publisher: ETR
Copyright: 2020
Author: Susan Telljohann

As a part of the Health and Fitness classes in middle school, the teachers are requesting the approval of this comprehensive health curriculum. This material is broad in scope and content, addresses numerous health topics per the Washington state Learning Standards, and includes a wide range of learning activities to address multiple health outcomes.

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Carolyn Treleven, Executive Director of Teaching & Learning
DATE: May 25, 2021
SUBJECT: Supplemental Instructional Materials Adoption: *High School FLASH*

BACKGROUND INFORMATION

On May 10, 2021, the Instructional Materials Committee reviewed and approved the following for submittal to the School Board:

Title: ***High School FLASH (Family Life and Sexual Health)***

Publisher: Seattle & King County Public Health

Published: July 2020

Authors: Andrea Gerber, Kari Kesler, Mo Lewis, Rebeca Milliman, and Becky Reitzes

FLASH is a widely used comprehensive sexual health education curriculum developed by Public Health Seattle–King County and designed to prevent teen pregnancy, STDs, and sexual violence. Our district is currently using a previous edition of FLASH, but we are requesting the more current edition to meet the current state guidelines.

RECOMMENDATION

None.

ACTION REQUIRED

None. This item is being presented for first reading.



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: May 25, 2021
SUBJECT: Policy 3244: Prohibition of Corporal Punishment

BACKGROUND INFORMATION

New Board Policy 3244: Prohibition of Corporal Punishment establishes that use of corporal punishment is prohibited. Corporal punishment is defined as any act that willfully inflicts or willfully causes the infliction of physical pain on a student. This concise policy also states what is not considered corporal punishment.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

PROHIBITION OF CORPORAL PUNISHMENT

The use of corporal punishment in common schools is prohibited. Corporal punishment is defined as any act that willfully inflicts or willfully causes the infliction of physical pain on a student.

Corporal punishment does not include:

1. The use of reasonable physical force by an administrator, teacher, other school employee, or volunteer as necessary to maintain order to prevent a student from harming him/herself, other students, school staff, other persons, or property;
2. Physical pain or discomfort resulting from or caused by training for or participating in athletic competition or recreational activity voluntarily engaged in by a student;
3. Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects.

Legal References: RCW 28A.150.300
WAC 392-400-235

Corporal punishment prohibited – Adoption of policy
Discipline – Conditions and limitations

Adoption Date: 06/15/21
Franklin Pierce Schools
Revised:
Classification: Encouraged