

Board of Directors

Regular Meeting September 14, 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/89844522226?pwd=Q3RMdGxoOGwwc0JBRTJtSn0xYTMxZz09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 898 4452 2226 Password: WsRm091421

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 (kholt@fpschools.org or 253-298-3010)
by 3 p.m. on September 13, 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
September 14, 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/8984452226?pwd=Q3RMdGxoOGwwc0JBRTJtSnoxYTMxZz09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 898 4452 2226 Password: WsRm091421

- I. Call to Order**
- II. Flag Salute**
- III. Establishment of a Quorum**
- IV. Adoption of Agenda**
- V. Announcements and Communication**

- 1. Superintendent
- 2. Board of Directors
- 3. 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 (kholtlen@fpschools.org or 253-298-3010) by 3 p.m. on September 13, 2021.

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

VI. Consent Agenda

- 1. Minutes: August 17, 2021A
- 2. Audit of Expenditures: August 2021.....B
- 3. Personnel ActionC
- 4. Budget Status Reports: July 2021D

VII. Unfinished Business

- 1. Policy 5515: Workforce Secondary Traumatic StressE

VIII. New Business

- 1. 2021-2027 Capital Facilities PlanF
- 2. Community Prevention and Wellness Initiative Services ContractsG
- 3. 2021-2024 Clover Park Technical College Interlocal Cooperative AgreementH
- 4. 2021-2022 UW in the High School – Local AgreementI
- 5. Conditional Teaching CertificatesJ
- 6. Out-of-Endorsement Assignments.....K
- 7. 2021-2023 FPESP Collective Bargaining AgreementL

IX. Information

- 1. Out-of-State Staff TravelM

X. Executive SessionN

XI. Adjournment

Next Regular Meeting: October 12, 2021 at 7 p.m.

In-Person Public Meetings during the COVID-19 Pandemic

Franklin Pierce Schools will follow all health and safety guidance related to public meetings, including 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:
 - Sign in with contact tracing information including full name, phone number, email address, and residential or mailing address;*
 - Wear proper face covering at all times; and
 - Maintain six feet of physical distance from other people.
- 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. Instructions for joining the meeting online are contained on the agenda.
- Public Comments during the Announcements and Communication portion of the School Board Regular 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

Administration Offices - 315 129th Street South - Tacoma, WA 98444 - (253) 298-3000

Board directors and audience attended either via Zoom video webinar 823 7654 6523 – (253) 215-8782
or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

August 17, 2021

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the special meeting to order at 6:06 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. School and District Happenings
2. Back to School Update
3. Capital Facilities Plan Submission

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 6:57 p.m.

Secretary of the Board

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 either via Zoom video webinar 823 7654 6523 – (253) 215-8782 or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

August 17, 2021

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

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

AGENDA

21-M-69

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

ANNOUNCEMENTS & COMMENTS FROM THE SUPERINTENDENT

Dr. Goodpaster commented on district activities and events.

ANNOUNCEMENTS & COMMENTS FROM THE COMMUNITY

- Ms. Pam Kruse, Ford Middle School teacher, commented on vaccines for educators.
- Ms. Angela Nommersen, Harvard Elementary School parent, commented on vaccine and mask mandates in public schools.
- Anela Schick, Harvard Elementary School student, commented on the use of masks.
- Mr. Adam Schick, Harvard Elementary School parent, commented on the choice to vaccinate and the state of COVID research.
- Mr. Kevin Marshall, FPEA President and Washington High School teacher, commented on current opportunities to partner and collaborate.

CONSENT AGENDA

21-M-70

It was moved by Ms. Gallogly, 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 regular meeting held on July 7, 2021, and for the special meeting held on August 10, 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 August 17, 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	\$6,924,072.97	7/30/2021
	270195-270210	\$24,374.74	7/30/2021
	270211-270246	\$3,099,046.85	7/30/2021
General Fund – A/P	A/P Direct Deposit	\$17,284.49	7/15/2021
	270129-270180	\$311,822.14	7/15/2021
	270194	\$75,419.96	7/15/2021
	A/P Direct Deposit	\$474,517.84	7/30/2021
	270247-270298	\$301,772.23	7/30/2021
Capital Projects	A/P Direct Deposit	\$24,012.32	7/15/2021
	270180-270193	\$4,154,673.25	7/15/2021
	A/P Direct Deposit	\$14,697.21	7/30/2021
	270299-270310	\$180,271.02	7/30/2021
ASB	A/P Direct Deposit	\$25.00	7/15/2021
	A/P Direct Deposit	\$4,321.91	7/30/2021
Trust	A/P Direct Deposit	\$16.09	7/30/2021

(3) Personnel Action

NEW HIRES

<u>NAME</u>	<u>JOB TITLE / LOCATION</u>	<u>EFFECTIVE DATE</u>
Allen, Audrey-Siobhan	Paraeducator / Brookdale	08/31/2021
Barnett, Mishele	Teacher / Keithley	08/31/2021
Beckmann, Timo	Teacher / Franklin Pierce	08/31/2021
Blankenship, April	Teacher / Midland	08/31/2021
Bond, Jennifer	Teacher / Washington	08/31/2021
Bougard, Nicolle	Teacher / Keithley	08/31/2021
Bryant, Julia	Teacher / Harvard	08/31/2021
Chacon, Jasmine	Teacher / Keithley	08/31/2021
Crawford, Aimee	Teacher / Brookdale	08/23/2021
Dawson, Chloe	Paraeducator / James Sales	08/31/2021
Drugge, Kyle	Teacher / Ford	08/31/2021
Dudley, Thomas	Assistant Principal / Keithley	07/01/2021
Entringer, Ashley	Psychologist / Learning Support Services	08/23/2021
Farrow, Cassandra	Teacher / Brookdale	08/31/2021
Fenton, Kristopher	Teacher / Ford	08/31/2021
Fueston, Samantha	Teacher / Christensen	08/23/2021
Gade, Tiffany	Paraeducator / Central Avenue	08/31/2021
Gibbard, Kristin	Teacher / Brookdale	08/31/2021
Gilbert, Celena	Teacher / Franklin Pierce	08/31/2021

NEW HIRES (continued)

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Gonzalez-Joya, Egaid	Paraeducator / Brookdale	08/31/2021
Hansen, Lisa	Paraeducator / Brookdale	08/31/2021
Jarvis, Cassandra	Speech Language Pathologist / Learning Support Services	08/23/2021
Kellogg, Anneliese	Teacher / Midland	08/31/2021
Kinney, James	Teacher / Keithley	08/31/2021
Kissinger, Lisa	ECEAP Assistant Teacher / Hewins ELC	08/31/2021
Ladwig, Jennifer	Paraeducator / Hewins ELC	08/31/2021
Lebo, Faith	Teacher / Elmhurst	08/31/2021
Long, Matthew	Teacher / Brookdale	08/31/2021
McDougall, Colleen	Teacher / Franklin Pierce	08/31/2021
Miles, Sierra	District Office Coordinator / Superintendent's Office	08/23/2021
Miller, McKenna	Teacher / Franklin Pierce	08/31/2021
Mosley, Rachele	Teacher / Christensen	08/23/2021
Mosley, Cassandra	Paraeducator / Keithley	08/31/2021
Mueller, Brooke	Teacher / Franklin Pierce	08/31/2021
Munoz, Mercedes	Paraeducator / Central Avenue	08/31/2021
Nguyen, Khoa	Teacher / Ford	08/31/2021
Oda, Marissa	Teacher / Elmhurst	08/31/2021
Okada, Tomoko	Occupational Therapist 0.6 / Learning Support Services	08/23/2021
Rowland, Dawn	Paraeducator / Central Avenue	08/31/2021
Simpson, Melissa	Paraeducator / Washington	08/31/2021
Smith, Emily	Dean of Students / Keithley	08/31/2021
Smith, Maya	Teacher / Ford	08/31/2021
Smithlin, Jessica	Paraeducator / Washington	08/31/2021
Stephens, Dena	Teacher / Ford	08/31/2021
Thulin, Katrina	Teacher / Harvard	08/31/2021
VanderWood, Nicole	Teacher / Midland	08/31/2021
Vecchiato, Olivia	Teacher / Central Avenue	08/31/2021
Watson, Shanta	Teacher / Ford	08/31/2021
Watt, Alexis	Teacher / Christensen	08/23/2021
Wheless, Madison	Teacher / Harvard	08/31/2021
Workman, Kristina	Paraeducator / Keithley	08/31/2021
Zhang, Allison	Teacher / James Sales	08/31/2021

TERMINATIONS

NAMES	JOB TITLE / LOCATION	EFFECTIVE DATE
Barham, Kimberly	Teacher / Ford	8/31/2021
Cameron, Lydia	Teacher / Elmhurst	8/31/2021
Christian, Ashley	Teacher / Midland	8/31/2021

TERMINATIONS (continued)

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Christie, Elise	Paraeducator / Keithley	8/30/2021
Clark, Courtney	Teacher / James Sales	8/31/2021
Copeland, Brandon	Teacher / Keithley	8/31/2021
Dolly, Malissa	Teacher / Brookdale	8/31/2021
Graham, Nichole	Paraeducator / Brookdale	7/30/2021
Greer, Delanie	Custodian / Franklin Pierce	8/11/2021
Hale, Heidi	Paraeducator / Central Ave	8/31/2021
Irving, Deborah	Paraeducator / Collins	8/30/2021
Jenkins, Melinda	Teacher / Brookdale	8/31/2021
Jones, Jordan	Paraeducator / James Sales	8/30/2021
Knowels, Gary	Teacher / Keithley	8/31/2021
Marshall, Brenda	Paraeducator / Washington	8/30/2021
Moore, Wendy	Teacher / Brookdale	8/31/2021
Morton, Jordan	Public Engagement Manager / Administration Building	7/30/2021
Nelson, Todd	Teacher / Ford	8/31/2021
Scott, Jeffrey	Teacher / Keithley	8/31/2021
Seal, Kathryn	Paraeducator / Brookdale	8/30/2021
Stoltenberg, Kaitlyn	Teacher / Harvard	8/31/2021
Walsh, Amy	Paraeducator / Brookdale	8/30/2021
Wilson, Lauren	Paraeducator / Early Learning	8/30/2021
Wright, Cheyenne	Teacher / Elmhurst	8/31/2021

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE
Callaway, Rebecca	Paraeducator / Washington	08/31/2021
Duncan, Jordan	Education Intern / Central Avenue-Hewins ELC	08/31/2021
Evans, Heather	Paraeducator / Ford	08/31/2021
Gust, Michelle	Paraeducator / Midland	08/31/2021
Johnson, Demetrius	Assistant Chief Custodian / James Sales	07/26/2021
Lopez, Bianca	Paraeducator / Harvard	08/31/2021
McClanahand, Kylie	Paraeducator / Central Avenue	08/31/2021
Monterroso, Elisa	Dual Language Office Assistant / Harvard	08/16/2021
Rogers, Kara	Paraeducator / Elmhurst	08/31/2021
Singletary, Roberto	Custodian / Washington	07/01/2021
Tuivaiave, Jesse	Chief Custodian / GATES & Small Sites	06/23/2021

LEAVE OF ABSENCE

NAME	POSITION / LOCATION	LEAVING	RETURNING
Albers, Amanda	Teacher / Midland	06/22/2021	09/01/2022

(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 June 2021.

POLICY 3413: STUDENT IMMUNIZATION AND LIFE-THREATENING HEALTH CONDITIONS 21-M-71

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors adopt revised Board Policy 3413: Student Immunization and Life-Threatening Health Conditions.

2021-2022 AGREEMENT WITH PSED EARLY LEARNING PROGRAM – HEAD START CONTRACT #11532 21-M-72

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the Head Start 2021-2022 Subaward Agreement between Puget Sound Educational Service District Early Learning program and Franklin Pierce School District.

2021-2022 AGREEMENT WITH PSED EARLY LEARNING PROGRAM – ECEAP CONTRACT #11522 21-M-73

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the Early Childhood Education and Assistance Program 2021-2022 Subaward Agreement between Puget Sound Educational Service District Early Learning Program and Franklin Pierce School District.

2021-2022 NATIVE AMERICAN EDUCATION PROGRAM AGREEMENT AND TITLE VII FORMULA GRANT 21-M-74

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the interagency agreements between Franklin Pierce Schools and the Puget Sound Educational Service District to allow for Native American Program services.

2021-2022 PSED REGIONAL ONLINE LEARNING COOPERATIVE AGREEMENT 21-M-75

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the Puget Sound Educational Service District Regional Online Learning Cooperative Agreement.

RECOMMENDATION TO AWARD THE CONTRACT FOR CONSTRUCTION OF THE JAMES SALES REPLACEMENT ELEMENTARY SCHOOL PROJECT – PHASE 2 21-M-76

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors award the contract for construction of the James Sales Replacement Elementary School Project – Phase 2 to Neeley Construction of Puyallup, Washington in the amount of \$2,682,000.00. This amount includes only the base bid and alternates.

POLICY 5515: WORKFORCE SECONDARY TRAUMATIC STRESS

Ms. Brandy Marshall, Executive Director of Human Resources, and Ms. Tammy Bigelow, Executive Director of Business Services, presented new Board Policy 5515: Workforce Secondary Traumatic Stress for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

PROCEDURE 2410P: HIGH SCHOOL GRADUATION REQUIREMENTS

Ms. Vicki Bates, Executive Director of Teaching and Learning, presented revised Board Procedure 2410P: High School Graduation Requirements as an information only item.

PROCEDURE 3413P: STUDENT IMMUNIZATION AND LIFE-THREATENING HEALTH CONDITIONS

Mr. John Sander, Executive Director of Learning Support Services, presented revised Board Procedure 3413P: Student Immunization and Life-Threatening Health Conditions as an information only item.

ADJOURNMENT

Mr. Roberts announced that the next regular meeting of the Board of Directors will be held on Tuesday, September 14, 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 8:15 p.m.

Secretary of the Board

President 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: Tammy Bigelow, Director of Business Services
DATE: September 14, 2021
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 September 14, 2021, 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>
General Fund – Payroll	Direct Dep/Bank Fees	\$6,054,986.80	8/31/2021
	270355-270360	\$13,950.30	8/31/2021
	270361-270398	\$3,010,976.92	8/31/2021
General Fund – A/P	A/P Direct Deposit	\$208,808.11	8/13/2021
	270311-270347	\$336,188.34	8/13/2021
	A/P Direct Deposit	\$552,736.03	8/31/2021
	270399-270477	\$875,154.28	8/31/2021
Capital Projects	A/P Direct Deposit	\$379,432.91	8/13/2021
	270348-270354	\$4,164,791.15	8/13/2021
	A/P Direct Deposit	\$213,574.52	8/31/2021
	270478-270483	\$75,903.05	8/31/2021
ASB	A/P Direct Deposit	\$15.41	8/13/2021
	A/P Direct Deposit	\$10,755.42	8/31/2021

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: September 14, 2021
SUBJECT: Personnel Action

NEW HIRES

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE	REASON
Avary, Grace	Paraeducator / Ford	08/31/2021	Replacement
Babcock, Ryker	Assistant Chief / Elmhurst	08/16/2021	Replacement
Boisen, Rachel	Public Engagement Manager / Admin Complex	08/27/2021	Growth
Dennis, Jessica	Teacher / Washington	09/07/2021	Replacement
Garcia, Ma	NSA III / Christensen	09/02/2021	Replacement
Kasprzyk, Basia	Education Intern / Hewins ELC and Central Avenue	08/31/2021	Replacement
Kaur, Amrit	Teacher / Franklin Pierce	09/07/2021	Replacement
Leach, Christopher	Assistant Chief / Brookdale	08/17/2021	Replacement
Madrigal Leon, Ivonne	Paraeducator / Harvard	08/31/2021	Replacement
Miles, Hellen	Paraeducator / James Sales	08/31/2021	Replacement
Pedro, Diamond	Paraeducator / Washington	09/02/2021	Replacement
Pol, Vantha	Paraeducator / Brookdale	08/31/2021	Replacement
Porter, Kyle Elizabeth	Franklin Pierce Online Teacher Lead / Teaching and Learning Services	09/07/2021	Growth
Respo, Angela	Assistant Teacher / Hewins ELC	08/31/2021	Replacement
Reyes Rivera, Maria	Paraeducator / James Sales	09/07/2021	Replacement
Rogers, Linsey	Bus Driver / Transportation	08/31/2021	Replacement
Ross, Rosalia	Paraeducator / Hewins ELC	08/31/2021	Replacement
Sanchez Diaz, Astrid	Paraeducator / Ford	08/31/2021	Replacement
Sticker, Cameron	Bus Driver / Transportation	08/31/2021	Replacement
Swarthwood, Katherine	Speech Language Pathologist / Teaching and Learning Services	08/31/2021	Replacement
Tart, John	Paraeducator / Midland	08/31/2021	Replacement
Thompson, Victoria	Bus Driver / Transportation	08/31/2021	Replacement
Ulrich, Jesse	Paraeducator / Central Avenue	08/31/2021	Replacement
Vargas-Perez, Luis	Paraeducator / Ford	08/31/2021	Replacement

TERMINATIONS

NAME	JOB TITLE / LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Anderson, Theresa	Paraeducator / Franklin Pierce	09/16/2010	08/30/2021	Retirement
Boyer, Christine	Paraeducator / Washington	09/04/1991	08/30/2021	Retirement
Chea, Jeannie	Teacher / Keithley	08/31/2020	08/31/2021	Resignation
Coumbs, Derick	Teacher / Washington	01/25/2018	08/31/2021	Resignation
Harris, Jennifer	Paraeducator / Keithley	11/14/2019	08/30/2021	Resignation
Hirst, Karan	NSA III / Franklin Pierce	11/15/2010	08/30/2021	Retirement
Kaikala, Hermine	Office Assistant / James Sales	10/24/2016	08/13/2021	Resignation
Martin, Geletie	Temp Paraeducator / Elmhurst	03/11/2021	08/30/2021	Temporary
McMullen, Laura	Paraeducator / Ford	03/13/2017	08/30/2021	Resignation
Murry, Daniel	Bus Driver / Transportation	04/25/2016	08/16/2021	Resignation
Ohelo, Chad	Paraeducator / Franklin Pierce	08/30/2016	08/30/2021	Resignation
Rodriguez, Kristie	Paraeducator / Washington	02/08/2010	08/30/2021	Resignation
Stauffer, Leticia	Head Start Teacher / Hewins ELC	03/02/2015	08/30/2021	Resignation
Williams, Felita	Assistant Teacher / Hewins ELC	10/29/2003	08/30/2021	Resignation
Willis, Kaydon	Paraeducator / Hewins ELC	09/09/2019	09/01/2021	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS JOB TITLE / LOCATION	EFFECTIVE DATE	NEW JOB TITLE / LOCATION	REASON
Biggs, Christina	Paraeducator / Brookdale	08/31/2021	Paraeducator / Midland	Reassignment
Duncan, Jordan	Paraeducator / Hewins ELC & Central Ave	08/31/2021	Education Intern / Hewins ELC	Reassignment
Faison, Aliyah	Paraeducator / Washington	08/31/2021	Paraeducator / Farm	Reassignment
Mella, Coree	Paraeducator / Washington	08/31/2021	Paraeducator / Keithley	Reassignment
Stocking, Michelle	Paraeducator / James Sales	09/07/2021	Office Assistant / James Sales	Reassignment
Washam, Jacqueline	Teacher / Franklin Pierce	08/31/2021	Teacher - Special Assignment/ College & Career Readiness	Promotion

LEAVES OF ABSENCE

NAME	POSITION / LOCATION	LEAVE TYPE	LEAVING	RETURNING
Cruz, Chanel	Paraeducator / Central Avenue	General Leave 0.8	06/22/2021	09/01/2022

SPECIAL ACTIONS

NAME	POSITION / LOCATION	REASON
Beckman, Timo	Teacher / Franklin Pierce	Rescind offer of employment



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: September 14, 2021
SUBJECT: Budget Status Reports, July 2021

Attached are the Budget Status Reports for all funds for July 2021.

General Fund

As of July 31, 2021, the ending fund balance was \$13,605,543. Property tax receipted was \$47,283 in July for a total revenue of \$14,427,414. Expenditures totaled \$11,178,387 with an excess of revenues over expenditures of \$3,249,027.

Capital Project Fund

As of July 31, 2021, the ending fund balance was \$42,920,331. Property tax receipted was \$7,917. Local income from interest and impact fees totaled \$11,019.

- **Expenditures:**
 - **Bond: \$4,259,973**
 - **Technology Levy: \$113,680**
 - Network Infrastructure: \$11,713
 - New Computers: \$39,863
 - Fiber: \$18,512
 - VOIP Charges: \$23,551
 - Other Software: \$1,610
 - Utilities: \$12,936
 - Bell & Clock: \$5,495

Debt Service Fund

Property tax collections in July totaled \$31,819 with ending fund balance of \$3,158,771.

Associated Student Body Fund

Ending fund balance was \$384,690.

Transportation Vehicle Fund

Ending fund balance was \$523,922.

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 2020 (September 1, 2020 - August 31, 2021)For the FRANKLIN PIERCE SCHOOLS School District for the Month of July, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	12,946,977	47,283.79	13,590,376.07		643,399.07-	104.97
2000 LOCAL SUPPORT NONTAX	806,000	7,262.06	423,863.49		382,136.51	52.59
3000 STATE, GENERAL PURPOSE	74,334,454	8,302,999.08	63,210,705.08		11,123,748.92	85.04
4000 STATE, SPECIAL PURPOSE	24,913,393	3,814,462.74	21,119,040.74		3,794,352.26	84.77
5000 FEDERAL, GENERAL PURPOSE	75,000	.00	187,203.75		112,203.75-	249.61
6000 FEDERAL, SPECIAL PURPOSE	13,989,092	2,244,456.69	11,063,150.95		2,925,941.05	79.08
7000 REVENUES FR OTH SCH DIST	500	.00	380.56		119.44	76.11
8000 OTHER AGENCIES AND ASSOCIATES	4,000	10,950.00	19,500.00		15,500.00-	487.50
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	127,069,416	14,427,414.36	109,614,220.64		17,455,195.36	86.26
B. EXPENDITURES						
00 Regular Instruction	67,222,003	5,106,970.37	53,649,124.85	11,252,844.65	2,320,033.50	96.55
10 Federal Stimulus	17,000	70,183.20	2,073,602.72	488,006.87	2,544,609.59-	> 1000
20 Special Ed Instruction	20,846,151	1,687,048.78	17,656,808.12	2,041,915.91	1,147,426.97	94.50
30 Voc. Ed Instruction	4,315,019	565,209.77	3,737,417.40	643,097.03	65,495.43-	101.52
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	13,078,337	1,895,790.73	11,876,530.26	1,048,933.82	152,872.92	98.83
70 Other Instructional Pgms	1,331,391	63,072.78	1,213,808.91	46,343.42	71,238.67	94.65
80 Community Services	685,143	56,872.48	621,986.39	52,591.28	10,565.33	98.46
90 Support Services	31,029,579	1,733,239.24	21,319,243.01	6,624,588.66	3,085,747.33	90.06
Total EXPENDITURES	138,524,623	11,178,387.35	112,148,521.66	22,198,321.64	4,177,779.70	96.98
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	11,455,207-	3,249,027.01	2,534,301.02-		8,920,905.98	77.88-
F. TOTAL BEGINNING FUND BALANCE	19,000,000		16,139,844.63			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	7,544,793		13,605,543.61			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)For the FRANKLIN PIERCE SCHOOLS School District for the Month of July, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	2,228,783	7,917.43	2,213,273.39		15,509.61	99.30
2000 Local Support Nontax	1,943,000	11,019.21	625,398.81		1,317,601.19	32.19
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	4,912,915.41		4,912,915.41-	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
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 4,171,783	 18,936.64	 7,751,587.61		 3,579,804.61-	 185.81
 <u>B. EXPENDITURES</u>						
10 Sites	0	.00	32,570.00	59,850.76	92,420.76-	0.00
20 Buildings	68,096,000	4,092,151.41	37,212,548.45	23,119,457.57	7,763,993.98	88.60
30 Equipment	2,700,000	281,502.39	3,162,027.59	4,167,281.09	4,629,308.68-	271.46
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
 <u>Total EXPENDITURES</u>	 70,797,000	 4,373,653.80	 40,408,096.04	 27,346,589.42	 3,042,314.54	 95.70
 <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>	66,625,217-	4,354,717.16-	32,656,508.43-		33,968,708.57	50.98-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 77,230,353		 75,576,840.34			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 10,605,136		 42,920,331.91			
<u>(E+F + OR - G)</u>						

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of July, 2021

	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	9,479,391	31,819.96	9,502,375.63		22,984.63-	100.24
2000 Local Support Nontax	25,000	441.93	3,030.95		21,969.05	12.12
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>	9,504,391	32,261.89	9,505,406.58		1,015.58-	100.01
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,410,000	.00	3,410,000.00	0.00	.00	100.00
Interest On Bonds	6,008,352	.00	6,008,350.00	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>	9,428,352	.00	9,418,950.00	0.00	9,402.00	99.90
<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) EXPENDITURES (A-B-C-D)</u>	76,039	32,261.89	86,456.58		10,417.58	13.70
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,261,537		3,072,314.65			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	3,337,576		3,158,771.23			
<u>(E+F + OR - G)</u>						

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of July, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES</u>						
1000 GENERAL STUDENT BODY	399,990	228.21	25,488.94		374,501.06	6.37
2000 ATHLETICS	225,700	.00	7,923.83		217,776.17	3.51
3000 CLASSES	61,000	.00	2,829.38		58,170.62	4.64
4000 CLUBS	134,700	1,795.36	11,835.95		122,864.05	8.79
6000 PRIVATE MONEYS	25,800	.00	10,447.33		15,352.67	40.49
<u>Total REVENUES</u>	847,190	2,023.57	58,525.43		788,664.57	6.91
<u>B. EXPENDITURES</u>						
1000 GENERAL STUDENT BODY	393,750	1,252.30	22,515.02	100.00	371,134.98	5.74
2000 ATHLETICS	251,000	2,642.24	25,457.08	0.00	225,542.92	10.14
3000 CLASSES	56,100	43.75	633.43	0.00	55,466.57	1.13
4000 CLUBS	144,525	423.87	8,925.08	0.00	135,599.92	6.18
6000 PRIVATE MONEYS	25,800	.00	10,789.56	0.00	15,010.44	41.82
<u>Total EXPENDITURES</u>	871,175	4,362.16	68,320.17	100.00	802,754.83	7.85
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	23,985-	2,338.59-	9,794.74-		14,190.26	59.16-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	420,055		394,485.19			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	396,070		384,690.45			
<u>C+D + OR - E</u>						

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of July, 2021

	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	74.72	632.39		1,367.61	31.62
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	400,000	.00	.00		400,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	708,126	.00	.00		708,126.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	1,110,126	74.72	632.39		1,109,493.61	0.06
 B. <u>9900 TRANSFERS IN FROM GF</u>	 0	 .00	 .00		 .00	 0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	1,110,126	74.72	632.39		1,109,493.61	0.06
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	1,350,000	.00	.00	1,154,997.00	195,003.00	85.56
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>	 1,350,000	 .00	 .00	 1,154,997.00	 195,003.00	 85.56
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	239,874-	74.72	632.39		240,506.39	100.26-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	522,359		523,290.11			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u>	282,485		523,922.50			
<u>(G+H + OR - I)</u>						



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: Brandy Marshall, Director of Human Resources
Tammy Bigelow, Director of Business Services
DATE: September 14, 2021
SUBJECT: Policy 5515: Workforce Secondary Traumatic Stress

BACKGROUND INFORMATION

Substitute House Bill 1363 (2021-22): Addressing Secondary Traumatic Stress (STS) in the K-12 Workforce acknowledged the significant toll STS has on educators, and subsequently students, and focused on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being. New Policy 5515: Workforce Secondary Traumatic Stress provides guidance for creating and sustaining a district-wide workforce mental health committee.

The new proposed policy, associated procedure, a related WSSDA Policy and Legal News article, and Substitute House Bill 1363, are attached for your reference.

RECOMMENDATION

I move that the Board of Directors adopt new Board Policy 5515: Workforce Secondary Traumatic Stress.

ACTION REQUIRED

WORKFORCE SECONDARY TRAUMATIC STRESS

Purpose

The Franklin Pierce School Board is committed to preventing and addressing secondary traumatic stress for district personnel by supporting mental health in the workplace. Everyday school staff work with students experiencing trauma and loss. As a result, teachers, school counselors, administrators, and other school staff may experience secondary traumatic stress. When secondary traumatic stress is left unaddressed, it may lead to staff turnover, burnout, adult chronic absenteeism, and health issues that negatively impact everyone in the school community.

Secondary Traumatic Stress

The Board acknowledges that secondary traumatic stress, also called compassion fatigue, is a natural but disruptive set of symptoms that may result when one person learns firsthand of the traumatic experiences of another. Symptoms of secondary traumatic stress may include feelings of isolation, anxiety, dissociation, physical ailments, and sleep disturbances. In addition, those affected by secondary traumatic stress may experience: Changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence.

Policy Statement

The district will promote a positive workplace climate that includes a focus on diversity and inclusion.

The Board hereby establishes a district-wide workforce mental health committee with the following functions:

- Share secondary traumatic stress, stress management, and other mental health resources and supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;
- Share links to a secondary traumatic stress self-assessment tool and any associated resources;
- Report to the Board at least once per year with a summary of committee activities.

The district will regularly assess district-level and school building-level implementation of this policy and procedure. The assessment will include input from the district's workforce. The district will provide appropriate resources and training to schools and staff for continuous improvement.

Legal References: 28A.300 RCW
28A.400 RCW

Superintendent of Public Instruction
Employees

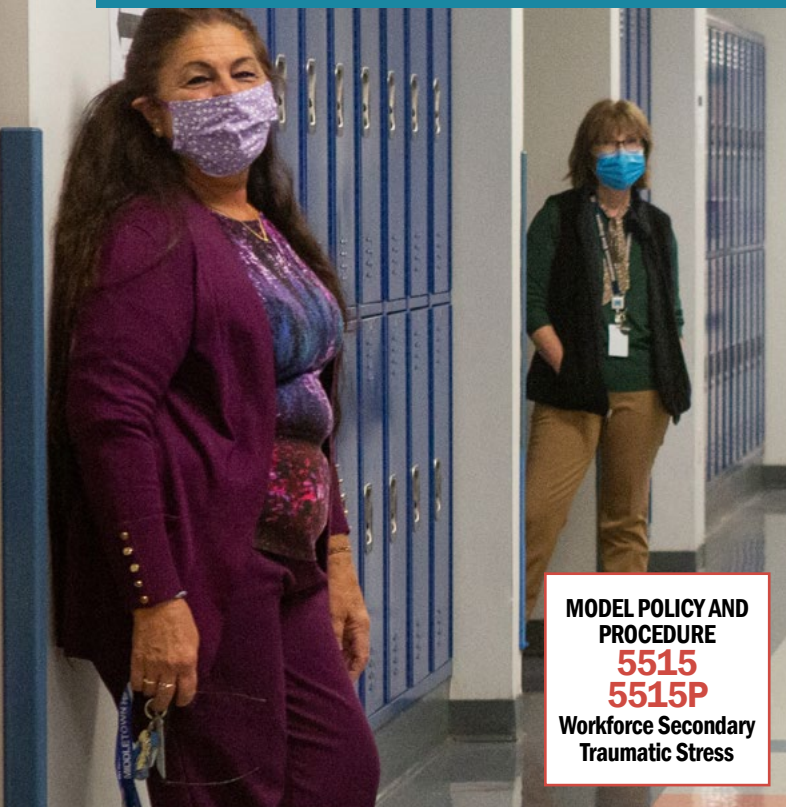
Adoption Date: 9/14/21
Franklin Pierce Schools
Revised:
Classification: Essential

WORKFORCE SECONDARY TRAUMATIC STRESS

District-wide Workforce Mental Health Committee

- A. The district will establish a diverse and inclusive Workforce Mental Health Committee. The district will seek committee members who have the interest and skills to best serve the committee. The district's Workforce Mental Health Committee will consist of at least the following:
 - One teacher and classified staff member from the K-5 level;
 - One teacher and classified staff member from the middle school level;
 - One teacher and classified staff member from the high school level;
 - One staff member from student services and/or support staff (e.g., school counselors, social workers, liaisons, etc.);
 - One central office administrator who has funding authority and one central office administrator who can represent Human Resources, this can be the same person;
 - One K-5 building administrator, one middle school building administrator, and one high school building administrator.
- B. The committee will seek resources related to secondary traumatic stress from the Office of the Superintendent of Public Instruction (OSPI), the Educational Service District (ESD), and the School Employees' Benefits Board (SEBB). OSPI will link to resources on its website. This webpage will be available by December 2021, by searching under Secondary Traumatic Stress and/or Educator Well-Being. The committee is encouraged to consider resources supporting comprehensive staff well-being. Additionally, the committee may seek input regarding resources from district personnel and the community.
- C. Materials and resources related to secondary traumatic stress will be shared district-wide via: Dedicated webpage; InformedK12 on-demand feedback form; flyers.
- D. The duties of the committee will include:
 - Sharing supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;
 - Sharing links to a secondary traumatic stress self-assessment tool and any associated resources;
 - When possible the committee should use a continuous quality improvement process. This should include:
 - Offering an opportunity for staff to give anonymous feedback;
 - Reviewing the data collected;
 - Utilizing the data collected, report to the Board at least once per year with a summary of committee activities, the status of staff well-being, and an assessment and recommendations for the implementation of this policy and procedure.

Date: 9/14/21
Revised:



Secondary TRAUMA

NEW Requirements for Education

On April 26, Governor Inslee signed into law, SBH1363: Addressing Secondary Traumatic Stress (STS) in the K-12 workforce. This first-of-its-kind legislation acknowledges the significant toll STS has on educators and, subsequently students, and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being.

Secondary Traumatic Stress (STS) was first coined in 1990 by McCann and Pearlman to describe the transfor-

mation in cognitive schemas resulting from empathetic engagement with survivors. The Association of Supervision and Curriculum Development defines STS as "...the emotional distress that arises when someone vicariously experiences the traumatic experiences of another individual. Sometimes known as compassion fatigue, the toll of tending to someone's painful experiences can create very real symptoms in caregivers, including teachers."

Certificated and classified staff, like many others in helping professions, tend to experience STS at greater rates than those in other professions due to the persistent exposure to and expectation of caretaking for students with emotionally painful experiences. In other words, STS can be an outcome of what is an educator's greatest asset: they care deeply about their students and families. Signs and symptoms of STS vary but when left undressed, may lead to staff turnover, burnout, adult chronic absenteeism, and health issues, which negatively impacts everyone in the school community. Jackie Vizzare, Kaiser Permanente Workforce Health Consultant and facilitator of the Way to Wellbeing Workshop series, attended by school staff from over 179 districts, shares, "We regularly hear from attendees that STS and compassion fatigue are new concepts for school staff. Many are relieved to hear this is a shared experience and feel validated. It is imperative that districts and schools establish a proactive, systemic approach to mitigate the impacts of STS on their workforce."

Fortunately, STS for educators has been increasingly emphasized in research and practice. As a result, there are several systemic interventions to support districts and schools in developing, implementing, and sustaining environments that are physically and emotionally healthy for staff. These interventions are included in the legislation and are discussed in more detail below. They include implementation of (1) new policy(s), (2) continuous improvement process, and (3) professional learning.

(1) Policy: Per legislation, WSSDA will develop and post a model policy and procedure to prevent and address STS in the workforce by August 1, 2021. Districts will need to adopt this policy or amend existing policies to

CONTINUED next page

64% of our students have experienced one adverse childhood experience and 1% have had four or more, it's highly likely that certificated and classified staff are interacting with students' experience of trauma on a daily basis." —Dr. Avantika Waring a Kaiser Permanente Physician

CONTINUED FROM previous page

meet the required elements by the beginning of 2021-2022 school year.

(2) Continuous Improvement: As the needs of all schools differ, STS prevention and treatment strategies should be relevant, meaningful, and include staff input to increase impact and efficiencies. Existing staff climate surveys may already provide this valuable information. The legislation also requires the establishment of district-wide workforce health committees. Existing district-level staff wellness committees could easily be modified to include the required functions:

- Gathering and sharing resources for preventing and responding to STS, stress management, and other mental health issues available through the Office of Superintendent of Public Instruction (OSPI), the Educational Service Districts (ESDs), and School Employees' Benefits Board (SEBB).
- Sharing links to STS self-assessment tool and associated resources; and
- Reporting to the school board annually.

“We have to focus on being emotionally and mentally healthy, so we are better educators for children. We lead by who we are and how we feel.”

—Melinda Keberle, Principal Ridgeview Elementary, Spokane Public Schools.

Adding STS as topic for school and district staff and the school board will increase awareness, normalize the experience, and reduce stigma. For school districts that do not have a committee in place yet, [Kaiser Permanente](#) and the Alliance for a Healthier Generation both have free, downloadable toolkits and will be offering a webinar on the topic in August.

(3) Professional Learning: Certificated and classified staff and administrators need opportunities to build knowledge, practice self-care skills, and celebrate suc-

cesses. OSPI, ESDs, and SEBB will play a role in identifying and consolidating mental health resources that districts can share and make the information accessible to staff teams. Additional resources include the Resilience in the School Environment Initiative created by Kaiser Permanente and Healthier Generation. These are free online resources supporting staff wellbeing and STS prevention. The resources include a RISE Index and a staff wellbeing domain, which provides a simple, actionable way to identify and address gaps in your staff wellbeing program. Alliance for a Healthier Generation has also created a website specific to WA educators in support of SBH1363: <http://bit.ly/staffwellbeingWA>.

Ensuring the wellbeing of educators is a critical component to sustaining an effective workforce and promoting student outcomes. By implementing policy through strategic use of professional learning and a continuous improvement process, districts and schools can reduce staff turnover, improve student outcomes, and model healthy behaviors for the entire school community. SBH1363 serves as a blueprint for improving the overall health of the school community. Kaiser Permanente and the Alliance for a Healthier Generation are pleased to be part of the work driving the change.

Authors: Jill Patnode (Kaiser Permanente, Thriving Schools Manager); Elizabeth Cook (Alliance for a Healthier Generation, Senior Director); and Melissa Carpenter (Alliance for a Healthier Generation, RISE Program Manager)

Sources:

- Figley, C. (1995). Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized. New York, NY: Brunner-Routledge.
- Baicker, K. (March 12, 2020). [Stress-Busting Strategies for Educators](#). ASCD Express. 15(13)

WSSDA has developed NEW **Model Policy and Procedure 5515/5515P–Workforce Secondary Traumatic Stress**, which is an Essential Policy.

**MODEL POLICY AND
PROCEDURE
5515
5515P
Workforce Secondary
Traumatic Stress**

According to EdWeek Research Center's monthly COVID-19 survey (April 28-30 report) **92%** of teachers said teaching is more stressful now than prior to the pandemic (up from 81% a year ago).

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1363

Chapter 129, Laws of 2021

67th Legislature
2021 Regular Session

K-12 WORKFORCE SECONDARY TRAUMATIC STRESS—MODEL POLICY AND PROCEDURE

EFFECTIVE DATE: July 25, 2021

Passed by the House February 25, 2021
Yeas 58 Nays 40

LAURIE JINKINS

**Speaker of the House of
Representatives**

Passed by the Senate April 10, 2021
Yeas 28 Nays 21

DENNY HECK

President of the Senate

Approved April 26, 2021 2:16 PM

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1363** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BERNARD DEAN

Chief Clerk

FILED

April 26, 2021

**Secretary of State
State of Washington**

SUBSTITUTE HOUSE BILL 1363

Passed Legislature - 2021 Regular Session

State of Washington

67th Legislature

2021 Regular Session

By House Education (originally sponsored by Representatives Ortiz-Self, Callan, Davis, Ramos, Simmons, Berg, Morgan, Bergquist, Harris-Talley, and Pollet)

READ FIRST TIME 02/10/21.

1 AN ACT Relating to policies and resources to address secondary
2 traumatic stress in the K-12 workforce; adding a new section to
3 chapter 28A.300 RCW; adding a new section to chapter 28A.400 RCW; and
4 creating a new section.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** (1)(a) The legislature acknowledges that
7 secondary traumatic stress, also called compassion fatigue, is a
8 natural but disruptive set of symptoms that may result when one
9 person learns firsthand of the traumatic experiences of another.
10 Symptoms of secondary traumatic stress may include feelings of
11 isolation, anxiety, dissociation, physical ailments, and sleep
12 disturbances. In addition, those affected by secondary traumatic
13 stress may experience: Changes in memory and perception; alterations
14 in their sense of self-efficacy; a depletion of personal resources;
15 and disruption in their perceptions of safety, trust, and
16 independence.

17 (b) Secondary traumatic stress may be experienced by teachers,
18 school counselors, administrators, or other school staff. Everyday
19 these school staff work with students experiencing trauma and loss.
20 In addition, many students have experienced additional trauma due to

1 the effects of the COVID-19 pandemic on themselves and their
2 families.

3 (2) The legislature finds that secondary traumatic stress is
4 preventable and treatable. Therefore, the legislature intends to
5 require school districts to adopt a policy and procedure to prevent
6 and address secondary traumatic stress in the workforce and to make
7 resources on secondary traumatic stress publicly available.

8 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
9 RCW to read as follows:

10 The office of the superintendent of public instruction must
11 publish on its website links to resources, self-assessments, and best
12 practices for educators and local policymakers to prevent and address
13 secondary traumatic stress in the workforce. The office of the
14 superintendent of public instruction must collaborate with the
15 Washington state school directors' association, the educational
16 service districts, and the school employees' benefits board created
17 in RCW 41.05.740 and provide links to any resources on secondary
18 traumatic stress available through these organizations.

19 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.400
20 RCW to read as follows:

21 (1) The Washington state school directors' association shall
22 develop or revise, and periodically update, a model policy and
23 procedure to prevent and address secondary traumatic stress in the
24 workforce.

25 (2) The model policy and procedure must include the following
26 elements:

27 (a) A commitment to support mental health in the workplace;

28 (b) Promotion of a positive workplace climate with a focus on
29 diversity and inclusion;

30 (c) Establishment of a district-wide workforce mental health
31 committee with the following functions:

32 (i) Share secondary traumatic stress, stress management, and
33 other mental health resources and supports available through the
34 office of the superintendent of public instruction, the educational
35 service districts, and the school employees' benefits board created
36 in RCW 41.05.740;

37 (ii) Share links to a secondary traumatic stress self-assessment
38 tool and any associated resources; and

1 (iii) Report to the school district board of directors at least
2 once per year with a summary of committee activities;

3 (d) Regular assessment of district-level and school building-
4 level implementation of the policy and procedures that includes input
5 from the workforce; and

6 (e) Provision of appropriate resources and training to schools
7 and staff for continuous improvement.

8 (3) The model policy and procedure developed under this section
9 must be posted publicly on the Washington state school directors'
10 association's website by August 1, 2021. Updates to the model policy
11 and procedure must be posted publicly within a reasonable time of
12 development.

13 (4) By the beginning of the 2021-22 school year, each school
14 district must adopt, or amend if necessary, policies and procedures
15 that, at a minimum, incorporate all the elements described in
16 subsection (2) of this section. School districts must periodically
17 review their policies and procedures for consistency with updated
18 versions of the model policy and procedure.

Passed by the House February 25, 2021.

Passed by the Senate April 10, 2021.

Approved by the Governor April 26, 2021.

Filed in Office of Secretary of State April 26, 2021.

--- END ---



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: Robin Heinrichs, Executive Director of Support Services
DATE: September 14, 2021
SUBJECT: Six-Year Capital Facilities Plan 2021-2027

BACKGROUND INFORMATION

Annually, Pierce County adopts each school district's capital facilities plan by reference, rather than summarize district information in the County Capital Facilities Plan. Pierce County provides the template for the plan so that all districts' plans are standardized.

RECOMMENDATION

I move that the Board of Directors approve the Franklin Pierce Schools Six-Year Capital Facilities Plan 2021-2027.

ACTION REQUIRED

FRANKLIN PIERCE SCHOOLS

SIX-YEAR

CAPITAL FACILITIES PLAN

2021-2027

INTRODUCTION

The purpose of this report is to establish a Long-Range Capital Facilities Plan for the Franklin Pierce School District (District) in response to the provisions of the Growth Management Act (GMA). Specifically, this document will inventory the District's schools and support facilities, as well as its undeveloped/underdeveloped properties.



In addition, this document will assess the District's student enrollment growth prospects and identify the new construction, modernization, and new construction in lieu of modernization work needed to meet the demands of an expanding student enrollment. The District's Construction Program will be presented as a Six-Year Plan through the 2027 school year.

Historically, residential development and the need for new school construction, replacement and modernization for existing schools have not necessarily progressed in an orderly and coordinated manner. In the past, the selection of school sites and the construction of schools generally preceded, or closely followed the construction of new homes. In recent years, however, the gap between available school space and current need has increased in many areas as residential growth has accelerated and the permitting and development period for school construction has lengthened. As a result, schools have commonly become overcrowded. With overcrowding, the use of portable classrooms, without the benefit of adequate support facilities, has also increased.

In the past, relief for overcrowded schools has primarily come from local residents who have supported tax levies and bond issues. Voter approval of school levies and bond issues is becoming more difficult as other interests vie for property tax dollars. In addition, many existing residents are questioning the equity of having to pay for the educational facilities of new residents and/or school facilities they believe have not been properly maintained over time. In an effort to overcome the perceived inequity of property tax supported levies and bond issues, school districts have sought conditions upon development activity to provide a share of the local financial support needed for the construction of new school facilities.

This Long-Range Capital Facilities Plan is designed, in part, to support the use of school impact fees as provided for under the 1990 Growth Management Act. Therefore, the Plan consists of: (a) an inventory of existing schools, support facilities and undeveloped properties owned by the Franklin Pierce School District; (b) an enrollment history and a projection of enrollment through a six-year period; (c) an identification of the District's benchmark and current "level of service" with respect to capital facilities; (d) a forecast of the District's need for new construction, replacement, modernization, building maintenance and property management; and, (e) a plan that will finance the proposed construction projects, maintenance and property purchases within projected funding capacities and clearly identified sources of public money for such purposes. This Long-Range Capital Facilities Plan is designed to support implementation of school impact fees authorized by Pierce County. In addition, this Long-Range Capital Facilities Plan will also provide a basis for mitigation under the State Environmental Protection Act (SEPA) or the State Subdivision Act.

The Growth Management Act, which was passed in 1990 and amended in 1991, includes two elements addressing the impacts of development on schools:

- RCW 58.17.110, the State Subdivision Act, was amended to require denial of any plat "unless the . . . county legislative body makes written findings that: (a) appropriate provisions are made for . . . schools and school grounds . . . Dedication of land to any public body, provisions of public improvements to serve the subdivision, and/or impact fees imposed under this act may be required as a condition of subdivision approval . . ."
- RCW 58.17.060 was also amended to require that the same determination be made with regard to short plats.
- Sections 43-48 of the Act specifically authorize the counties and cities to impose impact fees for school facilities upon adoption of a Capital Facilities Plan element and enabling ordinance.

SCHOOL DISTRICT DESCRIPTION

INTRODUCTION

The Franklin Pierce School District is located south of Tacoma and west of Puyallup in unincorporated central Pierce County and includes the areas of Midland, Summit-Waller, Summit View, North Clover Creek Collins, and Parkland. The District is bisected by State Routes 7 (running north to south) and 512 (running east to west). To the north of the District is Tacoma School District, Bethel School District is on the south; Puyallup School District is to the east and Clover Park School District borders the District on the west.

SCHOOL FACILITIES INVENTORY

Franklin Pierce School District currently has one preschool, eight elementary schools, two middle schools, two comprehensive senior high schools, one alternative high school, and one instructional farm. The District operates basic educational programs under the following general grade-level configurations:

- Preschool including Head Start, ECEAP and District preschool programs housed at the Dr. Frank Hewins Early Learning Center;
- Kindergarten through fifth grades housed in elementary schools;
- Sixth through eighth grades housed in middle schools; and
- Ninth through twelfth grades housed in senior high schools.

Site Size

The elementary school sites range from 7.1 acres at Christensen Elementary to 9.6 acres at Harvard Elementary. A prototypical elementary school design under the state's standard as defined in WAC 392-342-020 requires a well configured site of not less than five acres of usable land, plus one acre for every 100 students – or between 9 and 10 acres for each of the District's existing elementary schools. The breakdown of the District's elementary school site sizes as shown in Table 1 reveals that most of the District's existing elementary school sites are substantially below the state's guidelines resulting in a shortage of available parking and conflicts in traffic patterns at the older schools. This also restricts placement of portables to address future growth at all sites.

TABLE 1 INVENTORY OF EXISTING ELEMENTARY SCHOOLS				
School	Site Size (acres)	Permanent Construction (square feet)	Number of Portables	Portable Square Footage
Brookdale Elementary (*)	2.8 (***)	42,909	0	0
Central Avenue Elementary (**)	7.6	37,466	3+1 rented	6,266
Christensen Elementary	7.1	33,361	3+2 rented	5,476
Collins Elementary	7.5	52,868	0	0
Elmhurst Elementary	8.75	45,119	3	2,856
Harvard Elementary	9.6	52,868	0	0
James Sales Elementary	3.7 (***)	52,868	0	0
Midland Elementary	8.13	46,272	4	7,168
TOTAL	55.18	363,731	16	21,766

(*) temporarily located in Old James Sales building while new school is under construction.

(**) temporarily located in Historic Collins building while new school is under construction.

(***) 6.5-acre James Sales site will be temporarily shared by Brookdale and James Sales programs during the 2021-2022 school year.

The District's middle school sites average just under 20 acres at each site. The state's minimum standard for middle school sites requires a minimum of 10 usable acres plus one acre for every 100 students – or between 19 and 21 acres for the District's two middle schools. A breakdown of the District's middle school sites is shown in Table 2.

TABLE 2 INVENTORY OF EXISTING MIDDLE SCHOOLS				
School	Site Size (acres)	Permanent Construction (square feet)	Number of Portables	Portable Square Footage
Ford Middle School	19.30	101,214	10	13,410
Keithley Middle School	19.00	100,242	4	5,364
TOTAL	38.30	201,456	14	18,774

The state's minimum site area standard is similar for high schools at 10 usable acres plus one acre for every 100 students – or between 19 and 21 acres each. The District's two comprehensive high schools are in line with the state's minimum size standard. A breakdown of the District's high school sites is shown in Table 3.

TABLE 3 INVENTORY OF EXISTING SENIOR HIGH SCHOOLS				
School	Site Size (acres)	Permanent Construction (square feet)	Number of Portables	Portable Square Footage
Franklin Pierce High School	29.00	174,009	0	0
Washington High School	39.00	154,399	4	7,168
GATES Alternative High School	4.60	7,755	12	12,551
TOTAL	72.60	336,163	16	19,719

Facility Size

Franklin Pierce elementary schools range in size (permanent construction) from 33,361 square feet at Christensen Elementary to 52,868 at the new replacement schools (Collins, Harvard, James Sales). A breakdown of the square footage of the District's elementary schools is shown in Table 1.

Franklin Pierce middle schools consist of Ford Middle School with 101,214 square feet and Keithley Middle School with 100,242 square feet (permanent construction). A breakdown of the square footage of the District's middle schools is shown in Table 2.

Franklin Pierce High School has a total of 174,009 square feet and Washington High School has a total of 154,399 square feet (permanent construction). A breakdown of the square footage of the District's high schools, including the Franklin Pierce District's alternative school, is shown in Table 3.

Use of Portables to Supplement Classroom Capacity

Use of portable classrooms is often seen as an expeditious solution in addressing a need to add classroom space at a school site. These buildings do provide a timely solution to the problem, but extensive use of portables tends to overtax the demands on core components of permanent construction such as gyms, cafeterias, and administration space.

An inventory of the portable classrooms currently in use for instructional purposes at the elementary school level is shown in Table 1. The present elementary school enrollment requires the use of 16 portable structures containing 24 classrooms.

An inventory of the portable structures currently in use for instructional purposes at the middle school level is shown in Table 2. Fourteen portable buildings containing 21 classrooms are required to meet the needs of the middle school enrollment.

There are presently no portables at Franklin Pierce High School. Washington High School has 4 portable buildings onsite containing 8 classrooms. GATES Alternative High School is comprised of 12 portable buildings containing 13 classrooms as shown in Table 3.

Currently, there is a total of 66 portable classrooms used for instructional purposes in the Franklin Pierce School District.

The present elementary school enrollment requires the use of 21,766 square feet of portable classroom space. Portable classrooms are currently in place at four of the eight elementary schools. However, the potential to place additional portables in the district is very limited due to regulatory constraints at some of the sites. For example, at New Collins Elementary the amount of developable land is greatly impacted by the presence of wetlands and buffers making placement of even a single portable impractical.

The present middle school enrollment requires the use of 18,774 square feet of portable classroom space. On the average, the District has 9,387 square feet of portable classroom space at each middle school location.

The present senior high school enrollment requires the use of 19,719 square feet of portable classroom space; however, the alternative high school accounts for 12,551 square feet of this total.

Benchmark Level of Service Capacity

The Growth Management Act (GMA) requires that school districts provide “level of service” or “school capacity” data as a component of their Long-Range Capital Facilities Plan. The GMA was developed, in part, to help ensure that public services, including schools, necessary to support development shall be adequate to serve said development at the time the development is available for occupancy and use without decreasing current service levels below locally established minimum standards. In other words, each public service needs to clearly define their service level so that the service level can be maintained in the face of new development.

In the paragraphs to follow, the “level of service” concept will be defined and related to school facilities. The Space Allocation Model (SAM) will be explained and rationale provided for why that model was used to describe the Franklin Pierce School District’s “level of service.”

Definition: In a generic sense, the “level of service” is an indicator of the extent or degree of service provided by each type of capital facility. Level of service is a quantifiable and objective measure, such as gallons of water per customer or acres of park space per capita.

With respect to public schools, the “level of service” is a measure of the school building space provided for the purpose of supporting the instruction of students. Most often, this measure of service is reported as the number of students a school is designed to accommodate (i.e., the Practical Capacity). However, the number of square feet each student is afforded (i.e., Space Allocation) is also used as a measure of service.

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District’s adopted educational program. The educational program standards which typically drive facility space need to include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and the use of portable classroom facilities.

In addition to factors which affect the amount of space required, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by nontraditional or special programs such as special education, bilingual education, remediation, alcohol and drug education, AIDS education, preschool programs, computer labs, music programs, etc. These mandated special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

A variation in student capacity between schools is often a result of special or nontraditional programs offered at specific schools. These special programs require classroom space which can reduce the permanent capacity of some of the buildings housing such programs. Some students, for example, leave their regular classroom

for a short period of time to receive instruction in these special programs. The District's newer schools, which are currently under construction, are designed to accommodate many of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class size mandates, grade span configurations, use of new technology, and other physical aspects of the school facilities. The school space inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of the Long-Range Capital Facilities Plan.

THE SPACE ALLOCATION MODEL

The Franklin Pierce School District's "level of service" has been defined in terms of the amount of permanent and portable school space that is provided for the instruction of each elementary, middle school and high school student. The Space Allocation Model (SAM) was selected over the Practical Capacity Model (PCM) for several reasons. They are as follows:

- The SAM is a well-established and familiar model. WAC 392-343-035 sets forth four factors that govern the level of state assistance provided to school districts for the funding of new school facilities. One of those factors is a "square foot per student" space allocation (i.e., 90 square feet per student in grades K-6, 117 square feet per student in grades 7 through 8, and 130 square feet per student in grades 9 through 12).
- As spoken to earlier, the space allocation figures set forth in WAC 392-343-035 are only used for the purpose of determining a school district's eligibility for state matching funds. Clearly, those space allowances do not reflect an accurate total of the true space needed to carry out the instructional programs of any particular school district. However, the state's square footage figures are very familiar to anyone associated with new school construction in the state of Washington.
- The SAM is an easier model to calculate. Establishing the practical enrollment capacity of an elementary school is not particularly troublesome. However, trying to accurately assess the practical capacity of a middle or high school is extremely difficult. Teacher planning periods, specialty areas like life skills, music rooms, shop classes, and the Running Start program are just a few examples of the complexities of a secondary school's instructional program.
- The SAM is also a much easier model to explain. The straightforward calculations of the SAM are not difficult to understand, especially to a person who is not totally familiar with the complexities of the instructional programs of school districts.

Even though the Franklin Pierce School District has included the square footage of its portable classrooms as part of their "level of service" calculations, the District seldom considers portables as being ideal instructional space for students and/or staff members. By design, portable classrooms separate their occupants from the rest of a school's student body and/or staff members. In addition, the increased enrollment that portables afford a school often times serve to tax the "core" facilities of the permanent building(s), spaces such as the gymnasium, the library, the restrooms, the main office and the nutrition service facilities.

Benchmark Calculations. When Franklin Pierce School District's Long-Range Capital Facilities Plan was initially adopted by the District's Board of Directors on April 12, 1994, the "level of service" calculations were based on 1993-1994 enrollments and facility size figures. As a result, the first "level of service figures have established the benchmark, against which subsequent "level of service" figures will be compared.

Space Allowance Calculations

Calculating the "Site Level of Service" (SLOS) for each grade-level configuration (i.e., elementary, middle school and high school) is a four-step process. That process is as follows:

Step 1 The square footage of all permanent school buildings in a specific grade-level configuration + the square footage of all portable school buildings in that same grade-level configuration = the total square footage of all school buildings for that grade-level configuration.

Therefore;

Permanent Space + Portable Space = Total Square Footage

Step 2 The square footage of all permanent school buildings in a specific grade-level configuration divided by the total square footage of all school buildings in that same grade-level configuration = the percentage of permanent school space for that grade-level configuration.

The square footage of all portable school buildings in a specific grade-level configuration divided by the total square footage of all school buildings in that same grade-level configuration = the percentage of portable school space for that grade-level configuration.

Therefore;

Permanent Space divided by Total Space = Percentage of Permanent Space

Portable Space divided by Total Space = Percentage of Portable Space

Step 3 The total of SLOS of all buildings/the total number of all like schools (elementary, middle, or high school) = the District Level of Service (DLOS) for that category of school.

Therefore;

The sum of SLOS by school category divided by the number of schools in that category = Level of Service for that category of school.

Step 4 The data calculated in steps 1-3 needs to be compared against the 1993-1994 benchmark. It must also be evaluated considering the current program requirements and regulatory changes for each type of school facility. For example, portables do not provide any of the needed support space (library, multi-purpose rooms, offices, restrooms, etc.). When the district builds new permanent facilities, it includes all such support space for each classroom. Typically, this results in a doubling of the square footage.

In addition, recent class size reduction standards set forth in Initiative 1351 provide for fewer students in each classroom especially at the K-3 grade levels. Since the size of existing classrooms is established in existing facilities, the new standard will necessitate provision of additional classrooms to meet the new density requirements.

TABLE 4 ELEMENTARY LEVEL OF SERVICE					
Elementary Site	Permanent Area (Sq. Ft.)	Portable Area (Sq. Ft.)	Total Elementary Area (Sq. Ft.)	Number of Students (Oct. 2020)*	Elementary Site Level of Service (ESLOS)
Brookdale	42,909	0	42,909	470	91
Central Avenue	37,466	6,266	43,732	370	118
Christensen	33,361	5,476	38,837	403	96
Collins	52,868	0	52,868	488	108
Elmhurst	45,119	2,856	47,975	365	131
Harvard	52,868	0	52,868	401	132
James Sales	52,868	0	52,868	382	138
Midland	46,272	7,168	53,440	502	106
TOTAL	363,731	21,766	385,497	3381	920

(*) district enrollment during the 2020-21 school year was significantly reduced due to the impacts of the COVID-19 pandemic.

The total of SLOS of all elementary school buildings/the total number of all elementary schools = the District Elementary School Level of Service (DESLOS).

Therefore;

The calculated district elementary school level of service is 920 SLOS/8 elementary schools = 115 square feet per student.

The adopted 1993-94 level of service square footage allowance for the Franklin Pierce School District's elementary grades was 103 square feet per student.

Permanent Construction = 94%

Portable Construction = 6%

TABLE 5 MIDDLE SCHOOL LEVEL OF SERVICE					
Middle School Site	Permanent Area (Sq. Ft.)	Portable Area (Sq. Ft.)	Total Middle School Area (Sq. Ft.)	Number of Students (Oct. 2020)*	Middle School Site Level of Service (MSLOS)
Ford	101,214	13,410	114,624	979	117
Keithley	100,242	5,364	105,606	849	124
Total	201,456	18,774	220,230	1828	241

(*) district enrollment during the 2020-21 school year was significantly reduced due to the impacts of the COVID-19 pandemic.

The total of SLOS of all middle school buildings/the total number of all middle schools = the District Middle School Level of Service (DMSLOS).

Therefore;

The calculated district middle school level of service = 241 SLOS/2 middle schools = 120.5 square feet per student.

The adopted 1993-94 level of service square footage allowance for the Franklin Pierce School District's middle school grades was 118 square feet per student.

Permanent Construction = 91%

Portable Construction = 9%

TABLE 6 HIGH SCHOOL LEVEL OF SERVICE					
High School Site	Permanent Area (Sq. Ft.)	Portable Area (Sq. Ft.)	Total High School Area (Sq. Ft.)	Number of Students (Oct. 2020)*	High School Site Level of Service (HSLOS)
Franklin Pierce	174,009	0	174,009	1207	144
Washington	154,399	7,168	161,567	987	164
Gates Alternative	7,755	12,551	20,306	87	233
Total	336,163	19,719	355,882	2281	541

(*) district enrollment during the 2020-21 school year was significantly reduced due to the impacts of the COVID-19 pandemic.

The total of SLOS of all high school buildings/the total number of all high schools = the District High School Level of Service (DHSLOS).

Therefore;

The calculated district high school level of service = 541 SLOS/3 high schools = 180 square feet per student.

The adopted 1993-94 level of service square footage allowance for the Franklin Pierce School District's high school grades was 132 square feet per student.

Permanent Construction = 94%

Portable Construction = 6%

Current Level of Service Capacity

In the paragraphs to follow, this Long-Range Capital Facilities Plan will compare the October 2020 actual enrollment (i.e., head count) of each Franklin Pierce school facility with the benchmark capacity figures that were developed from our October 1993 enrollment count. In other words, how does the current enrollment capacity of each of our school facilities compare with its benchmark enrollment capacity.

The present enrollment figures expressed have been obtained from the October 2020 P223 Form, which is the District's official enrollment count. The benchmark capacity figures are derived by dividing each school's total space (i.e., permanent space plus portable space) by the benchmark space allowance figure for each grade configuration (i.e., elementary, middle school and high school). If the present enrollment figure is larger than the benchmark capacity figure, then the school is viewed as being over capacity and the difference is reported as a positive (+) number. However, if the present enrollment figure is smaller than the benchmark capacity figure, then the school is viewed as being under capacity and the difference is reported as a negative (-) number.

Elementary Level

The current levels of service capacity data for the elementary level are found in Table 7. The present enrollment figures range from a high of 502 students at Midland Elementary to a low of 365 students at Elmhurst Elementary.

The benchmark capacity figures range from a high of 519 at Midland Elementary to a low of 377 at Christiansen Elementary. The District's total elementary school benchmark capacity enrollment figure is 3,381.

TABLE 7 CURRENT LEVEL OF SERVICE CAPACITY ELEMENTARY LEVEL			
School	Oct. 2020 Enrollment (# of students)	Benchmark Capacity (# of students)	Current Capacity (# of students)
Brookdale Elementary	470	417	+53
Central Avenue Elementary	370	425	-55
Christensen Elementary	403	377	+26
Collins Elementary	488	513	-25
Elmhurst Elementary	365	466	-101
Harvard Elementary	401	513	-112
James Sales Elementary	382	513	-131
Midland Elementary	502	519	-17
Total	3,381	3,743	-362

The current capacity figures, over capacity vs. under capacity, range from +53 students at Brookdale Elementary to -131 students at James Sales Elementary. Two of the eight elementary schools have present enrollments that are larger than their benchmark capacities. By this measure, the District's total elementary school enrollment is below its space capacity by 362 students as shown in Table 7. This is due in large measure to the reduction in enrollment resulting from the COVID-19 pandemic. In addition, completion of three 52,868 square foot replacement schools in the summer of 2020 added capacity to the elementary school inventory compared with the schools that they replaced.

Middle School Level

The current levels of service capacity data for the middle school level are found in Table 8. The October 2020 enrollment figures for District middle schools indicate 1,828 students in these grades.

TABLE 8 CURRENT LEVEL OF SERVICE CAPACITY MIDDLE SCHOOL LEVEL			
School	Oct. 2020 Enrollment (# of students)	Benchmark Capacity (# of students)	Current Capacity (# of students)
Ford Middle School	979	971	+8
Keithley Middle School	849	895	-46
TOTAL	1,828	1,866	-38

The District's total middle school benchmark capacity enrollment figure was 1,866. Benchmark capacity indicates space for 38 additional students as shown in Table 8. This calculation does not, however, factor in the reduction in enrollment during the 2020-21 school year caused by the COVID-19 pandemic.

Senior High Level

The current levels of service capacity data from the senior high level are found in Table 9. Enrollment in Washington, Franklin Pierce, and GATES high schools in October of 2020 totaled 2,281 students.

The District's total senior high school benchmark enrollment capacity is 2,696. The District's total senior high school enrollment has additional capacity for 415 students, see Table 9.

TABLE 9 CURRENT LEVEL OF SERVICE CAPACITY HIGH SCHOOL LEVEL			
School	Oct. 2020 Enrollment (# of students)	Benchmark Capacity (# of students)	Current Capacity (# of students)
Franklin Pierce HS	1,207	1318	-111
Washington HS	987	1224	-237
GATES Alternative	87	154	-67
TOTAL	2,281	2,696	-415

DESCRIPTIONS OF DISTRICT SCHOOLS

This Long-Range Capital Facilities Plan provides the following brief description of each school facility. The descriptions include such items as the date of construction and/or modernization. The descriptions can also include a short explanation of how the school was named. Known plans for replacement or modernization are also annotated.

BROOKDALE ELEMENTARY SCHOOL (K-5)**611 132nd Street South****Tacoma, WA 98444-3599**

Brookdale Elementary was named after Mr. Brookdale, a pioneer in the Parkland area and a partner in the Parkland Land Company, who platted the original "Parkland Townsite." This school, originally constructed in 1957, was identified for replacement as part of the 2016 bond. The old school was removed in the summer of 2020. Construction of the new school has begun and is scheduled for completion by November of 2021.

The Brookdale program will be temporarily housed in the Historic James Sales School building for the beginning of the 2021-2022 school year while the replacement school is being completed on the original Brookdale site. The new 52,868 square foot two-story building is designed to house 513 students and 65 staff members. It will contain 24 general-use classrooms, 2 collaboration spaces, 4 special education classrooms, a music room, library, and a multipurpose room. Occupancy of the new facility is scheduled for January 2022.

CENTRAL AVENUE ELEMENTARY SCHOOL (K-5)

4505 104th Street East

Tacoma, WA 98446-5239

Central Avenue School was originally constructed in 1927 and was considered a separate school district with Edwin Nelson serving as principal and superintendent. In 1949 Central Avenue School District consolidated with Parkland, Midland and Collins school districts, thus creating the Franklin Pierce School District.

Central Avenue Elementary was slated to be replaced on the existing site as part of the 2016 bond. Construction of the new school began in July of 2020 and will be completed by November of 2021. The new 52,868 square foot two-story replacement facility is designed to accommodate 513 students and 65 staff members. It will have 24 general-use classrooms, 2 collaboration spaces, 4 special education classrooms, a music room, library, and a multipurpose room.

The Central Avenue educational program will be temporarily housed at the Historic Collins Elementary School site during the first part of the 2021-2022 school year and until construction of the new school is completed. Occupancy of the new facility is scheduled for beginning of January 2022.

CHRISTENSEN ELEMENTARY SCHOOL (K-5)

10232 Barnes Lane

Tacoma, WA 98444-2799

Christensen Elementary School was named after Andrew Christensen, Sr., a 20-year board member in the Midland School District before the consolidation of Parkland, Collins, Midland and Central Avenue school districts. Mr. Christensen retired from the school board in 1955 and was succeeded by his son Andrew Christensen, Jr.

The school was constructed in 1956 and was modernized in 1984. In 1992, four additional classrooms were added along with renovation and asbestos removal. The renovation of the playfield was part of the bond passed in 1989. An additional modernization project was completed in 2000. A covered play shed was added in 2011. A second covered play shed was added in 2018 funded by the 2016 bond. This school has 22 general-use classrooms, 2 kindergarten rooms and 5 other spaces, which include the library, music room, multi-purpose room and stage area. Two single classroom rented portables were placed at the site during the summer of 2020 to address the need for additional space at the school.

HISTORIC COLLINS SCHOOL (K-5)

4608 128th Street East

Tacoma, WA 98446-4399

Historic Collins School originally housed students in an old "cook shack" in 1906. In 1935, a two-story schoolhouse was constructed. In subsequent years, several additions were constructed including a classroom wing (1955), a second wing (1962), a multi-purpose room (1965), and more classrooms (1993). The building was renovated in 1993, including removal of asbestos. The playfields were renovated in 1994 as part of the bond passed in 1989. A modernization project funded by the 1998 bond was completed in 2001.

Collins School was originally a separate school district and was named after the pioneer Collins family who settled in the area in the late 19th century. This school/district, along with Central Avenue, Parkland and Midland merged in 1949 to create the Franklin Pierce School District. This school has 16 general-use

classrooms, 2 kindergarten rooms and 3 other spaces, which include the library, music room, and multi-purpose room.

Collins School will serve as the temporary home for Central Avenue Elementary for the first three months of the 2021-2022 school year while the replacement school is completed at the original Central Avenue site. The District intends to retain the use of Historic Collins School after it is no longer needed by the Central Avenue Elementary program. This facility has been slated as the new home for the District's alternative high school and the Transitions Program.

NEW COLLINS ELEMENTARY SCHOOL (K-5)

1920 128th Street East

Tacoma, WA 98446

Replacement of Collins Elementary School was identified as part of the 2016 bond construction program. The Collins Elementary School program moved into its new 52,868 square foot two-story building the beginning of the 2020-2021 school year. The new school was constructed on a formerly vacant parcel located on the corner of 18th Avenue and 128th Street. The new building accommodates 513 students and 65 staff members. It contains 24 general-use classrooms, 2 collaboration spaces, 4 special education classrooms, a library, a music room, and a multipurpose room. Partial funding for this project came from impact fees made possible from the 1990 Growth Management Act.

ELMHURST ELEMENTARY SCHOOL (K-5)

420 133rd Street East

Tacoma, WA 98445-1465

Elmhurst Elementary School was built to house students from the "Mayfair" Development. It originally consisted of two buildings constructed in 1964 and later was expanded with two additional buildings constructed in 1965. In 1992, a four-classroom addition and renovation was completed. This addition was part of the bond which passed in 1989. The playfield was later renovated in 1992. A modernization project was completed in 2002 as part of a 1998 bond. In 2018, a covered play shed and an access control security system were installed as part of the 2016 bond program.

This school has 20 general-use classrooms, 2 kindergarten rooms, 3 special education classrooms and 5 other spaces, which include the library, cafeteria, and multi-purpose room.

HARVARD ELEMENTARY SCHOOL (K-5)

1709 85th Street East

Tacoma, WA 98445-4113

Harvard Elementary was identified to be replaced as part of the 2016 bond. Construction on the new 52,868 square foot two-story replacement building began in the summer of 2019 and the project was completed in time for the 2020-2021 school year. The new school has 24 general-use classrooms, 2 collaboration spaces, 4 special education classrooms, and 3 other spaces including a library, music room, and a multipurpose room.

The new school replaces an older school building which was constructed in 1955. The 1955 building was known to longtime residents as the "new school" since it replaced an even older wood-framed building dating from the early 1900s.

HISTORIC JAMES SALES SCHOOL (K-5)

11213 Sheridan South

Tacoma, WA 98444-4099

Historic James Sales School was originally constructed in 1953. This elementary school was named after a Parkland area pioneer, James Sales, the first baby born to a pioneer family in Pierce County. Mr. Sales' descendants have played a major role in the growth of the Parkland community.

The James Sales School had a four-classroom addition in 1993, along with a renovation and asbestos removal as part of the 1989 bond. The fields were also renovated in 1994 as part of the bond. The building was modernized in 2002 as part of the 1998 bond passage.

This school has 19 general-use classrooms, 2 kindergarten rooms and 4 other spaces, which include the library and multi-purpose room.

Historic James Sales School was slated for replacement as part of the 2016 bond. A replacement school was constructed on the same site during the 2019-2020 school year. The school building will be retained until the end of 2021 to serve as the temporary home for the Brookdale Elementary program while their new school is being completed.

NEW JAMES SALES ELEMENTARY SCHOOL (K-5)

1301 113th Street

Tacoma, WA 98444-4099

James Sales Elementary was identified to be replaced with a new school building as part of the 2016 bond. The new 52,868 square foot two-story building was constructed during the 2019-2020 school year and was completed in August 2020. The new school building contains 24 general-use classrooms, 4 special education classrooms, 2 collaboration spaces, a library, a music room, and a multipurpose room.

The Historic James Sales School building will be retained by the District to temporarily house the Brookdale Elementary program until the end of 2021 at which point it will be demolished to enable completion of the development for the new school including a playground, sports field, bus loop and a covered play shed.

MIDLAND ELEMENTARY SCHOOL (K-5)

2300 105th Street East

Tacoma, WA 98445-5324

The original Midland School District began in November 1880. The first two-story building was built in 1893. The main building was constructed in 1924, with additions built in 1941 and 1949. An extensive remodeling took place in 1963. In 1990, as part of the 1989 bond, the playfields at this site were renovated and sewer was installed.

The school was demolished in 2001-2002 and a new Midland Elementary was constructed with a capacity of 450 students. The new elementary opened in September 2003. The school has 21 general-use classrooms, 2 kindergarten classrooms, 1 special education classroom and 2 open space areas that include the gymnasium and library. An access control security system and a covered play shed were added in 2018 as part of the 2016 bond.

FORD MIDDLE SCHOOL (6-8)

1602 104th Street East

Tacoma, WA 98445-3838

Ford Middle School was originally constructed in 1958 with an additional building constructed in 1965. This school was the first intermediate school in the Franklin Pierce School District and was named after Morris E. Ford, the first superintendent of the Franklin Pierce School District who passed away in 1958. The two original buildings were modernized in 1983. Some modernization and asbestos removal were performed as part of the 1989 bond in 1993. Also, as part of the bond, the west field was renovated in 1990 and the east field in 1992. A modernization project was completed in 1999 due to a bond passage in 1998. The cafeteria underwent extensive renovation during the 2015-2016 school year funded by the 2012 Capital Projects Levy. The gymnasium was later replaced during the 2018-2019 school year funded by the 2016 bond. This school has 36 general-use classrooms, 1 special education classroom and 3 other spaces, which include the library, gym, and cafeteria.

KEITHLEY MIDDLE SCHOOL (6-8)

12324 12th Avenue South

Tacoma, WA 98444-3899

Keithley Middle School is comprised of 7 buildings which were constructed in 1961 and 1 building constructed in 1967. This school was named after Perry G. Keithley, the first principal of Harvard Elementary. Keithley was renovated as part of the 1989 bond in 1991. The fields were renovated in 1993, also part of the 1989 bond. A modernization was completed in 1999 due to a bond passage in 1998. The school's cafeteria was substantially rebuilt in 2014 including the addition of a central kitchen to provide meals for the District's elementary schools. This project was funded by the 2012 Capital Projects Levy. Keithley Middle School has 37 general-use classrooms, 1 special education classroom and 4 other spaces, which include the gym and cafeteria.

FRANKLIN PIERCE HIGH SCHOOL (9-12)

11002 18th Avenue East

Tacoma, WA 98445-5200

Franklin Pierce High School consists of 13 buildings constructed in 1952 and 5 buildings constructed in 1955. The school opened as a new 4-year comprehensive high school and was named after Franklin Pierce, who was the U.S. president when the Washington territory was formed. The school was modernized in 1983. Renovation and asbestos removal were performed, as well as field renovation, in 1993 as part of the 1989 bond. An auxiliary gym was constructed in 2000 as part of the passage of a bond in 1998. A two-phase modernization project was completed in 2004 as part of the 1998 bond. Artificial turf at the stadium was replaced in 2013 and the track was renovated in 2016. This school has 52 general-use classrooms and 2 other spaces, which include the gym and cafeteria.

A 500-seat performing arts center will be constructed at the school starting in 2022 under the 2016 bond program. This facility will serve as a district asset as a performance venue and a meeting place.

WASHINGTON HIGH SCHOOL (9-12)

12420 Ainsworth South

Tacoma, WA 98444-2398

Washington High School is comprised of 10 permanent buildings constructed in 1969. Modernization and asbestos removal were performed in 1991 as part of the 1989 bond. Also, as part of the bond, the south field was renovated in 1991. The football field and track were renovated in 1995 as part of the last phase of the 1989 bond. An auxiliary gym was constructed in 1999 with funds from the 1998 bond. A modernization project was completed in 2005 as part of the 1998 bond passage. The track was re-surfaced in 2015. Construction of a new STEM laboratory addition was completed in 2019 as part of the 2016 bond program. It consisted of an addition to Building 900, plus renovation of Building 900 and portions of Building 600. The project provides a state-of-the-art learning environment for the instruction of mathematics, physical sciences, and engineering disciplines. This school has 50 general-use classrooms and 2 other spaces, which include the gym and cafeteria.

GATES ALTERNATIVE HIGH SCHOOL (9-12)

813 132nd Street South

Tacoma, WA 98444-3532

GATES High School is an acronym for "Greater Alternatives to Educating Students." This school opened in 1978 in a remodeled garage and portable classroom. Ten years later, a larger campus was created a block west with more portables and a new administration building. Additional portables were put on the site in 1982, 1983 and 1984. This school has 12 portable buildings used for instructional purposes and 1 used as offices. A gymnasium and two-classroom addition were built in 2004 as part of the 1998 bond.

AGRICULTURAL RESOURCE CENTER (THE FARM)

9516 Waller Road East

Tacoma, WA 98446-2432

This site provides District students with hands-on learning opportunities in agriculture, nutrition, and environmental science. The facility also provides spaces for community gardening and small group meetings. The District is currently in the process of designing a 4,800 square foot STEM instructional facility funded by \$5.2 in direct appropriations from the state legislature to replace the existing 2,105 square foot portable which serves to house classroom instructional activities. Barns, greenhouses, produce washing stations, and a farmhouse are also situated on this 9.7-acre site.

DR. FRANK HEWINS EARLY LEARNING CENTER (ELC)

12223 "A" Street

Tacoma, WA 98444

The original Parkland United Methodist Church was acquired by the District in 2014 with the goal of repurposing the structure to become the home of the District's consolidated preschool program. The 20,478 square foot building was extensively modernized and renovated in 2015. The new facility opened in the fall of 2015 to house the District's Head Start, Early Childhood Education and Assistance Program (ECEAP), and community preschool programs.

The structure sits on 1.8 acres of ground. Acquisition of the property and the extensive renovation of the building were funded by a \$2 million direct appropriation by the state legislature plus sale of non-voted debt bonds secured by funding from the 2012 Capital Projects Levy. In 2017, the District acquired additional land

to expand the parking area at the school. Development and paving of the expanded parking area were completed in 2018. During that same year, this facility was dedicated to Dr. Frank Hewins who served as superintendent of Franklin Pierce Schools from 2007 through 2018.

In 2017, the District received a legislative appropriation to design a 7,950 square foot two-story six-classroom addition for the ELC. Construction of the addition was completed in 2020 in time for the 2020-2021 school year.

DESCRIPTIONS OF EXISTING SUPPORT FACILITIES AND PROPERTIES

JO ANNE MATSON ADMINISTRATION COMPLEX

The Jo Anne Matson Administration Complex is located on 1.5 acres with 15,748 square feet of office space. Named after Jo Anne Matson who served on the Franklin Pierce Board of Directors for thirty-nine years, this facility houses the Franklin Pierce School District administrators and staff. The specific departments located at this site are District administration, K-12 education, teaching and learning, human resources, business services, learning support services, athletics, and student assistance. Three portable office buildings were installed in 2020 to provide additional office and meeting space.

SUPPORT SERVICES/NUTRITION SERVICES/PURCHASING/FACILITIES/INFORMATION TECHNOLOGY

This 2.5-acre site houses the offices for the maintenance/custodial, nutrition services, facilities/purchasing and information technology departments. Along with the office, there is an electrical shop, maintenance shop, 4 warehouses and nutrition service freezers/coolers. A new office building was completed in 1999 as part of the 1998 bond.

TRANSPORTATION COMPLEX

This complex houses the District bus fleet and is located adjacent to Franklin Pierce High School. There is a total of 1.8 acres with 2 structures consisting of offices/repair shop and a vehicle washing station. A new office addition was completed in 2000 as part of the 1998 bond.

The District looks to eventually relocate the transportation complex to another location in order to incorporate the existing site as part of Franklin Pierce High School.

EXISTING UNDEVELOPED PROPERTIES

The Franklin Pierce School District currently has a number of small undeveloped sites. The largest of these is a 5-acre site between Washington High School and Keithley Middle School. It is anticipated that this site will eventually be used as an athletic field complex for overflow sports activities. The District has initiated development of a master plan for this property to ensure that plans for future development are coordinated.

FORECAST OF FUTURE NEEDS

INTRODUCTION

To better understand and appreciate the degree of the enrollment changes taking place in Franklin Pierce Schools, we will examine: (a) the District's student enrollment history over the past six years, and (b) most importantly, the District's enrollment projections through the 2026-2027 school year. A series of tables have been prepared to effectively display the District's enrollment data over this period.

Decreased enrollment noted in the 2020-21 school year in the following tables is largely attributable to the effects of the COVID-19 pandemic.

STUDENT ENROLLMENT TRENDS

Six-Year Enrollment Trends

Over the past six school years, the District's elementary school enrollment has shown relatively flat growth from year to year. Detailed elementary enrollment history is shown in Table 10.

TABLE 10 ELEMENTARY ENROLLMENT HISTORY						
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	600	616	585	624	575	518
1	612	619	629	605	630	534
2	641	599	614	611	592	588
3	621	627	625	622	593	581
4	632	658	651	628	640	571
5	560	621	672	643	606	589
Totals	3,666	3,740	3,776	3,733	3,636	3,381

The District has seen solid growth in middle school enrollment over the past six years. Detailed middle school enrollment history is shown in Table 11.

TABLE 11 MIDDLE SCHOOL ENROLLMENT HISTORY						
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	551	551	643	644	606	589
7	558	567	560	638	639	617
8	543	567	531	589	652	622
Totals	1,652	1,685	1,734	1,871	1,897	1,828

Over the past six school years, the District's high school enrollment has remained relatively level with some decline in the past three years. Detailed high school enrollment history is shown in Table 12.

TABLE 12						
HIGH SCHOOL ENROLLMENT HISTORY						
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	582	558	584	545	572	643
10	590	603	561	567	542	551
11	576	600	582	549	547	523
12	597	585	604	583	533	564
Totals	2,345	2,346	2,331	2,244	2,194	2,281

Six-Year Enrollment Projections

The accuracy of school enrollment projections obviously diminishes year-by-year from the time the projections are first made. Therefore, some degree of care needs to be taken in interpreting any enrollment forecasting data.

Enrollment projections are derived by using two primary factors to project enrollments for the Franklin Pierce School District.

First, historical enrollment statistics from the District were employed. Specifically, the most current year's enrollments were studied, along with the enrollment progression from grade-to-grade for the last six school years.

Second, proposed future developments for single-family and multi-family housing are considered in the projections. The recession which began in 2007 effectively stopped submittals for large subdivisions or complexes within the District for several years. However, some revival in new construction has been evident in recent years with new projects starting on previously permitted subdivisions and some general in-fill taking advantage of vacant lots in established neighborhoods. The proposed redevelopment of the Brookdale golf course could also have significant impact (200+ homes) on enrollment counts in the next six years.

Recent trends in the market indicate a significant influx of new residents to Pierce County as people from King County and elsewhere seek less expensive housing costs in this area. It seems likely that this significant increase to the local population will result in more students in District schools.

In summary, the enrollment projections through the 2026-2027 school year are calculations which estimate each successive year's enrollment by incorporating prior year's data, proposed housing developments and cohort survival factors. These numbers are based upon projections from a demographic study performed by FLO Analytics in 2020.

ELEMENTARY ENROLLMENT PROJECTIONS

Enrollment in the District's elementary schools is projected to increase moderately over the six-year period. In addition to the expected growth, additional classrooms will also be required with the implementation of changes in program standards such as class size reduction and the trend towards small group instructional activities. Detailed elementary enrollment projections are shown in Table 13.

TABLE 13 ELEMENTARY ENROLLMENT PROJECTIONS						
Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	576	564	587	597	599	605
1	617	596	584	608	621	621
2	588	613	592	579	604	616
3	627	593	617	595	584	610
4	615	650	613	638	617	605
5	605	621	657	620	646	625
Totals	3,628	3,637	3,650	3,637	3,671	3,682

MIDDLE SCHOOL ENROLLMENT PROJECTIONS

Over the next six-year period, middle school student enrollment is expected to increase at a steady pace commensurate with the increase expected in the "feeder" elementary schools. Detailed middle school enrollment projections are shown in Table 14.

TABLE 14 MIDDLE SCHOOL ENROLLMENT PROJECTIONS						
Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6	642	603	618	655	617	645
7	620	657	616	632	669	630
8	650	613	651	611	626	662
Totals	1,912	1,873	1,885	1,898	1,912	1,937

HIGH SCHOOL ENROLLMENT PROJECTIONS

High school student enrollment is expected to remain relatively steady over the next six years characterized by moderate growth. Detailed high school enrollment projections are shown in Table 15.

TABLE 15 HIGH SCHOOL ENROLLMENT PROJECTIONS						
Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
9	671	673	635	674	635	647
10	652	662	664	627	665	626
11	571	667	678	680	640	679
12	492	504	588	600	600	566
Totals	2,386	2,506	2,565	2,581	2,540	2,518

FUTURE CAPITAL FACILITY NEEDS

SCHOOL SPACE NEEDS

The following illustrates the projected demands on existing facilities given the enrollment projections for the next six years and the District's benchmark "level of service" space allowance for the Elementary Level at 103 square feet per student, the Middle School Level at 118 square feet per student and the Senior High Level at 132 square feet per student.

Elementary School Level

Presently, the District is providing 363,731 square feet of permanent school space and 21,766 square feet of portable classroom space at 8 separate elementary school locations to support the instruction of 3,381 elementary students, see Table 4. These schools were designed to house 3,743 students resulting in present additional capacity of 362 students, see Table 7. Please note that the portable classrooms are currently in place at only 4 of the 8 elementary schools. The potential to place additional portables in the district is very limited due to regulatory constraints at some of the sites. For example, at New Collins Elementary the amount of developable land is greatly impacted by the presence of wetlands and buffers making placement of even a single portable impractical.

The District's elementary schools are situated on a total of 55.18 acres of land or about 6.9 acres per school site. State guidelines for elementary schools require a minimum of five acres per site plus one acre per every 100 students. This indicates that the collective area for the District's elementary schools should be $(8 \times 5) + (3,381/100) = 73.81$ acres – a shortfall of about 18.6 acres (based upon 2020-2021 student counts).

Middle School Level

Presently, the District is providing 201,456 square feet of permanent school space and 18,774 square feet of portable classroom space at 2 separate middle school locations to support the instruction of 1,828 middle

school students, see Table 5. The adopted "level of service" for middle school students is 118 square feet per student. These schools were designed for a student capacity of 1,866 students resulting in a current reserve capacity of 38 students, see Table 8.

The District's middle schools are located on a total of 38.3 acres of land. State guidelines for middle schools require 10 acres per school site plus one acre for every 100 students. This indicates that the collective area for our middle schools should be $(2 \times 10) + (1,828/100) = 38.28$ acres. By this measure, the land area for the District's middle schools is adequate for existing and near-term needs.

Senior High School Level

Presently, the District is providing 336,163 square feet of permanent school space and 19,719 square feet of portable classroom space at 2 separate high school locations and 1 alternative high school, to support the instruction of 2,281 senior high school students, see Table 6. The adopted "level of service" for senior high students is 132 square feet per student. These schools were designed to house 2,696 students resulting in current reserve capacity of 415 students, see Table 9. If the growth projections are accurate, there will be 2,518 students in District high schools by the 2026-2027 school year resulting in a reserve capacity of 156 with a resultant "level of service" of 141 square feet per student. It should be noted that this is only an overall measure of capacity based solely upon student counts and area. The effects of increased requirements for special programs is not factored into this measure.

The District's high schools are sited on a total of 72.6 acres of land. State guidelines for high schools require a minimum of 10 acres of usable land per school plus one acre for every 100 students. This indicates that the collective area for the District's high schools should be $(3 \times 10) + (2,281/100) = 51.81$ acres. By this measure, the land area for the District's high schools seems to be adequate for existing and near-term needs. However, it should be noted that a significant portion of the land area at Washington High School is not usable as it is reserved as a wetland. It should also be noted that current standards for new high schools in this area require a minimum of 40 acres of usable land for a new high school. By this standard, the District's high schools should be sited on a total of 120 acres at a minimum.

TABLE 16 SINGLE-FAMILY FEE CALCULATION					
SITE ACQUISITION COSTS (A)	COST PER ACRE	NUMBER OF ACRES	NUMBER OF STUDENTS	STUDENT FACTOR	TOTAL COST
Elementary School	\$200,000.00	10	500	0.316	\$1,264.00
Middle School	\$200,000.00	20	1,000	0.157	\$628.00
High School	\$200,000.00	40	1,200	0.129	\$860.00
Total					\$2,752.00
CONSTRUCTION COSTS (B)	FACILITY COST	% of PERMANENT SQ. FT	NUMBER OF STUDENTS	STUDENT FACTOR	TOTAL COST
Elementary School	\$35,000,000.00	94	500	0.316	\$20,792.80
Middle School	\$90,000,000.00	91	1,000	0.157	\$12,858.30
High School	\$140,000,000.00	94	1,200	0.129	\$14,147.00
Total					\$47,798.10
TEMPORARY FACILITY COSTS (C)	PURCHASING COST	% of PERMANENT SQ. FT	CLASSROOM SQ. FT	STUDENT FACTOR	TOTAL COST
Elementary School	\$250,000.00	6	890	0.316	\$5.33
Middle School	\$250,000.00	9	890	0.157	\$3.97
High School	\$250,000.00	6	890	0.129	\$2.17
Total					\$11.47
STATE MATCHING CREDIT (D)	BOECKH INDEX	SQ. FT PER STUDENT	STATE MATCH %	STUDENT FACTOR	TOTAL COST
Elementary School	\$238.22	90	71.26	0.316	\$4,827.85
Middle School	\$238.22	117	71.26	0.157	\$3,118.24
High School	\$238.22	130	71.26	0.129	\$2,846.80
Total					\$10,792.89
TAX PAYMENT CREDIT (E)	PRESENT VALUE FACTOR	BOND LEVY RATE	ASSESSED VALUE (AV.)		TOTAL CREDIT
TAX PAYMENT CREDIT (TC)	19.972808	0.0015965	\$405,459.00		\$12,928.70
NET COST (A+B+C-D-E)					\$26,839.98
PROGRAM DISCOUNT (50%)					\$13,419.99
NET IMPACT FEE PER UNIT					\$13,419.99

TABLE 17 MULTI-FAMILY FEE CALCULATION					
SITE ACQUISITION COSTS (A)	COST PER ACRE	NUMBER OF ACRES	NUMBER OF STUDENTS	STUDENT FACTOR	TOTAL COST
Elementary School	\$200,000.00	10	500	0.122	\$488.00
Middle School	\$200,000.00	20	1,000	0.059	\$236.00
High School	\$200,000.00	40	1,200	0.071	\$473.33
Total					\$1,197.33
CONSTRUCTION COSTS (B)	FACILITY COST	% of PERMANENT SQ. FT	NUMBER OF STUDENTS	STUDENT FACTOR	TOTAL COST
Elementary School	\$35,000,000.00	94	500	0.122	\$8,027.60
Middle School	\$90,000,000.00	91	1,000	0.059	\$4,832.10
High School	\$140,000,000.00	94	1,200	0.071	\$7,786.33
Total					\$20,646.03
TEMPORARY FACILITY COSTS (C)	PURCHASING COST	% of PERMANENT SQ. FT	CLASSROOM SQ. FT	STUDENT FACTOR	TOTAL COST
Elementary School	\$250,000.00	6	890	0.122	\$2.06
Middle School	\$250,000.00	9	890	0.059	\$1.49
High School	\$250,000.00	6	890	0.071	\$1.20
Total					\$4.74
STATE MATCHING CREDIT (D)	BOECKH INDEX	SQ. FT PER STUDENT	STATE MATCH %	STUDENT FACTOR	TOTAL COST
Elementary School	\$238.22	90	71.26	0.122	\$1,863.92
Middle School	\$238.22	117	71.26	0.059	\$1,171.82
High School	\$238.22	130	71.26	0.071	\$1,566.84
Total					\$4,602.58
TAX PAYMENT CREDIT (E)	PRESENT VALUE FACTOR	BOND LEVY RATE	ASSESSED VALUE (AV.)		TOTAL CREDIT
TAX PAYMENT CREDIT (TC)	19.377596	0.0015965	\$427,390.00		\$13,221.88
NET COST (A+B+C-D-E)					\$4,023.64
PROGRAM DISCOUNT (50%)					\$2,011.82
NET IMPACT FEE PER UNIT					\$2,011.82

THE COST OF NEW CONSTRUCTION

Schools

A number of factors influence the total cost and, specifically, the local share of any new school construction project. Even within the same school district, two identical schools constructed at the same time will likely not be constructed for the same cost. The major factors that impact the cost of new school construction are as follows:

1. The per acre cost of school sites will vary considerably from district to district. In general, the more urban a district tends to be, the costlier the school sites. Rural sites are increasingly expensive to develop due to wetland restrictions in this area of the county.
2. The acreage of available property will not always match the preferred school site sizes.
3. The proximity of needed utilities (i.e., water, sewer, electricity, etc.) and roadways to a new school site is oftentimes a significant cost variable.
4. As mentioned earlier, the nature of the instructional programs housed in school facilities drastically impacts the cost of those facilities. The square foot cost of senior high schools is almost always higher than elementary and middle schools. The square footage costs of middle schools are usually higher than elementary schools. Specialized facilities for vocational, STEM, and special education programs can also increase construction costs.
5. The posture of the local governmental planning agencies (i.e., Pierce County) will affect such items as off-site street improvements, vehicle queuing, landscaping, street signaling and signage, etc.
6. The bidding climate at the time a new school project comes online is terribly important. Normally, the less construction work available, the more competitive the general contractors become and vice versa.
7. The experience and competence of the lowest bidding general contractor and their major subcontractors can also impact the final cost of any new school project.
8. The state's matching percentage as determined in accordance with the formula set forth in RCW 28A.525.166 establishes the relationship between the local and state funding of any new school construction project.
9. The enrollment projection provisions of the state's space allocations determine just how much area of a new school facility will be eligible for state matching funds. Building a new school (i.e., elementary, middle school, or senior high) without full "unhoused" eligibility increases the amount of local funds that have to be spent on a project.
10. The state's area cost allowance (i.e., Boeckh Index) also impacts the level of state financial assistance as outlined in WAC 392-343-060.

THE DISTRICT'S FINANCE PLAN

FUNDING SOURCES

The Washington State Constitution mandates educational opportunity for all children in Article IX Section 1:

"It is the paramount duty of the State to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste or sex."

Court cases have subsequently determined that the legislature is responsible for "full funding of basic education" and the Office of the Superintendent of Public Instruction has been assigned overall responsibility for assuring the operations of public education for grades K through 12. The state provides the funds for the basic education through a formula based on student enrollment and special student need. Capital needs for the school district are addressed separately.

School districts utilize budgets consisting of several discrete funds, however, for the most part, the capital needs of any school system are addressed with the Capital Projects Fund and the Debt Service Fund.

The Capital Projects Fund is used for purposes such as: (a) to finance the purchase and development of school sites; (b) the construction of new facilities and the modernization of existing facilities; and (c) the purchase of initial equipment, library books and textbooks for new facilities. Revenues accruing to the Capital Project Fund come primarily from bond sale proceeds, capital levy collections and state matching funds. However, revenues from the General Fund, the sale of property and contributions can also be accrued to the Capital Projects Fund. Under the authority of the Growth Management Act (GMA) and an Impact Fee Ordinance, which became effective January 1, 1997, fees will be collected and deposited into the Capital Projects Fund through the County Treasurer's Office.

The Debt Service Fund is used as a mechanism to pay for bonds. When a bond issue passes, a school district sells bonds which have a face value and an interest rate. Local property taxes are adjusted to provide the funds necessary to meet the approved periodic payments on sold bonds. The proceeds from the taxes collected for this purpose are deposited in the Debt Service Fund and drawn out for payments at the appropriate times.

As noted earlier, school districts receive funds for capital program purposes from a variety of sources. Those sources are described as follows:

Bonds

Bonds are financial instruments having a face value and an interest rate which is determined at the time and by the conditions of sale. Bonds are backed by the "full faith and credit" of the issuing government and must be paid from proceeds derived from a specific increase in the property taxes for that purpose. The increase in the taxes results in an "excess levy" of taxes beyond the constitutional limit, so the bonds must be approved by a vote of the people in the jurisdiction issuing them. The total of outstanding bonds issued by the jurisdiction may not exceed five percent of the assessed value of property within that jurisdiction at the time of issuance.

Bonds are multi-year financial instruments, generally issued for 20, 25 or 30 years. Because of their long-lasting impact, they require both an extraordinary plurality of votes and a specific minimum number of voters for ratification. The positive votes must equal or exceed 60 percent of the total votes cast. The total number of voters must equal or exceed 40 percent of the total number of voters in the last general election.

Proceeds from bond sales are limited by bond covenants and must be used for the purposes for which the bonds are issued. They cannot be converted to a non-capital or operating purpose. The life of the improvement resulting from the bonds must meet or exceed the term of the bonds themselves.

Levies

School Boards can submit levy requests to the voters of a district. They too are measures which may raise the property tax rate beyond the constitutional limits. Levy approval differs from the approval requirements for bonds. The minimum necessary plurality is still calculated to equal or exceed 50 percent of the total ballots cast.

The Secretary of State issues a schedule of approved election dates each year. The first time around, the School Board must place its proposed measures on one of those dates. If the measure fails at the first election, the Board can re-submit it to the voters after a minimum period of 45 days and on any date they choose. If the measure fails for a second time during a calendar year (a double levy loss) it cannot be re-submitted again during that year.

Capital Levies differ from bonds in that they do not result in the issuance of a financial instrument and, therefore, do not affect the "bonded indebtedness" of a district. The method of financing is an increase in property tax rates to produce a voter-approved dollar amount. The amount generated from the capital levy is then available to the district in the approved year. The actual levy rate itself is determined by dividing the number of dollars approved by the assessed valuation of the total school district at the time the taxes are set by the county council.

While a typical period for capital levies is one or two years, they can be approved for up to a six-year period at one election. The amounts to be collected are identified for each year separately and the tax rates set for each individual year. Like bond issues, capital levies must be used for the specified purpose for which they were passed. They may not be transferred to operating cost needs.

Miscellaneous Sources

Other minor sources of funding include grants, bequests, proceeds from sales of property and the like. They are usually a small part of the total financing package.

State Matching Funds

The state of Washington has a Common School Capital Construction Fund. The State Board of Education is responsible for administration of the funds and establishes matching ratios on an annual basis. The Office of the Superintendent of Public Instruction (OSPI), on behalf of the state board, calculates the current matching ratio for state support for the Franklin Pierce School District.

The base to which the percent is applied is the cost of construction as determined by the Boeckh Index, which is a nationally recognized index of construction costs for categories of buildings. The Boeckh Index for school construction costs is based on an allowance per square foot. The calculation for determining state matching support can be expressed as:

$$A \times B \times C = D$$

where

A = eligible area (determined by student OSPI square foot factors)

B = the Boeckh Index (in dollars per square foot)

C = the school district's matching percentage rate, and

D = the amount of state fiscal assistance to which the district will be entitled

Qualification for state matching funds involves an application process. Districts may submit information for consideration by the State Board of Education, which meets once every two months during the calendar year. Once approved, a district qualifies for matching funds in a sequence which recognizes the existing approvals

of previous submittals. Failure of a school district to proceed with a project in a timely manner can result in the loss of a district's "place in line."

Funds for the state match come from the Common School Construction Fund using revenues accruing predominantly from the sale of renewable resources, primarily timber, from state school lands set aside by the Enabling Act of 1889. If the sources are insufficient to meet current needs, the legislature can appropriate additional funds or the State Board of Education can establish a moratorium on certain projects (Chapter 180, Sections 25-33 of the Washington Administrative Code).

Market demand for timber and wood products has been declining over the past decade, resulting in a substantial decrease in state matching revenues. Efforts in the state legislature to supplement timber-generated revenues with general fund moneys have been only partially successful. As noted in WAC 180-27-057, in the event that state matching moneys are not available to fund a specific school project, then school districts may proceed at their own financial risk. At such time state moneys do become available, reimbursement will be made to the district for the state's share of said school project.

FINANCIAL PLAN

Franklin Pierce School District was successful in passing a \$157 million capital construction bond in November of 2016 to fund construction of a prioritized list of much needed capital projects. Repayment of this bond is provided for by general obligation assessments to properties within the District. The District is also eligible for limited state matching funds for a couple of the bond projects which will add to the funds available for construction. In addition, the District will also use impact fees from new residential construction, facilities use fees, and grants to address capacity challenges in our schools.

Assessed Valuation

The assessed valuation of the school district is the total value of the real property -- land and improvements including buildings -- within the district boundaries. The assessed value is set by the County Assessor and serves as the base to which property tax rates are applied. The increase in value of the total assessment for the county cannot exceed an amount equal to 106 percent of the prior year's total value plus the value of new construction during that period. The total is increased by inflation or increased market value for existing properties.

Excess levy rates are imposed to generate a specific dollar amount, so they may vary from year to year. The higher the assessed valuation, the lower the rate needed to generate the necessary dollar amount.

Mitigation/Impact Fees

According to RCW 82.02.050, the definition of an impact fees is ". . . a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. 'Impact fee' does not include a reasonable permit or application fee."

Mitigation or impact fees can be calculated on the basis of "unhoused student need" or "the maintenance of a district's level of service" as related to new residential development. A determination of insufficient existing permanent and/or portable school space allows a district to seek imposition of mitigation or impact fees. The amounts to be charged are then calculated based on the costs for providing the space and the projected number of students in each residential unit. A district's school board must first approve the application of the mitigation or impact fees and, in turn, approval must then be granted by the other general government jurisdictions having responsibility within the district -- counties, cities and towns. In the Franklin Pierce School

District, the only general government's jurisdiction is the county of Pierce. Furthermore, developers may contribute properties which will have value to a district. In such cases, the developer is entitled to a credit for the actual cost of the provided property. This credit can reduce or eliminate the mitigation or impact fee that would have been chargeable under the mitigation/impact fee calculation.



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: Joel Zylstra, Public Information Officer
DATE: September 14, 2021
SUBJECT: Community Prevention and Wellness Initiative Services Contracts

BACKGROUND INFORMATION

Franklin Pierce Schools would like to contract with the Washington State Health Care Authority for **Community Prevention and Wellness Initiative (CPWI)** services during the 2021-2022 and 2022-2023 school year. Community Prevention Wellness Initiative (CPWI) will grant Franklin Pierce Schools \$260,000 (\$130,000/year) over the next two school years to fund the following services through Franklin Pierce Youth First:

- Youth nights at the middle schools
- Parenting classes in the community
- Prevention clubs at all secondary schools
- Community coalition meetings
- Coalition for Communities Families and Schools (CCFS)
- Prevention/Intervention services at WHS/KMS
- Conference attendance (CADCA/state prevention conference)

In order for Franklin Pierce Schools to receive CPWI funding, Franklin Pierce Schools is required to partner with the **Puget Sound Educational Service District (PSESD)** to access substance abuse prevention services totaling \$180,000 (\$90,000/year) during the 2021-2022 and 2022-2023 school years. PSESD will contribute \$140,000 (\$70,000/year) in services and Franklin Pierce Schools is required to contribute \$40,000 (\$20,000/year) during this period. These funds are invested in a Prevention Intervention Specialist to be housed at Washington High School and Keithley Middle School.

RECOMMENDATION

I move that the Board of Directors approve the interagency agreements between Franklin Pierce Schools and the Washington State Health Care Authority for Community Prevention and Wellness Initiative services and the Puget Sound Educational Service District for substance abuse prevention services during the 2021-2022 and 2022-2023 school years.

ACTION REQUIRED



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: September 14, 2021
SUBJECT: 2021-2024 Clover Park Technical College Interlocal Cooperative Agreement

BACKGROUND INFORMATION

The Clover Park Technical College Interlocal Cooperative Agreement offers an option for students to participate in educational programs, including vocational education, at the technical college that may not otherwise be provided in our schools. This agreement will extend the availability of this alternative for students in our Franklin Pierce community for the period of September 1, 2021 through August 31, 2024.

RECOMMENDATION

I move that the Board of Directors approve the Clover Park Technical College Interlocal Cooperative Agreement for Educational Services during the 2021-2024 school years.

ACTION REQUIRED

CLOVER PARK TECHNICAL COLLEGE
And
FRANKLIN PIERCE SCHOOL DISTRICT
Interlocal Cooperative Agreement for Educational Services
2021-2024 School Years

This AGREEMENT is entered into by and between **Clover Park Technical College**, Pierce County, Washington, hereinafter referred to as "the College" and **Franklin Pierce School District** hereinafter referred to as "the District".

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

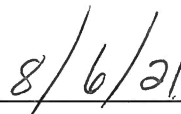
WHEREAS, the District has determined that certain students may advantageously be enrolled in the College's job training programs under RCW 28B.50.533 and WAC 392-121-187;

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. The student has not yet earned the credits required for, or received a high school diploma. The student has completed grade ten, as determined by the District. The College shall determine qualifications for admissions into the training program.
2. The District will permit the student to attend the College and the District will pay no costs to the College unless otherwise agreed upon by both parties. The College will report enrolled students monthly (October through June) to both the Educational Service District and the District. State vocational education monies will be paid directly to the College.
3. Transportation to and from the College is the responsibility of the student or the parent/guardian of the student.
4. The cost of textbooks, fees and supplies is the responsibility of the student or the parent/guardian of the student.
5. This agreement does not affect District students in Running Start or special education.
6. The transcripts of students re-enrolling in the District shall be subject to review by District staff to determine credits and requirements.



Dr. Joyce Loveday, President
Clover Park Technical College



Date

Superintendent or Designee,
Franklin Pierce School District

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: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: September 14, 2021
SUBJECT: 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. This local agreement allows Franklin Pierce High School to offer Math 120 for UW college credit this year.

RECOMMENDATION

I move that the Board of Directors approve the Local Agreement - University of Washington in the High School contract.

ACTION REQUIRED

This Local Agreement (“Agreement”), effective as of the last date of signature (the “Effective Date”), is made by and between the University of Washington, a public institution of higher education and agency of the State of Washington having administrative offices at 4333 Brooklyn Ave N.E., Seattle, Washington 98105 (“UW”), and the Franklin Pierce School District, a municipal corporation and subdivision of the State of Washington having administrative offices at 315 129TH ST S, TACOMA, Washington 98444-5099 (“District”) (each individually a “Party” and together the “Parties”). UW and District hereby agree as follows:

1. Background

- 1.1 UW offers the UW in the High School program (hereafter “UWHS”), which trains District teachers to teach UW courses, and awards UW credit to District students who register for UW credit and successfully complete these UW courses.
- 1.2 District desires to participate in UWHS. The specific courses, District instructors of record (hereafter “Teachers”), and participating District schools (hereafter “School” or “Schools”) participating in UWHS are specified in Exhibit A. The details in Exhibit A are subject to change, based on communication between UW and the School/District.
- 1.3 The National Alliance of Concurrent Enrollment Partnerships (hereafter “NACEP”) accredits UWHS. With this national accreditation, the UWHS program meets or exceeds all Washington state rules for “College in the High School” programs. These state rules mirror every NACEP standard in the areas of partnership, students, curriculum, assessment, faculty, and program evaluation.

2. The Program

- 2.1 Student Recruitment. Recruitment of qualified and eligible students will be the sole responsibility of District Teachers and District administration.
- 2.2 Student Eligibility. Per Washington State legislation for “College in the High School,” students in grades 9, 10, 11, and 12 are eligible to register for college credit for these courses. Students taking any course for UW credit should have earned a grade of B+ or above in previous courses in the subject area or have the permission of the instructor. Students must complete any prerequisite courses before enrolling in the UW course. Details are on the UWHS web site under “Who Can Enroll” (<https://www.uwhs.uw.edu/students-parents/who-can-enroll/>). School/District is responsible for ensuring that only eligible students, as described above, are provided the option to take a UW course for UW credit.
- 2.3 Courses.
 - (a) Courses offered in the high school through UWHS are official UW courses, and students in the courses are eligible to register to earn UW credit in addition to the high school credit awarded by the School/District. In accordance with state guidelines, the School/District must list the UW course title in the high school catalog and on the high school transcript for all students in the course.
 - (b) UW courses will be taught in rooms provided by the District and/or School during the 2021-22 academic year. Specific course dates will be determined by the District, which will communicate course plans to UWHS. UWHS will coordinate registration and other procedures.
 - (c) Specific to UW French, German, and Spanish courses, mixed-level courses are prohibited. All students in the classroom must be taking the same course and be at the same level of learning the language. For example, a FRENCH 103 course will include only students taking FRENCH 103 and will not simultaneously have students at a higher or lower level of French in the classroom at that time.
 - (d) If a UW course in the high school must shift to hybrid or remote learning, in which part or all of the course instruction occurs without in-person, classroom-based instruction, the teacher will complete a course contingency approval form provided by UWHS. This form will outline the teacher’s plan for conducting the course in this new format. The teacher will submit this to UWHS, and the form will then be routed to the appropriate, discipline-specific UW faculty for review and approval. If the UW faculty have concerns, the teacher will be contacted to revise their plan. If the plan is ultimately denied by faculty, the UW course will be cancelled for UW credit and fees paid by and for all UW-registered students will be fully refunded.

(d) Co-delivery of Courses. School or District may not combine within the same course section (i.e. all students in the classroom with the teacher) a UW course with another college's course offered by other "College in the High School" providers. The teacher is only teaching a UW course during that class period. If desired, School or District may partner with other colleges to offer other college courses in separate course sections, taught in different periods. In some circumstances, UW faculty have approved co-delivery of a UW course alongside an Advanced Placement (AP) course, with the same teacher and students in the same classroom. Such a course would be indicated in the course catalog, transcript, and syllabus as both a UW and AP course. School or District personnel should contact UWHS to confirm which UW courses are approved by UW for co-delivery with an AP course.

2.4 Teachers.

- (a) Teachers must be approved and trained by the appropriate UW academic departments to teach the specific UW course. The approved and trained teacher serves as the instructor of record and the primary instructor of the course. Other school personnel not approved and trained specifically for the UW course through UWHS cannot serve as graders, readers, or primary instructors of the UW course.
- (b) If a teacher is to serve as a mentor for a student teacher at any point during the UW course, the teacher must notify UWHS and outline the proposed role and responsibility of the student teacher. This proposal will be routed by UWHS to UW faculty for review and approval. The student teacher cannot perform duties in the UW course until the faculty approves of the proposed role and responsibility within that course.
- (c) Teachers must complete a program orientation and attend discipline-specific training before teaching the course. To remain active with the program, Teachers are required to attend discipline-specific training at UW every other year, and these trainings are offered at least annually by UWHS.
- (d) If a Teacher must take a leave of absence from teaching the UW course for longer than two weeks, or there is a change in which teacher is offering the UW course, the District must contact the UWHS office as soon as that information is known. The District is responsible for locating a qualified substitute teacher who meets the UW standards for teaching the course. While the goal is to ensure continuity of the UW credit offering, UWHS reserves the right to cancel the UW course for UW credit if the academic integrity of the course will not be maintained to UW standards.
- (e) Teachers must communicate with the UWHS liaison assigned to their UW course to arrange and host a classroom observation. Course observations and review of class materials by UW faculty may occur in-person at the school or through web conferencing or other online methods. After the observation, the UWHS observation report written by the UWHS liaison will be shared with the Teacher.
- (f) Other than the Teacher Honoraria below, District is responsible for payment of Teacher salary and benefits.

2.5 Teacher Honoraria. UW will pay \$400.00 per course to the Teachers for handling non-instructional program requirements (e.g. UW grade submission, student evaluations) as well as \$100.00 per day for teachers to attend UWHS discipline-specific training.

2.6 Maximum Enrollment. Total enrollment in any section of a course should not exceed 32 students. In accordance with UW policies for the following courses as taught on the UW campus, schools must make all reasonable attempts to not exceed these class sizes: Biology (24 students), Chinese (22), English (23), French (24), German (25), Japanese (22), Korean (22), and Spanish (25).

2.7 Maximum Number of English Sections. Maximum Number of English Sections. For UW English courses, it is recommended that UWHS instructors teach no more than two sections of UW English per semester or three sections for year-long courses with each section capped at 23. It is required that UWHS instructors teach no more than three sections of UW English for semester-long or year-long courses, provided that the combined total number of students across the UWHS sections does not exceed 80.

2.8 Course Materials. UWHS will provide Teachers with tests, quizzes, and other materials routinely provided to instructors of the course on the UW campus. Specific to the UW course(s) they teach, teachers will use UW syllabi, texts, quizzes, tests, grading procedures and scales, and any other curricular materials as required by the appropriate

UW departments. It will be the responsibility of the District or the individual students to purchase any required texts.

- 2.9 Course Syllabus. The teacher is required to develop their 2021-22 UW course syllabus, which is the official syllabus for the course in the high school, using the syllabus template provided by UWHS. The teacher is to submit their UW syllabus to the UWHS office by the indicated deadlines. The UW syllabus is to be distributed by the teacher to all students in the beginning of the course. The UW syllabi are reviewed and approved by UW faculty overseeing the courses.
- 2.10 Disability Accommodations. For UW-registered students, any accommodations for individual students that have been approved at the high school must also be approved by the UW Disability Services Office. To make an accommodation request or obtain more information, students, parents, or school staff must contact the UW Disability Services Office.
- 2.11 UWHS Liaisons. UWHS will provide liaisons, appointed by the sponsoring UW academic departments, to visit the courses in-person in the school and/or through web conferencing, as well as to work with the teachers during the school year. These liaisons will have completed state and national background checks prior to visiting classrooms in the District.
- 2.12 Guest Speakers. On occasion and by request from the School/Teacher, additional guest speakers from UW may visit the School. The School is responsible for advising the guest speaker of any security or screening requirements prior to their school visit.
- 2.13 Evaluation. For every UW course, Teachers will assist in informing students about the online UW end-of-course evaluations, which are to be completed only by those students registered for UW credit. The evaluation results will be shared with the appropriate UW academic department and the Teacher.
- 2.14 Grades. Upon completion of courses, teachers will use the UW grade scale and UW grade policies to submit to the UW a numerical grade on the 4.0 scale for each student registered for UW credit. These are UW grades and must be calculated and reported solely in accordance with UW policy, independent of any school or district grade policies regarding high school grades reported for these UW courses on the high school transcripts. Should the District not adhere to these grading requirements for the UW grade, UW will cancel the course for UW credit and refund all student fees that were paid; no UW credit will be granted for the course.
- The UW grade and the high school grade that a student earns may not necessarily be equal, as the grades may be calculated differently.
- 2.15 UW Credit. To comply with UW regulations governing the issuance of credit, students registering for UW credit will spend a minimum of 50 hours in the classroom and 100 hours doing outside homework for any five-credit course. Exceptions include CSE 142, which is a four-credit course, and CHEM 110, which is a variable-credit course worth either three credits (no labs or lab sequence not approved by UW) or five credits (lab sequence approved by UW). For CHEM 110, Teacher's lab sequence must be approved by UW by the deadlines and the process outlined in the course handbook provided to teachers by the UW Chemistry department.
- 2.16 UW Transcript. Registered students establish an official and permanent UW transcript. The students' final grade or course status and their earned UW credits will be recorded on their UW transcript. Transfer of these credits will be determined by the college or university to which the student matriculates. Students are responsible for communicating with prospective institutions about transfer of UW credits.
- 2.17 High School Credit. District is responsible for all matters related to the high school credit and transcripts, including using UW course titles and the "College in the High School" course designation code (C), per Washington "College in the High School" rules and OSPI guidelines, for all students in the course, regardless of whether or not they are registered to earn UW credit. Per WAC 392-725, college courses are to be transcribed with the conversion rate of 5 quarter credits resulting in 1.0 high school credit, regardless of duration of course in the high school or whether or not a student registers to earn college credit.
- 2.18 Campus visits. If a School brings groups of students to the UW campus, supervision of those students is the School's responsibility.

- 2.19 Data Sharing. Upon request, District and UW may share and compare lists of their UWHS students for each course. For student data subject to FERPA, District and UW will be considered a "school official" with a "legitimate educational interest," as those terms are used in FERPA and its implementing regulations with respect to the other party's student data. Each party's use of the other party's student data will comply with FERPA and other state and federal laws regarding confidentiality, and will be protected with the same care that the protecting party uses to protect its own student data, and in accordance with WA state data protection policies. In the event of an unauthorized disclosure of student data, the party in breach will a) promptly notify the other party of the unauthorized disclosure and take any requested actions to minimize the breach, and b) indemnify the other party against any and all costs related to the unauthorized disclosure of information, including the costs of any notification campaign required under WA State law.

3. Payment

- 3.1 Fees to Register. To enroll for UW credit, students will pay \$66 per UW credit, plus a \$45 registration fee. These fees are non-refundable unless: the student is no longer enrolled at the high school offering the UW course and formally requests to drop/withdrawal with UW by the deadlines; or the UW course is cancelled for UW credit by UWHS, in which case all fees for students currently registered in that course are refunded.
- 3.2 Payment by Student. These funds will be made payable to the UW at the time that students register and by the registration deadlines.
- 3.3 Payment by State Funding. In the event that District receives approval from the state for state funding for UW courses, the terms and conditions of Exhibit B pertaining to State Funding programs shall apply.
- 3.4 Payment by Third Party. The School or District may choose to collect funds from its students or pay on behalf of students via Purchase Order or other payment means at the rates in Section 3.2 above. If the School or District makes payment as a third party, the School or District must submit both the student registration information and method of payment by the registration deadlines. Please contact UWHS to confirm payment arrangements.

4. Program Administrators

- 4.1 UW Program Administrator. The UW Program Administrator for all issues related to UW's role in the delivery of the Program under this Agreement shall be:

Name: Tim Stetter

Title: Director, UW in the High School

Address: University of Washington, Box 359485, Seattle, WA 98195-3600

Telephone: 206-221-6223

E-mail: stetter@uw.edu

- 4.2 District Program Administrator. The District Program Administrator responsible for all issues related to District's role in the delivery of the Program under this Agreement shall be:

Superintendent Name: Lance Goodpaster

Title: Superintendent

School District Address: 315 129TH ST S, TACOMA, Washington 98444-5099

Telephone: (253)298-3010

E-mail: lgoodpaster@fpschools.org

5. Intellectual Property

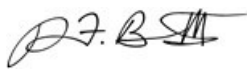
- 5.1 Ownership and Control. UW owns or controls all intellectual property related to the Program and the UW courses.
- 5.2 No Transfer of Ownership. The Parties will not, by performance under this Agreement, obtain any ownership interest in copyright, trademark rights or any other proprietary rights or information of the other Party, its officers, inventors, employees, students, or agents.
- 6. Representation and Risk**
- 6.1 Right to Enter Agreement. Each Party represents that it has the right to accept its respective obligations as set forth in this Agreement.
- 6.2 No Third-Party Obligations. Each Party represents, to the best of its knowledge, that it is under no obligation to any third party which could interfere with its own ability to enter into 202 or perform its obligations under this Agreement.
- 6.3 Independent Contractors. The Parties are independent contractors. Nothing in this Agreement will be deemed to create any association, partnership, joint venture, employment relationship, or agency relationship between District and UW with respect to the UW Program or otherwise.
- 6.4 Indemnification. The Parties agree to defend, indemnify, and hold each other harmless from and against any loss, claim, or damage arising from the negligent acts or omissions of their respective officers, employees, students, agents, or authorized subcontractor(s) in the performance of their duties under this Agreement. This indemnification clause will survive the expiration or termination of this Agreement.
- 7. Term & Termination**
- 7.1 Term. The Term of this Agreement shall commence on the Effective Date and shall continue until September 30, 2022, unless sooner terminated in accordance with the provisions set forth in this Agreement.
- 7.2 Termination for Cause. If for any cause, one Party (the "Responsible Party") does not fulfill in a timely and proper manner its obligations under this Agreement, or violates any of the terms and conditions herein, the other Party (the "Aggrieved Party") will give the Responsible Party written notice of such failure or violation. The Responsible Party will be given the opportunity to correct the violation or failure within fifteen (15) working days. If the failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the Aggrieved Party to the other.
- 8. General**
- 8.1 Severability. If any provision of this Agreement will be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions will not be in any way affected or impaired thereby.
- 8.2 Waiver of Breach. No omission or delay of either Party hereto in requiring due and punctual fulfillment of the obligations of the other Party hereto will be deemed to constitute a waiver by such Party of its rights to require such due and punctual fulfillment, or of any other of its remedies hereunder.
- 8.3 Amendments. No amendment or modification hereof will be valid or binding upon the Parties unless it is made in writing, cites this Agreement, and is signed by duly authorized representatives of the Parties.
- 8.4 Exhibits. The Parties agree and acknowledge that all Exhibits referred to in this Agreement are incorporated in this Agreement by reference.
- 8.5 Assignment. This Agreement and the rights and benefits conferred by each Party upon the other Party hereunder may not be assigned, delegated, or transferred by either Party.
- 8.6 Force Majeure. In the event either Party hereto is prevented from or delayed in the performance of any of its obligations hereunder by reason of acts of God, war, strikes, riots, storms, fires, or any other cause whatsoever beyond the reasonable control of the non-performing Party, the non-performing Party will be excused from the performance of any such obligation to the extent and during the period of such prevention or delay.

- 8.7 Headings. The headings of the several sections of this Agreement are inserted for convenience and reference only, and are not intended to be a part of, or to affect the meaning or interpretation of, this Agreement.
- 8.8 Entire Understanding. This Agreement embodies the entire understanding of the Parties and supersedes all previous communications, representations, or understandings, either oral or written, between the Parties relating to the subject matter of this Agreement.
- 8.9 Conflict Resolution. In the event of a dispute between the parties relating to the terms and conditions of this Agreement or the performance of the parties hereunder, the Parties shall first attempt to resolve the dispute by initiating a discussion in good faith between the contacts listed in Section 4. In the event the Parties are unable to resolve any such dispute within fifteen (15) business days (or other such time period to which both Parties agree), then the Parties shall seek to resolve the dispute by a Dispute Board as follows: The Parties to this Agreement shall each appoint one member to the Dispute Board. The members so appointed shall jointly appoint an additional member to the Dispute Board. The Dispute Board shall review the facts, Agreement terms and applicable statutes and rules and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the Parties. As an alternative to this process, either of the Parties may request intervention by the Governor, as provided by RCW 43.17.330, in which event the Governor's process will control.
- 8.10 Notices. Any notice or other communication required or permitted to be given by either Party shall be deemed to have been properly given and delivered, if delivered in writing to the respective parties and addresses set forth in Section 4, or to such other address as either party shall designate by written notice given to the other Party, on the dates as follows: (i) two business days after being sent by registered or certified mail, return receipt requested, postage prepaid, (ii) one business day after being sent via reputable nationwide overnight courier service guaranteeing next business day delivery, (iii) three business days after deposit in the United States Postal Service if sent by first class mail, properly addressed; or (iv) immediately after being sent by facsimile transmission and confirmed by prompt delivery of the hardcopy original.

IN WITNESS WHEREOF, UW and District have executed this Agreement, by their respective duly authorized officers, on the dates indicated below.

Signature of UW:

Signature of District:

By: 

By: _____

Rovy F. Branon, III, Vice Provost

Lance Goodpaster, Superintendent

University of Washington Continuum College

Franklin Pierce School District

Date: August 10, 2021

Date: _____

RETURN INSTRUCTIONS: The signed agreement should be scanned and emailed to the UWHS office: uwhs@uw.edu.

Exhibit: A UWHS Program

OFFERED COURSE(S)

Franklin Pierce School District

Franklin Pierce High School

UW Dept Name	Course	Term	Teacher
Mathematics	MATH 120	Autumn 2021	Monica Shoopman

Exhibit B: State Funding through OSPI or WSAC

In 2015, the WA Legislature passed ESSHB 1546, which provides state funding for student participation in “College in the High School.” Under that legislation, school districts may apply for funding through the Office of Superintendent of Public Instruction (OSPI). In 2019, the WA Legislature passed SSHB 1973, which provides state funding for student participation in “College in the High School” and “Running Start” programs. Under that legislation, school districts may apply for funding through the Washington Student Achievement Council (WSAC). Approved districts will receive state funds for eligible students participating in a “College in the High School” program, with 100% of funding passed through to the college or university administering the program.

UW and District agree to the following additional terms to implement the state funding of students, sharing of student data, and payment of funds due UW. The terms of this Exhibit B shall apply only if District receives approval from the state for this state funding program for UW courses offered through the UWHS program.

- B.1 District represents that UW courses offered within the district have been selected for state funding. District is responsible for ensuring with OSPI the accuracy of UW courses eligible for state funding.
- B.2 District is responsible for record-keeping and verification of student eligibility for state funding for each student, and for notifying its UWHS students of any state requirements for eligibility for state funding.
- B.3 In the event that District incorrectly identifies a UWHS student as eligible for state funding to UW and that funding is later denied by the State and/or OSPI, District is responsible for payment of a per-credit fee equal to the state funding to UW.
- B.4 District is responsible for collecting, reviewing, tracking, and submitting registration materials for state-funded students in UWHS courses to UW according to posted registration deadlines for the UWHS program.
- B.5 Enrolled students who wish to drop a UW course must do so by following the process and deadlines on the UWHS website. The drop will be recorded on the student's UW transcript in accordance with UW policies.
- B.6 Students not eligible for state funding may register and self-pay for courses. School or District may also pay on behalf of students as a Third-Party Payer. The standard fees will apply, as stated in Section 3.2 of the Agreement.
- B.7 District and UW will share and compare lists of UWHS students and their funding status for each course at the conclusion of each registration period and the end of the course.
- B.8 District is responsible for timely communications with OSPI and UW regarding state funding, and to follow all state policies and procedures for requesting, receiving, and transferring state funds to UW.
- B.9 The parties acknowledge that state funding is provided for students who are registered for a course with state funding, regardless of whether or not students later drop or withdraw from the course.
- B.10
- B.11 District will promptly request funds from OSPI within thirty days of the end of the registration period for each course(s), and remit 100% of state funding received for students completing UW courses within thirty days of receipt of the funds from OSPI. UW will provide an invoice to facilitate payment.



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: Brandy Marshall, Director of Human Resources
DATE: September 14, 2021
SUBJECT: Conditional Teaching Certificates

BACKGROUND INFORMATION

Franklin Pierce Schools has been actively pursuing teachers to fill positions in many of our education programs. Due to local, state, and nationwide teacher shortages, we have had difficulty securing highly qualified, state certified teachers for several positions. In these challenging situations, WAC 181-79A-231 allows school districts to seek conditional certificates for individuals with the skills to be effective teachers even though they do not hold the appropriate endorsement.

We have seven teachers for whom we are seeking conditional certificates. These teachers demonstrate the content knowledge and skills necessary to effectively teach our students, but do not currently hold the appropriately endorsed teaching certificate. They will each receive the direct assistance of a mentor, a specific plan of assistance will be developed, and we will comply with all requirements associated with such certificates.

Pierre Bougard	Middle School Teacher at Keithley	Conditional Cert in Math/Science
Kyle Drugge	Middle School Teacher at Keithley	Conditional Cert in Health/Fitness
Brittany Hemicker	High School Teacher at Washington	Conditional Cert in Mathematics
Marcelino Ruiz-Martell	Elementary Teacher at Harvard	Conditional Cert in Elem Education
Lizeth Talavera Chavez	Elementary Teacher at Harvard	Conditional Cert in Elem Education
Sienna Wedde	High School Teacher at Washington	Conditional Cert in Spanish
Rejie Wright	Special Ed Teacher at Washington	Conditional Cert in Special Ed

RECOMMENDATION

I move that the Board of Directors approve Franklin Pierce Schools' request to grant conditional teaching certificates for Pierre Bougard, Kyle Drugge, Brittany Hemicker, Marcelino Ruiz-Martell, Lizeth Talavera Chavez, Sienna Wedde, and Rejie Wright.

ACTION REQUIRED



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: Brandy Marshall, Director of Human Resources
DATE: September 14, 2021
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 endorsement(s). Consistent with WAC 181-82-110, the district requests school board approval to assign the following teachers to instruct a class other than in their area of endorsement:

Neyshma Benitez Angulo	Currently endorsed in Spanish, she will teach courses that require an endorsement in Elementary Education.
Susanne Miller	Currently endorsed in Physical Education, she will teach courses that require an endorsement in Science.
Genesis Minaya	Currently endorsed in English Language Learner, she will teach courses that require an endorsement in Elementary Education.

As required by law, the district will provide planning and study time for these teachers. During the 2021-2022 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 assignment of Neyshma Benitez Angulo to teach Dual Language Elementary Education at Harvard Elementary School, Susanne Miller to teach Science at Keithley Middle School, and Genesis Minaya to teach Dual Language Elementary Education at Harvard Elementary School.

ACTION REQUIRED



Franklin Pierce Schools

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253-298-3010, Fax 253-298-3015
www.fpschools.org

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: September 14, 2021
SUBJECT: 2021-2023 Franklin Pierce Educational Support Personnel (FPESP) Collective Bargaining Agreement

BACKGROUND INFORMATION

Franklin Pierce Educational Support Personnel (FPESP) and Franklin Pierce Schools have reached a tentative agreement regarding the 2021-2023 FPESP Collective Bargaining Agreement. A link to the prior [FPESP Collective Bargaining Agreement](#) and a bargaining highlights document are attached for your review.

RECOMMENDATION

I move that the Board of Directors approve the 2021-2023 Franklin Pierce Educational Support Personnel Collective Bargaining Agreement as presented.

ACTION REQUIRED

- Article 1 – update position titles of exempt positions.
- Article 2 – (2.5) change to member data provided annually to the union.
- Article 3 – none.
- Article 4 – (4.1.1) Hiring teams for FPESP positions must have FPESP representation.
(4.3) Probationary employees will be provided a building level orientation that includes a tour and introductions to staff.
(4.5) FPESP employees may decline nursing duties that require nursing licensure.
(4.6) NEW involuntary transfer language – seek volunteers before involuntary transfer.
- Article 5 – (5.11) updated reference
(5.22) FPESP will have at least one representative on the District Equity Team.
- Article 6 – (6.5) FPESP will have at least one representative on the District Safety Team.
- Article 7 – (7.1) expanded the harassment article.
(7.9) chain of command notification requirement when Principal out of building and provide FPESP members with a rapid emergency response plan.
(7.11) Access to behavior plans & appropriate support for medical and other special needs.
(7.12) Requirements re: annual review of building discipline standards.
- Article 8 - Rewrite of Article to comply with membership and dues laws (per Janus decision).
- Article 9 – (9.3) Salary increases: 2021-2022 IPD (2%)+1.5%=3.5%; 2022-2023 IPD+1.5%.
(9.5) Addition of 30-year longevity step.
(9.7) Clean up old direct deposit language.
(9.12) Additional step added for education salary credit and language clean up.
(9.19) Roll in of MOU language re: Dual Language Skills/Interpreting wage increase.
- Article 10 – none.
- Article 11 – Rewrite of Article to reflect the change to SEBB for benefits.
- Article 12 – none.
- Article 13 – (13.2) added 20- and 25-year vacation steps and 5-day annual cash-out for 260-day staff.
(13.4) added mental health as appropriate use of sick leave, updated Family Medical leave to include the WA State Paid Family Medical leave information and updated sick leave cash-out language.
(13.5) added language for lactation/expression of milk rights and responsibilities.
(13.10) updated language for leave sharing.
- Article 14 – (14.1 & 14.2) updated language for emergency closures and related alternate work options.
- Article 15 – (15.8) updated language regarding mentorships for new or transferred staff and long-term substitutes.
(15.9) extended the timeline for the creation of a substitute handbook.
- Article 16 – none.
- Article 17 – none.
- Article 18 – none.
- Article 19 – none.
- Article 20 – updated timeframe of current collective bargaining agreement.
- Memorandum of Understanding – extends staffing and professional development stipends.

Please see attached pages for more details on each change listed above.

ARTICLE 1**BARGAINING GROUP**

The District recognizes the Association as the bargaining group for all regular office employees: secretaries, clerical workers, all regular-assigned employees whether twelve (12) month or ten (10) month in regard to services, hours, wages, and working conditions, excluding the following employees:

Executive Assistant to the Superintendent and Board of Directors
Executive Manager for the Assistant Superintendent of K-12 Education
Certificated/Classified Managers for Human Resources
Substitute/Executive Assistant for HR

In addition, any substitute or temporary employee who works thirty (30) days during a calendar year shall be included in the bargaining unit for negotiations on wages only.

ARTICLE 2**EMPLOYER RIGHTS AND RESPONSIBILITIES**

2.5 The Association may request at any time from the Human Resources administrator a list of all employees covered in this Agreement. The District shall provide the Association with a list of employees in the bargaining unit, including names, addresses, landline and cell numbers (excludes unlisted telephone numbers), school email, personal email, and work location assignments, employee description, hire date, and FTE. This list is for exclusive use by the Association. (A-2 – TA 6/18/2021)

ARTICLE 4**EMPLOYMENT CONDITIONS**

4.1.1 At least one FPESP member from within the building will be invited to be a member of the hiring team for FPESP positions. Association leadership will be notified if no staff member in the building volunteers so that FPESP can determine whether to designate a member to participate on the hiring team. (A-3 – TA 7/2/2021)

4.3 A new employee shall be placed in a probationary status for a period of not more than seventy-five (75) working days. If during such probationary period the employee is unsatisfactory, the District may, at its option, consider the employee for another position or terminate the employee. Termination of probationary employees shall not be subject to the grievance or arbitration procedure. An employee who is hired for a different position within the District shall be subject to a new probationary period, but shall retain seniority rights. If the District decides to terminate a probationary employee, the District will provide advance notice to the Association and shall meet informally with the Association upon request to address any concerns. Probationary employees shall meet with their evaluator within fifteen (15) work days after their start date to discuss work expectations and job responsibilities and will also be provided an orientation within the building that includes a tour of the building and introductions to colleagues. (A-4 – TA 6/23/2021)

4.5 HEALTH ROOM. No employee shall be required to perform health room related duties on students except under the following conditions:

1. Health room duties listed on job description.
2. Employee appropriately trained in accordance with District policies and procedures.
3. Employees with health room duties listed on their job descriptions shall be provided first aid/CPR training at District expense.
4. Employees will not be regularly scheduled to perform health room related duties for more than one (1) hour at a time.
5. Employees may decline to perform nursing (including invasive) duties that require nursing licensure and cannot be delegated. (A-5 – TA 7/2/2021)

4.6 INVOLUNTARY TRANSFER. When transfers are sought due to staffing reductions or changes in staffing needs unrelated to performance or behavior of employees, the District will seek voluntary transfers before involuntarily transferring any employee. (A-6 – TA 6/23/2021)

ARTICLE 5

EMPLOYEE RIGHTS

5.11 An employee's evaluator shall meet with the employee prior to November 1 to review the employee's job description and expectations. At the employee's option, non-supervisory employees who may give input into the employee's evaluation may be invited to this meeting. If additional duties have been added, or if hours have been reduced, information shall be provided to the employee at this meeting regarding any changes in the employee's job duties that have occurred pursuant to Section ~~6.5~~17.11. The date of the meeting will be documented by the building. (D-1 – TA 6/18/2021)

5.22 DISTRICT EQUITY TEAM. The Association shall have the opportunity to have at least one representative on the District Equity Team. (A-9 – TA 6/23/2021)

ARTICLE 6

SAFE AND HEALTHY WORK ENVIRONMENT

6.5 DISTRICT SAFETY TEAM. The Association shall have at least one representative on the District Safety Team. (A-10 – TA 6/18/2021)

ARTICLE 7

CIVIL, ORDERLY, AND SECURE WORKPLACE

7.1 HARASSMENT.

(A) The District shall take appropriate measures to avoid workplace intimidation and harassment from outside sources, students, and other District personnel.

(B) Schools may enact reasonable rules to bar the use of cell phones and other electronic devices capable of audio or video recording of the employee's workspace.

(C) Students who direct verbal abuse at an employee or who engage in vulgar or lewd conduct in the presence of an employee shall be disciplined according to District policy and due process. The employee may request that the student be restricted from the employee's workspace. Communications from threatening parents shall be restricted. Communications with threatening parents shall be conducted with at least one administrator present upon request of the employee.

(D) Students found to have used District resources to knowingly make false, tracking, or defamatory depictions of or claims against an employee or to include an employee's image without their permission shall be disciplined according to District policy, due process, and applicable laws. The employee may request that the student be restricted from the employee's workspace. Students who engage in inappropriate behavior from off campus may be subject to District disciplinary policy as permissible under applicable law.

(E) Students who falsely accuse an employee of misconduct shall be disciplined according to District policy, due process, and other applicable laws. (A-11 – TA 7/2/2021)

7.9 Each building shall have a designated chain of command when the principal is out of the building. The administrator or designee will notify all building employees who the administrator designee is when the principal is out of the building. Buildings will adopt and provide to employees a rapid response plan for emergencies that may occur in the building or on school grounds. (A-12 & A-14 – TA 7/2/2021)

7.11 Those office personnel who regularly interact with students on behavior plans shall have access to a copy of ~~every behavior plan within the building of those students' behavior plans~~, subject to legal restrictions on disclosure and re-disclosure of such information (FERPA). ~~The location of these student behavior plans shall be communicated to the appropriate personnel. The District shall provide appropriate support as needed for employees supervising students who have medical or other special needs. (A-13 - TA 8/19/2021)~~

7.12 ~~At the start of every school year, each building principal and all staff shall meet to review building discipline standards and enforcement of those standards. Such standards shall be consistent with the provisions of this agreement and appropriate statutes. The building principal shall provide a copy of the discipline standards developed at the building level to each employee in the building by September 30 of each school year. (A-14 – TA 7/2/2021)~~

ARTICLE 8

ASSOCIATION MEMBERSHIP AND DUES DEDUCTION AND ASSOCIATION RIGHTS

8.1 ~~Dues Deduction: The Association, which is the legally recognized exclusive bargaining representative of the employees as described in the "Recognition" clause of this Collective Bargaining Agreement, shall have the right to have deducted from the salary of members of the Association an amount equal to the fees and dues required for membership in the Franklin Pierce Educational Support Personnel Association, WEA and NEA, upon submission of the dues deduction and authorization form signed by the members. Payroll deduction shall also be available for members who wish to contribute to WEA-PAC and the NEA Fund for Children and Public Education.~~

~~Upon receiving an authorization, the employer will start deductions for new members for the next available payroll period, according to the usual administrative cycle. Pursuant to RCW 41.59.060, the District will rely on information provided by the Association regarding the authorization and revocation of deductions, including information related to the duration of the authorization. The District will refer any requests to cancel dues deductions to the Association and/or WEA.~~

~~The District shall be absolved by the Association of responsibility for accuracy and accounting of Association dues and/or assessments. Additionally, individual employees shall provide a signature card authorizing payroll deductions and shall not hold the District responsible for errors caused by inaccurate and/or inadequate information provided by the employees. The District will be held harmless by the Association for any claims that may arise from the District's compliance with this Article. (A-15/D-2 - TA 8/19/2021)~~

ARTICLE 9

CLASSIFICATION AND SALARY

9.3 SALARY SCHEDULE. ~~For 2017-18, wages shall be as set forth in the attached wage schedule which reflects an 8% increase plus inflationary adjustment from 2016-17. For 2018-19, wages shall increase by a total of 8.1% from 2017-18 wages, which includes the state-funded inflationary adjustment. For 2019-20, wages shall increase by an additional 2% plus the state-funded inflationary adjustment (IPD). For 2020-21, wages will be negotiated in a salary only re-opener in the spring of 2020. For 2021-2022, wages on the attached wage schedule will be increased by the two percent (2%) state-funded inflationary adjustment (IPD) plus 1.5% for a total increase of 3.5%. For 2022-2023, wages will be increased by the state funded IPD plus 1.5%. (A-16 - TA 8/19/21)~~

9.5 LONGEVITY. Employees will be paid the following longevity increases to be added to the wage set forth on Step 6 of Schedule 52:

10 Years - \$.50/hr. above step 6

15 Years - \$1.00/hr. above step 6

20 Years - \$1.50/hr. above step 6

25 Years - \$2.00/hr. above step 6

30 Years - \$2.50/hr. above step 6 (A-17 - TA 8/19/2021)

~~9.7 As of September 1, 1999, All~~ employees are required to participate in a direct deposit program for pay warrants. ~~Upon written request and approval by the Fiscal Services administrator, exceptions will be made for appropriate cause for members of the bargaining unit employed as of August, 1999. There shall be no limit on the number of times an employee may change direct deposit recipients. The District shall be responsible for the accurate and timely transfer of deposits to the employee's financial institution. (D-3 – TA 6/23/2021)~~

9.12 Education Credit Salary Schedule. ~~For 2018-19, education credits shall continue to be paid as set forth on Schedule 52.~~ Beginning in 2019-20, an employee who has earned college credit or clock hours in course work related to her/his employment will receive an increase in her/his hourly rate as described below:

- 22.5 quarter hours or 225 clock hours: \$0.25 (10 clock hours=1 college credit.)
- 45 quarter hours or 450 clock hours: \$0.50 (10 clock hours=1 college credit.)

The above credits will be combined with education credits listed below.

- AA degree: \$1.00 ~~(Employees who were receiving a stipend as of the 2004-05 school year for earning 90-120 credits or 900-1200 clock hours will be grandfathered at this level)~~
- BA degree: \$1.50
- MA degree or higher: \$2.00

The following must be submitted to Human Resources to request credit:

1. An official transcript, and
2. FPESP Course ~~Approval~~ Documentation Form.

Eligible credits for advancement may be earned during the year, September through August. To receive payment for credits, it shall be the employee's responsibility to provide the FPESP Course ~~Approval~~ Documentation Form or transcripts to the Human Resources administrator by September 15 if the credits are to count toward an increase in pay for that next school year. An employee may only advance on the salary schedule if he or she has sufficient credits turned in by September 15. Clock hours offered to the employee through the District automatically qualify upon submission of the transcript to the District. Employees may submit a written request for prior approval to Human Resources.

If an employee's clock hours or credits are declined, they may appeal to the Human Resources Director. (A-18 TA 8/19/2021)

9.19 Dual Language Skills/Interpreting. Employees who are bi-lingual and who are requested on a regular basis to interpret for students and/or parents, are eligible to receive an additional \$0.50 per hour. Employees who receive this extra compensation agree to perform language interpretation or translation services in their building during their workday and to communicate directly with parents and students in their primary language.

Staff that believe they qualify for this compensation should ask their administrator to notify Human Resources to have this additional amount added to their regular hourly wage. The hourly wage will go into effect as soon as the staff member completes interpreter training, which will be provided by the District. For staff previously receiving this additional compensation prior to the 2021-2022 school year, the hourly increase will continue provided that they attend District-provided or sponsored interpreter training at the earliest opportunity; the District will provide release time, if necessary, to complete the training. (A-19 – TA 8/19/2021)

ARTICLE 11

GROUP INSURANCE

11.1 —School Employees Benefit Board (SEBB) Program:

Employee health benefits are provided through the School Employees Benefits Board (SEBB) beginning January 1, 2020. All information contained in this Section related to current SEBB offerings, eligibility, and enrollment is subject to change by the state. This Section will be amended to conform to any such changes.

As required by WAC 182-31-030, the District will carry out all actions, policies, and guidance issued by the SEBB program which are necessary for the operation of benefit plans, education of school employees, claims administration, and appeals process including those described in chapters 182-31-030, 182-31, and 182-32 WAC.

As required by SEBB rules, the District shall pay the full portion of the employer contribution as adopted in the School Employees Health Care Coalition agreement for all employees who meet the eligibility requirements outlined below. For purposes of benefits provided under the SEBB, school year shall mean September through August, and shall also be referred to as the eligibility year.

The District will implement the School Employees Health Care Coalition agreement when establishing the employee rates which will be paid to the Health Care Authority (HCA) through payroll deduction for the month in which the employee receives benefits.

The District will provide benefits to employees through SEBB, to include but not be limited to:

- Basic Life and Accidental Death and Dismemberment Insurance (AD&D)
- Basic Long-term Disability
- Vision
- Dental including orthodontia
- Medical Plan

Employees are eligible to participate in the Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP) offered by the employer. Employees will also have the option of enrolling in a Health Savings Account (HSA) when a qualifying High Deductible Health Plan (HDHP) is selected for their medical insurance. In addition, employees will be able to utilize payroll deduction for any supplemental insurance that they choose to enroll in through SEBB (e.g. increased Life, AD&D, Long-term disability, etc.).

11.2 Eligibility:

Eligibility will be determined according to SEBB rules. Under those rules, all employees, including substitute employees, shall be eligible for full insurance coverage under the SEBB program if they work, or are anticipated to work 630 hours or more in an eligibility year, so long as they maintain an employee/employer relationship.

Once eligibility is established, it shall be maintained for the remainder of the eligibility year, unless the employee's schedule or work pattern is revised such that they are no longer anticipated to work 630 hours during the eligibility year. In this case, eligibility for the employer contribution ends as of the last day of the month in which the change is effective. Any changes to this eligibility threshold at the state level will be implemented by the District on the effective date unless otherwise agreed.

All compensated hours in any position within the District shall count for purposes of establishing eligibility. An employee who is not anticipated to work six hundred thirty hours within the school year because of the time of year they are hired but is anticipated to work at least six hundred thirty hours the next school year, establishes eligibility for the employer contribution toward SEBB benefits as of their first working day if they are a nine to ten month school employee anticipated to be compensated for at least seventeen and one-half hours a week in six of the last eight weeks counting backwards from the week that contains the last day of school.

Any employee who has worked 630 hours in **each of the previous two school years** and is returning to the same type of position(s) will be deemed eligible for benefits as provided in SEBB rules. See WAC 182-31-040(3)(b).

The HCA provides medical coverage to eligible state registered domestic partners (and their eligible children).

11.3 Benefit Enrollment and Continuity of Coverage:

In the month of September, benefit coverage for eligible employees begins their first day of work, so long as the employee works on or before the first day of school. For all other eligible employees, benefit coverage will begin the first day of the month which follows the employee's first day of work.

Employees previously employed by a SEBB employer and eligible for SEBB coverage in the month prior to their first day of work will have uninterrupted benefit coverage if they meet the eligibility requirements above.

Should an employee who previously was not expected to be eligible for benefits under SEBB work 630 hours in one year, the employee will become eligible for benefits to begin the month after attaining 630 hours. See WAC 182-31-040.

11.4 Leaves:

Paid leave hours shall count towards eligibility for benefits under this section to the extent provided by SEBB rules.

An employee on approved leave under the federal Family and Medical Leave Act (FMLA) or the Washington State Paid Family Medical Leave (PFML) will continue to receive the employer contribution for insurance coverage in accordance with the federal FMLA or RCW 50A.

For an employee on leave without pay who is no longer anticipated to meet the eligibility standard for employer paid insurance benefits by the end of the school year, the employee will have the option of self-paying the premium to HCA (COBRA). See WAC 182-31-100.

11.5 Benefit Termination:

The District's contribution toward school employees benefits board (SEBB) benefits ends the last day of the month in which the school year ends. The employer contribution toward SEBB benefits will end earlier than the end of the school year if one of the following occurs:

- (a) The District terminates the employment relationship. In this case, eligibility for the employer contribution ends the last day of the month in which the employer-initiated termination notice is effective;
- (b) The employee terminates the employment relationship. In this case, eligibility for the employer contribution ends the last day of the month in which the school employee's resignation is effective; provided, that when employees eligible for benefits separate from employment after completion of the employee's full contract obligation the separation will be effective August 31 for purposes of SEBB eligibility; or
- (c) The school employee's work pattern is revised such that the employee is no longer anticipated to work six hundred thirty hours during the school year. In this case, eligibility for the employer contribution ends as of the last day of the month in which the change is effective.

If the District deducted the school employee's portion of the premium for SEBB benefits from their pay after the school employee was no longer eligible for the employer contribution, SEBB benefits end the last day of the month for which school employee premiums were deducted.

If the employee is transitioning to retiree health care or health care by another employer, the effective date may be earlier as designated by SEBB guidance.

11.7 Legislative Changes and Reopeners

If the Washington State Legislature changes provisions of the SEBB to allow for changes in employer contributions towards elective benefits, or substantially changes the medical coverage provisions, either party can reopen this agreement for negotiation over the changes. (A-20/D-4 – TA 7/2/2021)

ARTICLE 13

HOLIDAY, VACATION, LEAVES

13.2 Vacation

13.2.2 Regular employees:

(b). Vacations for regular twelve (12) month employees shall be based on the following schedule based on completed years of continuous service:

260 Day Employees

Completed Years of Service	Days of Vacation
1	11
4	16
10	21
<u>20</u>	<u>22</u>
<u>25</u>	<u>23</u>

Vacations for regular employees less than twelve (12) months shall be based on the following schedules based on completed years of continuous service:

218 Day Employees

Completed Years of Service	Days of Vacation
1	10
4	11
10	12
<u>20</u>	<u>13</u>
<u>25</u>	<u>14</u>

197 Day Employees

Completed Years of Service	Days of Vacation
1	9
4	10
10	11
<u>20</u>	<u>12</u>
<u>25</u>	<u>13</u>

13.2.4 260-day employees shall have the option to cash out up to five (5) days of accrued vacation. (A-25 – TA 8/19/2021)

13.4 Sick Leave, Emergency Leave

13.4.1 Each employee shall accumulate one (1) day of sick leave for each calendar month worked. An employee who works eleven (11) working days in any calendar month will be given credit for the full calendar month. Sick leave benefits shall be paid on the basis of base hourly rate applicable to the employee's normal daily work shift. A doctor's certificate of disability is needed for illnesses lasting more than five (5) consecutive working days. ~~Sick leave is allowed for a doctor or dentist appointment.~~ Sick leave is available when employees are unable to work due to a health condition regardless of whether the condition relates to physical or mental health. Such leave is also available for medical appointments or treatment. (A-27 – TA 6/18/2021)

- 13.4.3** The District agrees to comply with the terms of all federal and state laws entitling certain employees to unpaid and/or paid family and medical leave including the federal Family and Medical Leave Act (FMLA), the Washington State Family Leave Act, and the Washington State Family Leave law. Consistent with state law, an employee may use his/her sick leave to care for: (a) his/her child with a health condition that requires treatment or supervision; or (b) his/her spouse, domestic partner, parent, parent-in-law, or grandparent who has a serious health condition or an emergency condition. In addition, employees may use their sick leave for a sibling, grandchild, son-in-law, or daughter-in-law who has a serious health condition or an emergency condition. See District Policy 5404.

Washington State Paid Family and Medical Leave (PFML)

Employees may be eligible to receive Paid Family and Medical Leave (PFML) under the Washington State Family and Medical Leave and Insurance Act. Eligibility criteria for this program are determined by the state (current employees are eligible if they work 820 hours per year). Information on this program is available through the Human Resources office or at the state Employment Security Department's website.

PFML benefits shall include up to twelve (12) weeks of paid leave per year, paid by the state, for qualifying reasons including but not limited to care of self and family due to a serious health condition. PFML generally runs concurrently with the period of unpaid leave to which employees are entitled under FMLA. As required by FMLA regulations this generally means that weekends, holidays, and school breaks do not count toward the employee's PFML entitlement.

Employees may choose to use PFML prior to exhausting other paid leave options and will not be required to exhaust sick leave prior to accessing PFML. PFML may be used consecutively with the employee's other paid leave entitlements, at the employee's discretion.— (A-28 – TA 6/23/2021)

- 13.4.4** Employees may cash in unused sick leave days under the criteria set forth in WAC 392-136-015 and RCW 28A.400.210, above an accumulation of sixty (60) days at a ratio of one full day's monetary compensation for four (4) accumulated sick leave days. At the employee's option, he/she may cash out unused sick leave days in January of the school year following any year in which more than sixty (60) days of sick leave has been accrued and each January thereafter, at a rate equal to one day's monetary compensation of the employee for each four (4) full days of accrued sick leave. The employee's sick leave accumulation shall be reduced four (4) days for each day compensated. No employee may receive compensation for sick leave accumulated in excess of one day per month. Employees may also cash out accumulated sick leave upon retirement or eligible resignation per RCW 28A.400.210. (D-6 – TA 6/23/2021)

- 13.4.5** At the time of separation from the school district employment ~~due to retirement or death,~~ an eligible employee or the employee's estate shall receive remuneration at a rate equal to one (1) day's current monetary compensation of the employee for each four (4) full days accrued sick leave for illness or injury, up to a maximum accumulation of 180 days. For the purpose of this provision, retirement shall be defined as when an employee is eligible to receive benefits under Public Employees Retirement System (PERS) or State Employees Retirement System (SERS). an eligible employee or the employee's estate shall receive remuneration at a rate equal to one day's current monetary compensation of the employee for each four full days accrued leave for illness or injury. For purposes of this subsection, "eligible employee" means (a) employees who separate from employment due to retirement or death; (b) employees who separate from employment and who are at least age fifty-five and have at least ten years of service under the teachers' retirement system plan 3, or under the Washington school employees' retirement system plan 3; or (c)

employees who separate from employment and who are at least age fifty-five and have at least fifteen years of service under the teachers' retirement system plan 2, under the Washington school employees' retirement system plan 2, or under the public employees' retirement system plan 2. (D-6 – TA 6/23/2021)

13.5.2 Lactation/Expression of Milk. As required by RCW 43.10.005, the District shall provide reasonable break time for an employee to express breast milk for two years after the child's birth each time the employee has need to express the milk and provide a private location, other than a bathroom, if such a location exists at the school or worksite, which may be used by the employee to express breast milk. If the worksite does not have a space for the employee to express milk, the employer shall work with the employee to identify a convenient location and work schedule to accommodate their needs.—. (A-30 – TA 6/23/21)

13.10 Leave Sharing

~~13.10.1 Procedures for leave sharing will be implemented according to District Policy 5406 and procedures, which are available at the District's website. These procedures are not subject to the grievance procedures identified in Article 18.~~

The District shall establish and administer a leave sharing plan in which eligible employees may donate excess leave for use by a staff member who is suffering from, or has a relative or household member suffering from, an extraordinary of severe illness, injury, impairment, or physical or mental condition, or who has been called to service in the uniform services, or has a need for leave due to pregnancy-related disability or to bond with a newborn or adopted child. Such a program is intended to extend leave benefits to staff members who otherwise would have to take leave without pay or terminate their employment with the District; however, employees using shared leave due to pregnancy or becoming a new parent can maintain up to forty (40) hours of sick leave in reserve. Procedures for leave sharing will be implemented according to District Policy and regulation. See District Procedure 5406P. (A-31 – TA 7/2/2021)

ARTICLE 14

EMERGENCY CLOSURE

14.1 All employees have the responsibility to listen for closure information on radio stations designated by the District (listed on the District calendar on the month of November). ~~Twelve (12) month employees will be working, unless contacted by their supervisor.~~Unless contacted by their supervisor, twelve (12) month employees will be working and may do so remotely upon authorization of their supervisor or take available leave. If notification is not made until after the employee arrives at the office, the employee shall be paid a minimum of one (1) hour. (A-32 – TA 6/23/2021)

14.2 Leave due to inclement weather shall be as follows:

1. Absence due to an employee's inability to report to scheduled work because of severe inclement weather or conditions caused by severe inclement weather shall be charged to one of the following:
2. Reschedule the work hours at the regular rate of pay if the immediate supervisor so determines the work hours should be rescheduled.
3. Any accrued vacation leave
4. Compensatory time
5. Leave without pay
6. Work at an alternate work site accessible to the employee, or remotely upon administrator approval, on the day when the inclement weather occurs. ~~(260 employee only with building administration approval)~~ (A-33 – TA 6/23/2021)

15.8 Mentorships

15.7.1 New, ~~or transferred,~~ or long-term substitute employees may be provided a mentor. If an employee is asked to be a mentor, the District will make reasonable efforts to ensure that the mentor's other duties are not neglected, which may include providing a substitute or authorizing additional hours for the employee. Due consideration will be given to the additional workload mentoring entails in evaluating mentors' performance of their other job duties.

New, transferred, or long-term substitutes employees:

1. ~~Shall May~~ have a mentor
2. Assigned by District
3. Mentor duties to include minimally:
 1. Meet ~~at least monthly~~ with mentee to discuss job responsibilities as needed.
 2. Be available for problem-solving / consultation / troubleshooting
4. ~~Pay: A block of 20 additional / extra hours per year will be authorized in advance for such duties. Additional time may be authorized in advance upon request. Mentor hours are to be utilized for meetings with the mentee during the mentee's work day, with the understanding that this may result in time worked by the mentor outside the normal work day. Mentors will be paid an additional one dollar (\$1.00) per hour during the time period when they are assigned as a mentor. The time for mentorship will typically be about 4-8 weeks and may be allocated throughout the new employee's first year as needed under the direction of the mentee's supervising administrator. (A-34 – TA 8/19/2021)~~

Mentor-mentee meetings will not be scheduled outside the mentee's regular workday.

4. ~~Piloted to 3-year term of agreement, sun setting at the end of 3 years unless otherwise agreed.~~

~~Transferred employees/long term substitutes:~~

1. ~~"May" be assigned a mentor by District~~
2. ~~If assigned a mentor, duties and pay are the same as for new employees unless otherwise established~~

15.9 Substitute handbooks shall be developed during the term of this agreement, and upon completion and approval, will be provided by the District to all the substitutes. (A-35/D-7 – TA 6/1/2021)

The term of this Agreement shall be from September 1, 2017-2021 and shall continue in full force and effect through August 31, 2021-2023. (A-36 – TA 8/19/2021)

**Memorandum of Understanding
Between Franklin Pierce School District
and
Franklin Pierce Educational Support Personnel**

The following shall be in effect during the term of the Collective Bargaining Agreement commencing September 1, ~~2017-2021~~ and expiring August 31, ~~2021~~2023:

Staffing – (A-22 – TA 8/19/0221)

The District will increase staffing as follows for the duration of this Agreement, and provided there is no significant reduction in current funding levels:

- Secondary Library ~~Assistants~~/Media Techs: The District will staff current secondary Library ~~Assistants~~/Media Techs at ~~seven (7)~~eight (8) hours per day.
- Elementary Office Assistants: The District will staff current elementary Office Assistants at seven (7) hours per day, 218 days per year.
- Financial Coordinators: Keithley Middle School and Ford Middle School will each receive fifteen (15) financial coordinator hours for the summer to be used as designated by the building administrators at each middle school. Additional hours may be requested of the building administrator as needed.
- ~~High School Guidance Secretaries~~HS Counseling Office/Registration Specialist: The District will staff current ~~High School Guidance Secretary~~HS Counseling Office/Registration Specialist positions at not less than seven (7) hours per day.

Professional Development Stipends – ~~As Modified during reopener for the 2018-19 school year-~~ (A-18 – TA 8/19/2021)

During the term of this Agreement the District will provide a one-time compensation for employees who successfully complete approved technology training/certifications, based on the following concept:

1. Maximum stipend amount is six hundred dollars (\$600).
2. Completion of all three levels (beginning, intermediate, and advanced) for one software program shall earn a \$200 stipend; up to the maximum of \$600 for completion of training.
3. Documentation of completion must be submitted to Human Resources by June 30th. Professional development stipends shall be paid in the July paycheck in the year in which the stipend is earned.

For the District
Brandy Marshall, Human Resources

For the Association
Kamesha Herd, FPESP

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: Dr. Lance Goodpaster, Superintendent
DATE: September 14, 2021
SUBJECT: Approved Out-of-State Staff Travel Requests

Travel Dates	Traveler Name(s)	Conference/Destination	Funding Source(s)
9/26/21-9/28/21	Liza Klumpar	RTM West Chief Information Officer Congress <ul style="list-style-type: none">• San Diego, CA	• General Fund
10/12/21-10/16/21	Tammy Bigelow	Assoc. of School Business Officials International Conference <ul style="list-style-type: none">• Milwaukee, WI	• General Fund
11/18/21-11/21/21	Val Jones	Learning and the Brain <ul style="list-style-type: none">• Boston, MA	• General Fund



Franklin Pierce Schools

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253-298-3010, Fax 253-298-3015
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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: September 14, 2021
SUBJECT: Executive Session

BACKGROUND INFORMATION

In accordance with RCW 42.30.110, an executive session of the Board to discuss the complaint of a staff member will be held for approximately 60 minutes with no action to follow. The Board will reconvene following the executive session to adjourn the special meeting of the Board of Directors.

RECOMMENDATION

None.

ACTION REQUIRED

None. The executive session discussion is for information only.