

Board of Directors

Regular Meeting October 12, 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/84613634631?pwd=Nkl4M1AxM1RWWEduMWtvSzN0VGE4dz09>
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.
Webinar ID: 846 1363 4631 Password: WsRm101221

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 (kholtan@fpschools.org or 253-298-3010)
by 3 p.m. on October 11, 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
October 12, 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/84613634631?pwd=Nkl4M1AxM1RWWEduMWtvSzN0VGE4dz09>
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Webinar ID: 846 1363 4631 Password: WsRm101221

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

- 1. Superintendent
- 2. Student Representatives – FPHS ASB
- 3. Board of Directors
- 4. Audience/Community

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Online Zoom attendees may deliver written comments to or schedule oral comments with the Superintendent's Office (kholtan@fpschools.org or 253-298-3010) by 3 p.m. on October 11, 2021.

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

VI. Consent Agenda

- 1. Minutes: September 14, 2021A
- 2. Audit of Expenditures: September 2021B
- 3. Personnel ActionC
- 4. Budget Status Reports: August 2021.....D

VII. New Business

- 1. Travel Request: Overnight Field Trip with Students – WHS VolleyballE
- 2. Resolution 21-R-13: Excess Levy Adjustment.....F
- 3. 2021-2022 Highly Capable Program PlanG
- 4. Interdistrict Agreement: PSESD Emergency Relief-COVID Behavioral Health Program ..H
- 5. Information Technology SurplusI
- 6. 2021-2022 Franklin Pierce Education Association MOUJ

VIII. Proposals

- 1. Policy 5011: Sexual Harassment of Staff ProhibitedK

IX. Information

- 1. Procedure 5011P: Sexual Harassment of Staff ProhibitedL
- 2. Approved Out-of-State Staff Travel RequestsM

X. Executive SessionN

XI. Adjournment

Next Meeting: November 9, 2021

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 898 4452 8782 – (253) 215-8782
or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.**

September 14, 2021

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the special meeting to order at 6:12 p.m.

BOARD MEMBERS PRESENT

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

SPECIAL MEETING

The Board of Directors reviewed and discussed the following items:

1. School and District Happenings
2. Start of School
3. Capital Facilities Plan
4. General/Legislative Assembly Proposals
5. Student Representatives on the Board
6. WSSDA Annual Conference

ADJOURNMENT

There being no business to transact, the special meeting adjourned at 6:58 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 898 4452 2226 – (253) 215-8782 or in-person at Ford Middle School Commons, 1602 104th Street East, Tacoma, WA 98445.

September 14, 2021

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

CALL TO ORDER

Mr. Roberts called the meeting to order at 7:09 p.m.

BOARD MEMBERS PRESENT

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

AGENDA

21-M-77

It was moved by Mrs. Sherman, seconded by Dr. Mendoza, 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 BOARD

Mr. Roberts expressed gratitude to district staff for the dedicated service they continue to provide students and families during this extended pandemic.

CONSENT AGENDA

21-M-78

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

(1) Minutes

Minutes of the Board of Directors were approved for the special and regular meetings held on August 17, 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 September 14, 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	\$6,054,986.80	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

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
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

(3) Personnel Action**NEW HIRES**

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

TERMINATIONS

NAMES	JOB TITLE / LOCATION	EFFECTIVE DATE
Anderson, Theresa	Paraeducator / Franklin Pierce	08/30/2021
Boyer, Christine	Paraeducator / Washington	08/30/2021
Chea, Jeannie	Teacher / Keithley	08/31/2021
Coumbs, Derick	Teacher / Washington	08/31/2021
Harris, Jennifer	Paraeducator / Keithley	08/30/2021
Hirst, Karan	NSA III / Franklin Pierce	08/30/2021
Kaikala, Hermine	Office Assistant / James Sales	08/13/2021
Martin, Geletie	Temp Paraeducator / Elmhurst	08/30/2021
McMullen, Laura	Paraeducator / Ford	08/30/2021
Murry, Daniel	Bus Driver / Transportation	08/16/2021
Ohelo, Chad	Paraeducator / Franklin Pierce	08/30/2021
Rodriguez, Kristie	Paraeducator / Washington	08/30/2021
Stauffer, Leticia	Head Start Teacher / Hewins ELC	08/30/2021
Williams, Felita	Assistant Teacher / Hewins ELC	08/30/2021
Willis, Kaydon	Paraeducator / Hewins ELC	09/01/2021

APPOINTMENTS / PROMOTIONS / TRANSFERS

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

LEAVE OF ABSENCE

NAME	POSITION / LOCATION	LEAVING	RETURNING
Cruz, Chanel	Paraeducator / Central Avenue	06/22/2021	09/01/2022

SPECIAL ACTION

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

(4) Investment and Financial Reports

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

POLICY 5515: WORKFORCE SECONDARY TRAUMATIC STRESS

It was moved by Ms. Gallogly, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt new Board Policy 5515: Workforce Secondary Traumatic Stress.

21-M-79

SIX-YEAR CAPITAL FACILITIES PLAN 2021-2027

21-M-80

It was moved by Mrs. Sherman, seconded by Mr. Davis, and unanimously passed that the Board of Directors approve the Franklin Pierce Schools Six-Year Capital Facilities Plan 2021-2027.

COMMUNITY PREVENTION AND WELLNESS INITIATIVE SERVICES CONTRACTS

21-M-81

It was moved by Dr. Mendoza, seconded by Mr. Davis, and unanimously passed that the Board of Directors approve 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.

2021-2024 CLOVER PARK TECHNICAL COLLEGE INTERLOCAL COOPERATIVE AGREEMENT

21-M-82

It was moved by Mrs. Sherman, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the Clover Park Technical College Interlocal Cooperative Agreement for Educational Services during the 2021-2024 school years.

LOCAL AGREEMENT – UNIVERSITY OF WASHINGTON COLLEGE IN THE HIGH SCHOOL

21-M-83

It was moved by Mr. Davis, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the Local Agreement – University of Washington in the High School contract.

CONDITIONAL TEACHING CERTIFICATES

21-M-84

It was moved by Dr. Mendoza, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve Franklin Pierce Schools' request to grant conditional teaching certificates for Pierre Bougard, Kyle Drugge, Brittany Hemicker, Marcelino Ruiz-Martell, Lizeth Talavera Chavez, Sienna Wedde, and Rejie Wright.

OUT-OF-ENDORSEMENT ASSIGNMENTS

21-M-85

It was moved by Mrs. Sherman, seconded by Mr. Davis, and unanimously passed 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.

2021-2023 FRANKLIN PIERCE EDUCATIONAL SUPPORT PERSONNEL COLLECTIVE BARGAINING AGREEMENT

21-M-86

It was moved by Mr. Davis, seconded by Ms. Gallogly, and unanimously passed that the Board of Directors approve the 2021-2023 Franklin Pierce Educational Support Personnel Collective Bargaining Agreement as presented.

APPROVED OUT-OF-STATE STAFF TRAVEL REQUESTS

Dr. Goodpaster, Superintendent, presented a list of recently approved out-of-state staff travel requests as an information only item.

EXECUTIVE SESSION

Mr. Roberts announced an executive session of the Board at 7:44 p.m. for approximately sixty minutes with no action to follow to discuss the complaint of a staff member in accordance with RCW 42.30.110 and Board Policy 1410: Executive or Closed Sessions. Mr. Roberts reconvened the meeting at 8:55 p.m.

ADJOURNMENT

Mr. Roberts announced that the next regular meeting of the Board of Directors will be held on Tuesday, October 12, 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 8:56 p.m.

Secretary of the Board

President of the Board

MEMORANDUM

TO: Board of Directors
FROM: Tammy Bigelow, Director of Business Services
DATE: October 12, 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 October 12, 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	\$6,124,504.89	9/30/2021
	270544-270548	\$2,294.29	9/30/2021
	270549-270566	\$13,742.38	9/30/2021
	270567-270603	\$2,721,524.15	9/30/2021
General Fund – A/P	A/P Direct Deposit (20-21)	\$4,741.13	9/15/2021
	A/P Direct Deposit	\$7,730.13	9/15/2021
	270485-270511 (20-21)	\$967,343.89	9/15/2021
	270518-270541	\$838,443.56	9/15/2021
	A/P Direct Deposit (20-21)	\$505.13	9/30/2021
	A/P Direct Deposit	\$404,861.25	9/30/2021
	270604-270621 (20-21)	\$218,762.23	9/30/2021
	270622-270727	\$283,263.54	9/30/2021
Capital Projects	A/P Direct Deposit (20-21)	\$28,850.85	9/15/2021
	A/P Direct Deposit	\$24,012.32	9/15/2021
	270512-270517 (20-21)	\$2,531,334.38	9/15/2021
	270542-270543	\$30,608.54	9/15/2021
	A/P Direct Deposit	\$39,808.15	9/30/2021
	270728-270734	\$100,338.76	9/30/2021
ASB	A/P Direct Deposit	\$9,059.31	9/30/2021
	270735-270738	\$1,140.00	9/30/2021
Trust	A/P Direct Deposit	\$248.40	9/30/2021

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: October 12, 2021
SUBJECT: Personnel Action

NEW HIRES

NAME	JOB TITLE / LOCATION	EFFECTIVE DATE	REASON
Adams, Lianne	Paraeducator / Brookdale	09/27/2021	Replacement
Bolle, Savannah	Custodian / Franklin Pierce	09/20/2021	Replacement
Bradford, Angelic	LPN / Keithley	09/08/2021	Replacement
Bradford, Jasmine	Teacher / Washington	10/11/2021	Growth
Bruner, Rebecca	Temp Paraeducator / Christensen	09/08/2021	Leave Replacement
Burton, Sybanna	NSA III / James Sales	09/27/2021	Replacement
Johnson, Basanti	Paraeducator / Christensen	09/30/2021	Leave Replacement
Karboski, Wendy	ECEAP Teacher / Hewins Early Learning	10/11/2021	Replacement
Krick, James	Teacher / Franklin Pierce	10/04/2021	Growth
Lionheart, Zoey	Paraeducator / Franklin Pierce	10/05/2021	Replacement
Nauta, LianneFrancine	Paraeducator / Brookdale	10/05/2021	Replacement
Siliva, Joshua	Paraeducator / Washington	09/14/2021	Replacement
Stewart, Morgan	Paraeducator / Franklin Pierce	09/28/2021	Replacement
Struttmann, Cathleen	Paraeducator / Hewins Early Learning	09/29/2021	Replacement
Thomas, La-Keeshia	Data Manager / Franklin Pierce	10/04/2021	Replacement
Yaya, Lira	Paraeducator / James Sales	09/22/2021	Replacement

TERMINATIONS

NAME	JOB TITLE / LOCATION	HIRE DATE	EFFECTIVE DATE	REASON
Collier, Barbara	ECEAP Teacher / Hewins Early Learning	09/02/2014	09/10/2021	Resignation
Chittenden, Candyce	Custodian / Ford	03/25/2021	08/12/2021	Temporary assignment
Elliott, Catherine	Chief Custodian / Ford	11/01/2017	09/30/2021	Resignation
Ferguson, Joseph	Teacher / Washington	08/21/2012	10/22/2021	Resignation
Gill, Regina	Bus Driver / Transportation	09/09/1992	09/30/2021	Retirement
Gonsalves, Lisa	Paraeducator / Keithley	08/27/2019	08/30/2021	Temporary assignment
Nelson, Lauren	Paraeducator / Hewins Early Learning	09/09/2019	08/30/2021	Temporary assignment

Perez-Murray, Elena	Paraeducator / Elmhurst	08/28/2018	09/24/2021	Resignation
Rush, Kristine	Paraeducator / Christensen	10/20/2015	08/30/2021	Resignation
Stone, Sharon	Paraeducator / Collins	01/29/1991	09/30/2021	Retirement
Ulrich, Jesse	Paraeducator / Central Ave	08/31/2021	09/09/2021	Resignation
Villanueva, Karen	Paraeducator / Brookdale	02/10/2021	08/30/2021	Resignation
Webber, Janna	Paraeducator / Christensen	03/04/2021	08/30/2021	Temporary assignment
Williams, Brianna	Paraeducator / Brookdale	08/30/2021	08/30/2021	Temporary assignment
Wright, Priscilla	Education Intern / Central Avenue & Hewins Early Learning	08/27/2019	08/30/2021	Temporary assignment
Yaya, Lira	Paraeducator / James Sales	09/22/2021	09/22/2021	Resignation

APPOINTMENTS / PROMOTIONS / TRANSFERS

NAME	PREVIOUS JOB TITLE / LOCATION	EFFECTIVE DATE	NEW JOB TITLE / LOCATION	REASON
Randall, Kirsten	Paraeducator / Keithley	09/15/2021	Paraeducator / Washington	Reassignment
Sledge, Andrea	District Attendance Liaison / PK-12	09/30/2021	Data Project Manager / Information Technology	Reassignment

LEAVES OF ABSENCE

NAME	POSITION / LOCATION	LEAVE TYPE	LEAVING	RETURNING
Brown, Anna	Teacher / Midland	General Leave 0.5	06/22/2021	09/01/2022
Castro, Norma	Paraeducator / Harvard	General Leave 0.8	09/27/2021	09/01/2022



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: October 12, 2021
SUBJECT: Budget Status Reports, August 2021

Attached are the Budget Status Reports for all funds for August 2021. **This is not the final August report as there will be revenue accruals from September and October.**

General Fund

As of August 31, 2021, the ending fund balance was \$11,319,453. Property tax receipted was \$67,809 in August for a total revenue of \$10,328,335. Expenditures totaled \$12,614,426 with an excess of expenditures over revenues of \$2,286,090. **Accrued revenue will be posted before the year end is closed.**

Capital Project Fund

As of August 31, 2021, the ending fund balance was \$35,550,543. Property tax receipted was \$11,244. Local income from interest and impact fees totaled \$12,853.

- **Expenditures:**
 - **Bond: \$7,066,624**
 - **Technology Levy: \$185,695**
 - Network Infrastructure: \$1,955
 - New Computers: \$7,323
 - Fiber: \$18,512
 - VOIP Charges: \$23,550
 - Other Software: \$15,751
 - Utilities: \$12,932
 - Bell & Clock: \$105,672

Debt Service Fund

Property tax collections in August totaled \$44,066 with an ending fund balance of \$3,203,037.

Associated Student Body Fund

Ending fund balance was \$381,139.

Transportation Vehicle Fund

Ending fund balance was \$915,955.

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 August, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	12,946,977	67,809.13	13,658,185.20		711,208.20-	105.49
2000 LOCAL SUPPORT NONTAX	806,000	22,453.26	446,316.75		359,683.25	55.37
3000 STATE, GENERAL PURPOSE	74,334,454	7,306,291.77	70,516,996.85		3,817,457.15	94.86
4000 STATE, SPECIAL PURPOSE	24,913,393	2,339,173.98	23,458,214.72		1,455,178.28	94.16
5000 FEDERAL, GENERAL PURPOSE	75,000	.00	187,203.75		112,203.75-	249.61
6000 FEDERAL, SPECIAL PURPOSE	13,989,092	592,607.74	11,655,758.69		2,333,333.31	83.32
7000 REVENUES FR OTH SCH DIST	500	.00	380.56		119.44	76.11
8000 OTHER AGENCIES AND ASSOCIATES	4,000	.00	19,500.00		15,500.00-	487.50
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 127,069,416	 10,328,335.88	 119,942,556.52		 7,126,859.48	 94.39
 <u>B. EXPENDITURES</u>						
00 Regular Instruction	67,215,290	4,867,040.99	58,516,165.84	811,340.79	7,887,783.37	88.26
10 Federal Stimulus	17,000	793,668.68	2,867,271.40	30,183.22	2,880,454.62-	> 1000
20 Special Ed Instruction	20,846,151	1,626,070.09	19,282,878.21	30,269.34	1,533,003.45	92.65
30 Voc. Ed Instruction	4,315,059	931,175.01	4,668,592.41	0.00	353,533.41-	108.19
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	13,078,337	1,101,122.15	12,977,652.41	22,056.24	78,628.35	99.40
70 Other Instructional Pgms	1,331,391	89,356.90	1,303,165.81	0.00	28,225.19	97.88
80 Community Services	686,159	83,919.10	705,905.49	0.00	19,746.49-	102.88
90 Support Services	31,035,237	3,122,073.53	24,441,316.54	1,201,403.73	5,392,516.73	82.62
 <u>Total EXPENDITURES</u>	 138,524,624	 12,614,426.45	 124,762,948.11	 2,095,253.32	 11,666,422.57	 91.58
 <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 OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	 11,455,208-	 2,286,090.57-	 4,820,391.59-		 6,634,816.41	 57.92-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 19,000,000		 16,139,844.63			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	 7,544,792		 11,319,453.04			

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 August, 2021

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	2,228,783	11,244.78	2,224,518.17		4,264.83	99.81
2000 Local Support Nontax	1,943,000	12,853.21	638,252.02		1,304,747.98	32.85
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	 24,097.99	 7,775,685.60		 3,603,902.60-	 186.39
 <u>B. EXPENDITURES</u>						
10 Sites	0	46,100.20	78,670.20	2,982,392.45	3,061,062.65-	0.00
20 Buildings	68,096,000	6,961,166.77	44,173,715.22	13,845,826.68	10,076,458.10	85.20
30 Equipment	2,700,000	386,619.89	3,548,647.48	3,381,450.27	4,230,097.75-	256.67
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	 7,393,886.86	 47,801,982.90	 20,209,669.40	 2,785,347.70	 96.07
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	66,625,217-	7,369,788.87-	40,026,297.30-		26,598,919.70	39.92-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 77,230,353		 75,576,840.34			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 10,605,136		 35,550,543.04			
<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 August, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	9,479,391	44,066.55	9,546,442.18		67,051.18-	100.71
2000 Local Support Nontax	25,000	199.89	3,230.84		21,769.16	12.92
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	 44,266.44	 9,549,673.02		 45,282.02-	 100.48
 <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	44,266.44	130,723.02		54,684.02	71.92
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 3,261,537		 3,072,314.65			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 3,337,576		 3,203,037.67			
<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 August, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES</u>						
1000 GENERAL STUDENT BODY	399,990	5,394.10	30,883.04		369,106.96	7.72
2000 ATHLETICS	225,700	828.70	8,752.53		216,947.47	3.88
3000 CLASSES	61,000	.00	2,829.38		58,170.62	4.64
4000 CLUBS	134,700	982.00	12,817.95		121,882.05	9.52
6000 PRIVATE MONEYS	25,800	.00	10,447.33		15,352.67	40.49
<u>Total REVENUES</u>	847,190	7,204.80	65,730.23		781,459.77	7.76
<u>B. EXPENDITURES</u>						
1000 GENERAL STUDENT BODY	393,750	10,031.21	32,546.23	100.00	361,103.77	8.29
2000 ATHLETICS	251,000	345.47	25,802.55	0.00	225,197.45	10.28
3000 CLASSES	56,100	.00	633.43	0.00	55,466.57	1.13
4000 CLUBS	144,525	378.74	9,303.82	0.00	135,221.18	6.44
6000 PRIVATE MONEYS	25,800	.00	10,789.56	0.00	15,010.44	41.82
<u>Total EXPENDITURES</u>	871,175	10,755.42	79,075.59	100.00	791,999.41	9.09
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	23,985-	3,550.62-	13,345.36-		10,639.64	44.36-
<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		381,139.83			
<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 August, 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	33.29	665.68		1,334.32	33.28
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	400,000	391,999.77	391,999.77		8,000.23	98.00
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	392,033.06	392,665.45		717,460.55	35.37
 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	392,033.06	392,665.45		717,460.55	35.37
 <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-	392,033.06	392,665.45		632,539.45	263.70-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	522,359		523,290.11			
 I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
 J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	282,485		915,955.56			



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: October 12, 2021
SUBJECT: Travel Request: Overnight Field Trip with Students

BACKGROUND INFORMATION

Group: Volleyball, Washington High School
Destination: Burlington, Washington

Procedure 2320P: Field Trips, Excursions, and Outdoor Education and Procedure 6213P: Travel and Meal Reimbursement Procedures requires Board approval on travel requests for overnight field trips with students.

RECOMMENDATION

I move that the Board of Directors approve the overnight field trip travel request with Washington High School students.

ACTION REQUIRED

FRANKLIN PIERCE SCHOOLS

APPLICATION FOR OVERNIGHT FIELD TRIP WITH STUDENTS

Directions: Email this completed form to your building principal for approval **8 weeks** prior to the proposed trip. If approved, the principal will email it to the superintendent for approval, who will then submit it to the School Board for approval. Field trip application forms must be submitted to the office of the superintendent **at least 2 weeks** before a School Board meeting prior to the proposed trip for Board approval. **Travel requests must be approved before finalizing travel and financial arrangements.** Confirmation of approval or denial will be sent after the Board meeting.

Date of Application: _____

School: _____

Name of Teacher/Advisor/Travelers: _____

Class/Group: _____

How many students will be attending?: _____

How many adults will provide supervision? _____

Conference Name/Activity: _____

Destination (City, State): _____

Departure Date: _____

Departure Time: _____

Return Date: _____

Estimated Return Time: _____

Method of Transportation: _____

Educational Objective(s): _____

Describe activities planned for trip: _____

ESTIMATED TRAVEL COSTS

		Cost	Funding Source	Comments:
Payroll	Substitutes	\$ _____	_____	
Procurement Card	Registration Fee	\$ _____	_____	
	Lodging	\$ _____	_____	
	Transportation	\$ _____	_____	
	Other	\$ _____	_____	
Reimbursement	Mileage	\$ _____	_____	
	Meals	\$ _____	_____	
	TOTAL	\$ _____	_____	

For more information, refer to Board Policy 2320 and Procedure 2320P regarding field trips, and Policy 6213 and Procedure 6213P regarding reimbursement for travel expenses. If the trip is approved and volunteers are needed, additional steps found in Procedure 5630P must be followed within specific timelines.



Franklin Pierce Schools

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MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: October 12, 2021
SUBJECT: Resolution 21-R-13: 2022 Educational Programs & Operations Excess Levy Adjustment

BACKGROUND INFORMATION

On February 23, 2018, voters of Franklin Pierce Schools approved a four-year Replacement Educational Programs and Operations Excess Levy. This voter-approved levy could have generated up to \$22,000,000 in 2022 tax revenue; however, due to the new state limit of \$2.50 per \$1,000 of assessed value and best estimates of property values, we projected 2022 levy tax revenue of \$14,237,500.

As part of Pierce County's regular process, a preliminary assessed value calculation is done each October to determine actual property values. Due to higher than expected October 2021 assessed property values, our levy collection is projected to be \$16,760,544. To allow for maximum revenue collection, we suggest increasing the levy collection budget to the original \$22,000,000.

RECOMMENDATION

I move that the Board of Directors adopt Resolution 21-R-13: 2022 Educational Programs and Operations Excess Levy Adjustment.

ACTION REQUIRED



Franklin Pierce Schools

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

RESOLUTION 21-R-13 **2022 EDUCATIONAL PROGRAMS AND OPERATIONS EXCESS LEVY ADJUSTMENT**

A resolution of the Board of Directors of Franklin Pierce School District #402, Pierce County, Washington, to remove the rollback in the Replacement Educational Programs and Operations Excess Levy Collections for the 2022 tax year.

WHEREAS, on February 23, 2018, the voters of Franklin Pierce School District #402 approved a four-year Replacement Educational Programs and Operations Excess Levy that included tax collections for calendar year 2022 in the amount of \$22,000,000; and

WHEREAS, the actual Replacement Educational Programs and Operations Excess Levy authority of Franklin Pierce School District #402 for 2022 tax collections was initially determined to be approximately \$14,237,500 according to RCW 84.52.0531;

WHEREAS, the October 2021 assessed property values have increased and the Replacement Educational Programs and Operations Excess Levy authority of Franklin Pierce School District #402 for 2022 tax collections are now projected to be over \$16,760,655;

NOW, THEREFORE BE IT RESOLVED, that the Replacement Educational Programs and Operations Excess Levy for calendar year 2022 be increased from \$14,237,500 to \$22,000,000 to allow maximum levy revenue collection.

Adopted by majority of the Board of Directors of the Franklin Pierce School District No. 402 at the regular meeting held on Tuesday, October 12, 2021.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

ATTEST:

Secretary of the Board



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Vicki Bates, Executive Director of Teaching and Learning Services
DATE: October 12, 2021
SUBJECT: 2021-2022 Highly Capable Program Plan

BACKGROUND INFORMATION

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

RECOMMENDATION

I move that the Board of Directors approve the Franklin Pierce Schools Highly Capable Program Plan for the 2021-2022 school year.

ACTION REQUIRED

217 Highly Capable Program Plan**Fiscal Year:** 21-22**Milestone: Requested OSPI Approval** (Printed 10/5/2021)**District:** Franklin Pierce School District**Organization Code:** 27402**ESD:** Puget Sound Educational Service District 121**Page 1****Directions**

All Local Education Agencies (LEAs) must complete this application for the 2021-22 school year.

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

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

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2021-22), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

NOTE: As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See [RCW 28A.185.020](#) (1) and (2).

Please check only one box below:

☒ **LEA accepts Highly Capable allocation for 2021-22 school year. LEA agrees to the comply with:**

- a. [RCW 28A.150.220\(3\)\(g\)\(3\)](#)
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. [RCW 28A.185.020](#)
Highly Capable program requirements provided in state law.
- c. [WAC 392-170-012](#)
Highly Capable program requirements provided under OSPI rules. [WAC 392-170](#)
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☐ **LEA DOES NOT accept Highly Capable allocation for the 2021-22 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

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

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Vicki Bates
Authorized Representative Title:	Executive Director
Date: (MM/DD/YY)	9/28/21

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

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

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

Instructions

1. Select one check box.
2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

- ☒ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- ☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: **Unique District Definition and Learning Characteristics.**

Statement of Purpose (OPTIONAL)

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

☒ Yes ☐ No

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

Instructions

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

Every Item is Mandatory

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

A. Annual Notification [WAC 392-170-042](#)

Assurances

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

Public Notification

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

B. Referral Process [WAC 392-170-045](#) | [055](#)

Assurances

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

C. Parental/Legal Guardian Permission [WAC 392-170-047](#)

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

Assurances

- ☒ District gets permission to assess.

☒ District gets permission to start services.

Every assurance in the table below is mandatory.

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

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

Instructions

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

The district uses a screening process. Yes ☐ No ☒

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

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

Do Not Lose Your Data - Click Save!

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

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

Assurances

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

☒ District has a clearly defined and documented assessment process.

☒ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests*.

Instructions

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

Other - Name the other data sources you use.

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

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

Assessment Measures

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

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

Other: Name(s) FastBridge Curriculum-based Measures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

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

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

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

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

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect —

through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

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

Assurances

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

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

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

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

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

A. Program Services Management [WAC 392-170-078](#) | [080](#)

Assurances

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

B. Variety and Continuum of Program Services [WAC 392-170-078](#) | [080](#)

Instructions

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

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

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

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

Complete the Gifted Value Tables

For each Gifted Value identify:

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

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation							<input checked="" type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							

<input type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting													
<input type="checkbox"/> Flexible grouping	<input type="checkbox"/> Enrichment													
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects													
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration													
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest													
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)													

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

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

Assurance

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

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

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

Instructions

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

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

Assurance

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations

2. Compliance with state laws and regulations related to the highly capable program

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

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	August, department review
Program Expenditures	<input checked="" type="checkbox"/>	monthly, financial statements reviewed by department
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	August, June, department review
District Procedures	<input checked="" type="checkbox"/>	August, department review
Goals for District Program	<input checked="" type="checkbox"/>	quarterly, meet with data teams to review student progress
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	October, June, interdisciplinary review
Communications	<input checked="" type="checkbox"/>	March, May, June, department review
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	May, interdisciplinary team review
Continuum of Services	<input checked="" type="checkbox"/>	May, interdisciplinary team review
Other: Name(s)	<input type="checkbox"/>	

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

The evaluation of your HCP should return data that measure:

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

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

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

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

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

Surveys

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

Other Data Sources

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

School Board Annual Approval of District Comprehensive Plan: iGrants 217

WAC 392-170-020 | 025 | 030

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

Instructions

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	18	16	71	118	144	198	237	234	169	1,205

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval

[WAC 392-170-020](#) | [025](#)

Instructions

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

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

Date of Annual Board Approval: 10/12/2021

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

File names: do not use symbols or special characters.

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

Equitable Identification of Low-Income Students [RCW 28A.185.020](#)

Update as needed how you address equitable identification of low-income students as required by law [RCW 28A.185.020](#).

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

Annette Burnett, Highly Capable Programs Coordinator

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

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

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2021-22 identification cycle.

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

Criteria for Identification [RCW 28A.300.770](#)

Explain how you address criteria for identification as required by [RCW 28A.300.770](#).

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2021-22 identification cycle.**

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

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.

- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

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

- 4. **Briefly outline actions that were conducted in 2020-21 school year to identify students for Highly Capable services in light of disruption resulting from COVID-19.**

District committees reviewed historical data and anecdotal report card data in light of the lack of spring testing data to identify students for placement in accelerated or self-contained highly capable programs for the 2021-2022 school year.



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: October 12, 2021
SUBJECT: Interdistrict Agreement: PSESD Emergency Relief-COVID Behavioral Health Program

BACKGROUND INFORMATION

This agreement provides behavioral health services in our secondary schools as a response to increasing behavioral health needs as a result of the COVID pandemic. The program will provide us with one position for the next two years. During those two years the PSESD will be exploring options for sustainability. The program will follow a model that is used by our Behavioral Health Advocate-Student Assistance Professional (BHA-SAP) drug and alcohol specialists but does not need to be focused exclusively on issues related to drug and alcohol use.

RECOMMENDATION

I move that the Board of Directors approve the 2021-2022 School Emergency Relief-COVID Behavioral Health Program Interdistrict Agreement with Puget Sound Educational Service District.

ACTION REQUIRED



**2021-2022
ELEMENTARY AND SECONDARY SCHOOL EMERGENCY
RELIEF-COVID BEHAVIORAL HEALTH PROGRAM**

INTERDISTRICT AGREEMENT

BETWEEN

**PUGET SOUND EDUCATIONAL SERVICE DISTRICT
800 Oakesdale Avenue SW
Renton, WA 98057**

AND

**FRANKLIN PIERCE SCHOOL DISTRICT 315
315 129th Street South
Tacoma, WA 98444**

THIS AGREEMENT is made and entered into by and between PUGET SOUND EDUCATIONAL SERVICE DISTRICT, hereinafter referred to as "PSESD," and the FRANKLIN PIERCE SCHOOL DISTRICT, hereinafter referred to as the "DISTRICT."

IT IS THE PURPOSE OF THIS AGREEMENT to provide behavioral health services to schools as a response to increasing behavioral health needs as a result of the COVID pandemic. Behavioral health services will be provided in accordance with the State Plan for the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds submitted on June 7, 2021.

DUTIES OF PSESD

In order to assist the DISTRICT, the PSESD shall perform the following functions and duties in accordance with established practices for Behavioral Health Advocate-Student Assistance Professionals (BHA-SAP) in the DISTRICT (site to be determined). Duties shall include but not be limited to the following:

Note: All targeted activities and levels of service are based on direct, building and community site services. Should a return to virtual schooling occur, the level of service may vary as staff works to develop alternative outreach and support methodology. Staff will work closely with the DISTRICT site assignments and PSESD teams in adapting current practices in a virtual format.

1. Expand behavioral health (BH) support systems (including mental health and substance use) through a Multi-Tiered System of Support (MTSS) framework with a focus on supporting, enhancing, and expanding Tier 1 and 2 services.

2. Coordinate with and/or complement services with the DISTRICT's other prevention/intervention services.
3. Work with Looking Glass Analytics (LGAN), to allow for data collection and evaluation efforts, and review service data with the DISTRICT as requested and at year end.
4. Provide ongoing supervision of program services to monitor program progress, keep DISTRICT coordinators informed, and report on trends.
5. Place, train, and supervise qualified BHA-SAP staff in assigned secondary schools to:
 - *Participate in multidisciplinary team (MDT) to facilitate referral and coordination of supports*
 - *Conduct screening, monitoring and follow up for students referred from MDT*
 - *Provide individual and group sessions to identified students based on the individualized student success plan*
 - *Coordinate and follow up with outside resources as indicated on plan*
 - *Provide classroom-based supports and interventions for individual students*
 - *Provide family meeting and engagement to coordinate care*
 - *Conducts classroom presentations on topic of mental health and substance abuse issues*
 - *Coordinate school wide BH promotion and awareness campaigns*
 - *Facilitate and monitor community connections and referrals*
 - *Participates in school building staff meetings provide information on access and referral process*
 - *Attend meetings as identified with the BH ESD COVID response team*
6. Utilize confidentiality release forms provided by PSESD or their equivalent.
7. Represent DISTRICT and agency interests at regional and statewide program planning meetings.
8. Collect year-end data with the assistance of the building administrator and DISTRICT coordinator, to include student post-tests, GPA, and attendance records of selected students.
9. Participate in relevant training, meetings, and consultation.
10. Assurance that all PSESD and DISTRICT health safety practices are understood and followed.
11. Should school operations change from site based to virtual learning, PSESD will provide adequate accommodation for prevention/intervention staff to create a home-based workspace. This includes a) access to a computer and monitor, b) internet access to ensure effective communication with the school team and data collection requirements, and c) provisions for/assurance of confidential record keeping.

PSESD and any employee of PSESD shall be subject to and shall comply with all the requirements and duties of Washington law pertaining to those in public service who work with and around children, including but not limited to the following statutory provisions. The requirements and duties set forth therein shall apply to PSESD and its employees the same as if they were the DISTRICT or employees of the DISTRICT.

RCW 28A.400.303. Records checks for employees.

RCW 28A.400.330. Crimes against children; convictions or guilty pleas.

Failure to comply with this section shall be grounds for immediate termination of this Agreement.

RCW 28A.400.332. Use of persons, money, or property for private gain.

RCW 26.44.030. Reports of child abuse or neglect.

PSESD further agrees to train its employees about their obligations under this section before they begin providing services.

RCW 28A.400.317. Physical abuse or sexual misconduct by school employees; duty to report; training.

DUTIES OF DISTRICT

By accepting the Agreement, the DISTRICT agrees to perform the following functions and duties:

1. When school is site based for staff and/or students: Provide adequate workspace to support the BHA-SAP staff. This includes a) access to internet and email system to ensure effective communication with school team and data collection requirements, b) confidential office setting for individual, family, and group meetings, c) a locked file drawer for confidential record keeping, and d) assurance that all PSESD and the District health safety practices are understood and followed.
2. When school is provided remotely and offered in virtual platforms: Provide BHA-SAP staff with a) access to email and other communication systems to ensure effective communication with school team; and b) opportunities for virtual confidential settings in which to meet with individual students, families, and host educational support group meetings with youth. Access includes identification of platforms being used and assuring access and training for use of identified Learning Management Systems (LMS).
3. Work with the PSESD to obtain MOUs and/or program Work Plan Agreements from school site administrators as a condition of placing FTE at the school site.
4. Inform PSESD of any concerns or questions related to program services as they arise.
5. Define and assure plan for:
 - ☐ *Parent permission protocol.*
 - ☐ *Student referrals (via disciplinary, non-disciplinary, parental, self and other referral sources).*
 - ☐ *Classroom presentations.*
 - ☐ *Educational support group schedule/logistics.*
 - ☐ *Student Assistance/Core team membership and activities.*
 - ☐ *Staff training for program behavioral health awareness.*
 - ☐ *Integration with other programming related to student assistance.*
6. Ensure schools cooperate with program guidelines to ensure the effectiveness of the BHA-SAPs.
7. Include BHA-SAPs on building level emails to ensure safety and awareness of campus activity.

PERIOD OF PERFORMANCE

The budget takes effect September 1, 2021, and therefore the PSESD may commence performance of duties and responsibilities, the terms and conditions of which are contained herein, on this date or the date the Agreement is executed, whichever is later. DISTRICT shall reimburse PSESD for those costs incurred in performance hereunder, for that period between the beginning date of performance and the end date of June 30, 2022.

PAYMENT

The DISTRICT's obligation is \$0.00.

PSESD agrees to provide one school year **1.0 FTE** for behavioral health direct services. Such services may be subject to change pursuant to written agreement between PSESD and the DISTRICT.

BILLING PROCEDURE

PSESD will not invoice during this agreement period.

RECORDS MAINTENANCE

The parties to this Agreement shall each maintain books, records, documents, and other evidence that sufficiently and accurately reflect all direct and indirect costs expended by either party in the performance of the service(s) described herein. These records shall be subject to inspection, review, or audit by personnel of both parties, other personnel duly authorized by either party, the Office of the State Auditor, and federal officials so authorized by law. All books, records, documents, and other material relevant to this Agreement will be retained for six years after expiration and the Office of the State Auditor, federal auditors, and any persons duly authorized by the parties shall have full access and the right to examine any of these materials during this period.

Records and other documents, in any medium, furnished by one party to this Agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

RIGHTS IN DATA

Unless otherwise provided, data which originates from this Agreement shall be "works for hire" as defined by the U.S. Copyright Act of 1976 and shall be owned by the DISTRICT. Data shall include, but not be limited to, reports, documents, pamphlets, advertisements, books magazines, surveys, studies, computer programs, films, tapes, and/or sound reproductions. Ownership includes the right to copyright, patent, register, and the ability to transfer these rights.

INDEPENDENT CAPACITY

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

AGREEMENT ALTERATIONS AND AMENDMENTS

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

INDEMNIFICATION / HOLD HARMLESS

Each party shall defend, indemnify, and hold the other party, its officers, officials, employees and volunteers harmless from any and all claims, injuries, damages, losses or suits including attorney fees, arising out of or in connection with the performance of this agreement, except for injuries and damages caused by the sole negligence of either party.

Each party shall procure and maintain for the duration of the Agreement, insurance against claims for injuries to persons or damage to property which may arise from or in connection with the performance of this Agreement by either party, their agents, representatives, employees or subcontractors.

CONFIDENTIALITY

PSESD acknowledges that student data, material and information which originates from this Agreement, and the student assessment data, material and information which will come into its possession in connection with performance under this Agreement, consists of confidential data owned by the DISTRICT or confidential personally identifiable data subject to the federal Family Educational Rights and Privacy Act or other privacy laws, and that disclosure to or use by third parties would be damaging.

PSESD, therefore, agrees to hold all such material and information in strictest confidence, not to make use thereof other than for the performance of this Agreement, to release it only to the DISTRICT authorized employees and agents requiring such information and not release or disclose it to any other party unless required by law to do so.

TERMINATION

Either party may terminate this Agreement upon 30 days prior written notification to the other party. If this Agreement is so terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

TERMINATION FOR CAUSE

If for any cause, either party does not fulfill in a timely and proper manner its obligations under this Agreement, or if either party violates any of these terms and conditions, the aggrieved party will give the other party written notice of such failure or violation. The responsible party will be given the opportunity to correct the violation or failure within 15 working days. If failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the aggrieved party to the other.

DISPUTES

In the event that a dispute arises under this Agreement, it shall be determined by a Dispute Board in the following manner: Each party to this Agreement shall 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 hereto. 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.

GOVERNANCE

This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable state and federal statutes and rules;
- b. Statement of work; and
- c. Any other provisions of the Agreement, including materials incorporated by reference.

ASSIGNMENT

The work to be provided under this Agreement, and any claim arising thereunder, is not assignable or delegable by either party in whole or in part, without the express prior written consent of the other party, which consent shall not be unreasonably withheld.

WAIVER

A failure by either party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement unless stated to be such in a writing signed by an authorized representative of the party and attached to the original Agreement.

SEVERABILITY

If any provision of this Agreement or any provision of any document incorporated by reference shall be held invalid, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this Agreement, and to this end the provisions of this Agreement are declared to be severable.

ALL WRITINGS CONTAINED HEREIN

This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

DEBARMENT

By signing this Agreement, each party, PSESD and the DISTRICT, certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency and has authorization to enter into this Agreement.

The PSESD and the DISTRICT agree to written notification in the event it is debarred, suspended, or proposed for debarment by any Federal department or agency.

AGREEMENT MANAGEMENT

The program manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this Agreement.

The Program Manager for PSESD: **Minu Ranna-Stewart, Director, Student Support Services**
Puget Sound ESD
800 Oakesdale Avenue SW
Renton, WA 98057
Email: mranna-stewart@psesd.org

The Program Manager for **DISTRICT**: _____

Email: _____

IN WITNESS WHEREOF, the parties have executed this Agreement.

Franklin Pierce School District

Puget Sound Educational Service District

Signature

Signature

Date

Date

Title

Minu Ranna-Stewart, LICSW
Director, Student Support Services
Title

BUSINESS OFFICE USE ONLY

Payor Key: _____ Approved by/date: _____

Account Codes:

960: Amount:

960: Amount:

Invoiced date/number: _____

Comments: _____

Copies mailed: Department _____ Customer: _____

MEMORANDUM

TO: Board of Directors
FROM: Liza Klumpar, Chief Technology Officer
DATE: October 12, 2021
SUBJECT: Information Technology Surplus Approval

BACKGROUND INFORMATION

The Information Technology Department requests approval to surplus the listed items which are no longer in use or no longer in useable condition and have been determined to have little or no value to the Franklin Pierce School District. Surplus of technology items is routine and necessary to allow for the acquisition of new technology.

RECOMMENDATION

I move that the Board of Directors approve the surplus of listed items.

ACTION REQUIRED

Item	Make	Model	Quantity
Amplifier & Switcher Board	Mackie	406M	1
Cassette Player	Pioneer		1
Cell Phone	Apple	iPhone 6s	1
Cell Phone	Apple	iPhone 7	2
Cell Phone	Apple	iPhone 8	3
Cell Phone	Apple	iPhone A1429	1
Cell Phone	Apple	iPhone A1549	2
Cell Phone	Apple	iPhone A1600	1
Cell Phone	Apple	iPhone A1660	3
Cell Phone	Apple	iPhone A1688	1
Cell Phone	Apple	iPhone SE	2
Cell Phone	Apple	iPhone XS	1
Cell Phone	Casio	Brigadier	1
Cell Phone	Kyocera	E6782	2
Cell Phone	Kyocera	Flip	2
Cell Phone	Samsung	Galaxy S4	1
Cell Phone	Samsung	Galaxy S5	1
Cell Phone	Samsung	Galaxy S7	1
Cell Phone	Samsung	Galaxy S8	1
Desk phone	Cisco	CP-6945	8
Desk phone	Cisco	CP-7841	2
Desktop	Apple	iMac Intel	1
Desktop	Dell	OptiPlex 3011 AIO	2
Desktop	Dell	OptiPlex 380	2
Desktop	Dell	OptiPlex 390	2

Item	Make	Model	Quantity
Desktop	Dell	OptiPlex 780	1
Desktop	Lenovo	M800z AIO	1
Desktop	Lenovo	M810z AIO	1
Desktop	Lenovo	M90z AIO	3
Digital Camera	Cannon	PowerShot SX150 IS	1
Dock	Dell		6
Dock	Lenovo	ThinkPad	5
Dock	Lenovo	ThinkPad Mini, Series 3	1
Dock	Lenovo	ThinkPad OneLink	5
Dock	Lenovo	ThinkPad OneLink Pro Dock	19
Dock	Lenovo	ThinkPad OneLink Pro Yoga S1	2
Dock	Lenovo	ThinkPad OneLink+	3
Document Camera	Elmo	Mo-1	1
Document Camera	Elmo	TT-02S	3
Document Camera	HoverCam	Solo 8	3
Interactive TV	Recordex	Simplicity Touch 70	1
iPad Cases			450
iPad Charging Cart	Bretford		3
iPad External Keyboards			120
Laptop	Lenovo	E540	1
Laptop	Lenovo	E550	7
Laptop	Lenovo	T430	6
Laptop	Lenovo	X1 Carbon	5
Laptop	Lenovo	Yoga 260	1
Laptop	Lenovo	Yoga 460	1
Laptop Cart	Avery		5
Laptop Cart	Bredford		17
Laptop Cart	Ergotron		7
Laptop Cart	LapCabby		7
Laptop Charger	Lenovo	45W Round	31
Laptop Charger	Lenovo	45W USB-C	28
Library Cart			1
Monitor	Acer	1904	1
Monitor	Acer	AL1706 A	1
Monitor	Acer	ZB2	1
Monitor	Dell	E190SB	1
Monitor	Dell	E198FPF	1
Printer	Epson	WorkForce DS-510	1
Printer	HP	LaserJet 1012	1
Printer	HP	Officejet 7000	1
Projector	Casio	XJ-M255	1
Projector	Epson	EMP-83	4
Projector Cart			3
Pull Down Projection Screen	Misc.		70
Switch	D-Link	DGS-3620-28SC	1
Switch	HP	1810-45G	1
Switch	HP	J9660A	1
Switch	Netgear	FS726TP	3
Switch	Netgear	PROSAFE GS748T	5
VCR	Phillips		1
Wireless AP	3com	8760 Dual Radio	1
Wireless AP	Aruba	AP-105	3
Wireless Display	Actiontec	SBWD960A	2
Wireless Display	ActionTec	ScreenBeam 960	2



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: James Hester, Deputy Superintendent of PK-12
DATE: October 12, 2021
SUBJECT: 2021-2022 FPEA Memorandum of Understanding

BACKGROUND INFORMATION

The Franklin Pierce School District has agreed to the attached memorandum of understanding with the Franklin Pierce Education Association related to the continuing COVID-19 outbreak. This agreement clarifies COVID leave use, quarantine, vaccination, instruction, and other health and safety protocols.

RECOMMENDATION

I move that the Board of Directors approve the 2021-2022 Franklin Pierce Education Association Memorandum of Understanding as presented.

ACTION REQUIRED

Memorandum of Understanding

Between the Franklin Pierce Education Association and Franklin Pierce Schools

The Franklin Pierce Education Association (Association) and Franklin Pierce Schools (District) share in maintaining the health and safety of our Franklin Pierce Schools community;

Whereas we are especially concerned because we know the dangers of COVID-19 disproportionately impact communities of color and people in poverty, and;

Whereas COVID-19 continues to create a public health emergency and the Office of the Superintendent of Public Instruction, the Office of the Governor, and state and local Departments of Health have issued requirements for the 2021-2022 school year that substantially affect the working conditions of Association members;

And whereas it is the duty of the District to provide safe and equitable learning conditions for students and staff the parties agree to the following:

I. COVID-19 Leave:

- A. Positive TEST: Employees diagnosed with a positive COVID-19 test, or experiencing symptoms and seeking a medical diagnosis, may not work at a District site until medically cleared or until the end of the quarantine or isolation period recommended by public health authorities. Such employees who apply for and receive time loss from Worker's Compensation due to presumed workplace exposure will receive paid COVID leave for the difference between time loss and their regular pay for up to ten (10) days.
- B. Quarantine: Employees who are required to quarantine as a result of a workplace exposure (as determined by contact tracing in collaboration with Tacoma-Pierce County Health Department) but who do not contract COVID and therefore are not eligible for Worker's Compensation, shall have access to paid COVID leave for the duration of their directed quarantine, not to exceed 10 total paid days per occurrence, not to be deducted from sick or personal leave. Employees will have access to such leave for each occurrence in which they are directed to quarantine, provided that the employee seeks COVID testing within the window advised by health officials and submits the results promptly to the District once received. When a determination is not possible by the TPCHD the employee may submit a District Declaration Form asserting that the exposure was in connection with their assignment and will be granted paid COVID Leave.
- C. For educators quarantined for any reason, or with mild symptoms, and if remote work is available, employees will work from home rather than accessing COVID leave or sick leave. The District will support the educator's professional discretion to determine whether they are well enough to work. Educators not eligible for COVID Leave, and not able to work from home, may access personal leave, sick leave, and all other leave eligible to them.
- D. Staff should use sick days as COVID symptoms arise - all approved COVID Leave - will be retroactive to the first day of symptoms and sick leave used to cover symptoms will be returned in the event of eligible quarantine due to worksite exposure or a positive test. Staff are required to report out-of-work exposures and directions to quarantine.

- E. Human Resources will provide a monthly update of the total number of bargaining unit members who were on leave the prior month that included a reduction in pay and the type of leave they are on due to known COVID-related concerns.

II. Instruction impacted by increased workload due to school closure, student quarantine, or lack of staffing

A. Instruction during outbreaks and student quarantine:

- i. **Individual or partial class quarantine:** The District will support teachers' professional judgment as to whether to provide simultaneous online and in-person instruction, or to provide access to instruction in another manner.
- ii. **School or classroom closure:** Educators and PLCs will work with their building administrators to establish a mutually agreeable plan to deliver instruction to the class when all students and/or staff in a building or classroom are quarantined. Simultaneous in-person and online instruction will remain an option, but will not be required as long as a different, state-compliant plan can be developed.
- iii. The District will create plans in collaboration with the Association for any disruption to in-person learning in-case of any building or district-wide closures or full classroom quarantines.

- B. **Contact Tracing:** The District will follow current guidelines from TPCHD on contact tracing, and will provide information on those protocols upon request to the Association or to any employee in need of such information.

C. Coverage

- i. The District will post and hire if available, five (5) full-time substitutes for the 2021-2022 school year.
- ii. Consideration will be given to the appropriateness and feasibility of online trainings for PRAD days, based on the public health conditions and planned trainings in effect for each day and at each site.

III. COVID Vaccinations:

Per Proclamation 21-14.1 COVID-19 Vaccination Requirements, all education employees are required to be fully vaccinated for COVID-19 and will be required to provide proof of such vaccination by October 18, 2021.

A. COVID Vaccination Verification:

- i. The district will designate personnel to review confidentially and verify the employees' proof of vaccination.
- ii. The district will record acknowledgement that such proof has been provided for visual review by recording the employee's name, brand of vaccine and date of vaccination(s) in a secure place separate from the employee's personnel file. All digital files will be protected using IT protocols.
- iii. No photocopies or electronic copies will be taken of the documents used to verify the employee's vaccination status.

- iv. The district will not share the personal health information of employees beyond the individual designated in the review process or the COVID supervisor in order to implement the health and safety provisions at a worksite.

IV. On-site Student and Staff Health Precautions:

- A. **Face coverings:** All employees, students, and building visitors shall wear face coverings consistent with the most recent guidance from state and local health officials. The District shall maintain a supply of disposable face coverings to offer employees, students, and visitors to districts sites who fail to provide their own appropriate face covering. The District will also provide specific communication to all employees about up-to-date mask guidelines including specific types of masks to be worn (ex: no buffs/gaiters or masks with breathing holes).
 - i. Employees may choose to provide their own face coverings that comply with District standards, which will at a minimum comply with the most recent guidance from state and local health officials
 - ii. Employees working with students who cannot wear a face covering because of a legally recognized exemption shall be compensated for or provided all appropriate personal protective equipment (PPE), including but not limited to any professionally fitted medical grade N95 masks and gloves, as required by L&I. The District will provide KN95 masks to all Employees upon request.
 - iii. If an immediate N95 fitting is not available, the District will provide the next most appropriate available face covering (e.g. KN-95 plus face shield) until the District can provide a mask fitting. All music teachers shall have their student KN95 masks re-supplied every month.
 - iv. The District shall provide face coverings with mouth windows to facilitate communication with staff and students who are Deaf/Hard of Hearing.
- B. **Health Screenings:** Staff and families will be expected to self-screen for COVID-19 symptoms. The District will follow state DOH and local requirements to respond to any employee or student who displays COVID-like symptoms at school. Those requirements currently state as follows:

Any student, teacher, or staff who displays or reports COVID-19-like symptoms must be immediately isolated from others and sent home and referred to diagnostic testing as soon as feasible. While waiting to leave school, the individual with symptoms must be isolated in a designated isolation space. They must wear a cloth face covering or mask. Anyone providing care or evaluation to the isolated individual must wear appropriate PPE.

The District and its staff will follow the most recent directives from state and local health authorities regarding which symptoms trigger quarantine.

See [School Covid-19 Case Response Toolkit](#) (linked).

- C. **Physical Distancing:** Based on the current (September 8) DOH requirements, the following shall apply until and unless those requirements change: To the extent possible, every effort shall be made to keep three (3) feet of distancing between students during regular classroom activities, and six (6) feet of physical distancing between students during high-risk activities such as eating. Classrooms and workspaces shall be arranged to maximize distance between adults and students up to six (6) feet if possible. All

meetings between adults shall, to the extent possible, be held in spaces that accommodate six (6) foot distancing between participants.

- i. The District will continue to encourage consideration and flexibility by administrators to hold online meetings when space limitations/safety concerns warrant.
- ii Conferences: The District may move conference dates, in consultation with the Association, to accommodate any changing safety guidelines. Additionally, the district will offer all families the option to attend all conferences and meetings remotely. In-person conferences attendees will be expected to follow current DOH and L&I social distancing and masking requirements.

- D. **Handwashing:** The district shall provide adequate facilities including water and supplies for staff and student handwashing.
 - E. **Cleaning.** All District employees are responsible to ensure classroom spaces remain clean and ready for student use.
 - F. **Training:** All new staff shall receive training on COVID-19 health and safety precautions prior to their first on-site student contact day, or as soon thereafter as is feasible. The District will provide opportunities to new staff for Q & A on COVID safety training. These trainings shall be provided during new employee orientation or on paid time if offered after orientation.
 - G. **Communication with students and families:** Students and their families will have access to regular multilingual communication on the District website and/or from the building and/or district regarding health and safety expectations.
 - H. **Supervision for compliance:** The district shall designate a site supervisor to monitor employee health and safety. Site supervisors are listed on the Staff Covid web page. No bargaining unit member shall be asked to act as such a supervisor.
 - I. **Employee Rights to a Safe Work Environment:** District administration agrees to provide prompt direction to employees when questions or concerns regarding staff and student safety arises. In the event an employee does not believe the district is following advice from the Department of Health and/or Labor and Industries to adequately protect staff or student safety, the employee shall have the right to remove themselves from the situation in which they feel unsafe once proper supervision is in place. The employee agrees to stay on the work site, but in a safe location, until excused by building administration or until the safety concern is addressed and adequately resolved.
 - J. The district will keep a COVID-19 dashboard and update staff and families weekly.
 - K. Mask breaks at elementary schools generally occur at recess with students spaced at least six feet apart from each other. Other periodic mask breaks may be allowed outdoors with prior approval from building administration.
- V. **Safety and Discipline:** Ensuring the safety and health of students and staff shall be the district's priority. Students shall be required to follow all safety protocols.

- A. **Protection of School Employees:** School employees who experience or witness insulting, intimidating, and/or abusive behavior toward a staff member by students, staff, volunteers, or other visitors to the worksite for enforcing any PPE or safety protocols will immediately report the incident to the Building Principal, building COVID supervisor, or nearest administrator. An employee reporting an incident will not be retaliated against.
- B. **Violations of Safety Protocols by students:** The District and building administration will support educators in their efforts to enforce classroom and building rules related to mask wearing and social distancing. Students who violate safety protocols will be offered the opportunity to engage in restorative practices to safely return to the classroom and remain in school.
- C. Upon request, all staff will have access to COVID-19 testing.

VI. Duration:

Provided it is agreed to by both parties by October 15, 2021, this MOU will be retroactive to the first day of work (August 23rd, 2021), and shall remain in effect throughout the 2021-2022 school year or until the end of the declared COVID state of emergency, whichever occurs first. In the event of other legislative or regulatory changes impacting this MOU the parties shall meet to bargain the impacts upon request within five (5) days. All terms and conditions of the Collective Bargaining Agreement shall remain in full force and effect unless specifically modified by this MOU. This MOU will be construed consistently with any existing state and local public health guidance and if the guidance changes, the District will follow the new guidance.

For the Association:

For the District:

Kevin Marshall, President

Brandy Marshall, Director of Human Resources

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: Brandy Marshall, Director of Human Resources
DATE: October 12, 2021
SUBJECT: Policy 5011 – Sexual Harassment of District Staff Prohibited

BACKGROUND INFORMATION

Board Policy 5011 – Sexual Harassment of District Staff Prohibited is being updated based on the 2020 Title IX final rules with additional revisions coming after the Department of Education conducts a comprehensive review per executive order of President Biden. It also incorporates a reference to the procedures and definitions in policy and procedure 3205/3205P Sexual Harassment of Students Prohibited.

RECOMMENDATION

None.

ACTION REQUIRED

None. This policy is being presented for first reading.

SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class ~~or school~~ training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult, or can be carried out by a group of students or adults and Sexual harassment will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of staff-district employees by other employees, students, or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” includes:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's employment performance or creates an intimidating, hostile, or offensive environment;
- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit; and
- Sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. ~~The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.~~

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority every time a report, complaint, and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes, or is a witness in, a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents, and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the

elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers, and visitors. Information about the policy and procedure will be ~~easily understood~~ clearly stated and conspicuously posted throughout each school building, provided to each employee, posted online, and reproduced in each staff, volunteer, and parent handbook. Such notices will identify the district's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

~~As needed, the compliance officer will convene an ad hoc committee to review the policy and procedure and recommend any necessary changes to the superintendent and School Board. The superintendent will make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers, and parents in the review process.~~

Legal References: RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

~~WAC 392-190-057 Sexual harassment policy — Required criteria~~
WAC 392-190-058 Sexual harassment ~~policy~~ ~~Notification~~

20 U.S.C. §§ 1681-1688

Adoption Date: 5/9/95
Franklin Pierce Schools
Revised: 1/15/08; 12/9/08; 2/14/12; 8/18/15; 1/19/16, 11/9/21
Classification: Essential



Franklin Pierce Schools

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

MEMORANDUM

TO: Board of Directors
FROM: Brandy Marshall, Director of Human Resources
DATE: October 12, 2021
SUBJECT: Procedure 5011P – Sexual Harassment of District Staff Prohibited

BACKGROUND INFORMATION

Board Procedure 5011P – Sexual Harassment of District Staff Prohibited is being updated based on the 2020 Title IX final rules with additional revisions coming after Department of Education conducts a comprehensive review per executive order of President Biden. It also incorporates a reference to the procedures and definitions in policy and procedure 3205/3205P Sexual Harassment of Students Prohibited.

RECOMMENDATION

None.

ACTION REQUIRED

None. This is an information item only.

SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

This procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by other students, employees, or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

Notice

- Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee, posted online, and reproduced in each staff, volunteer, and parent handbook.
- In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at Franklin Pierce Schools, 315 129th St S, Tacoma, WA 98444.

Staff Responsibilities

- In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.
- The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

- If a complainant requests that ~~his or her~~their name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the ~~Assistant Superintendent~~Director of Human Resources ~~and Business~~ for evaluation.
- The ~~Assistant Superintendent~~Director of Human Resources ~~and Business~~ will inform the complainant that honoring the request may limit the district's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that ~~his or her~~their name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have ~~his or~~

~~her~~their name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

- Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, the person who was the subject of the harassment, or against those who provided information as witnesses. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the Civil Rights Coordinator at Franklin Pierce Schools, 315 129th St S, Tacoma, WA 98444, 253-298-3000. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive, or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating staff persons; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent or guardian or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Formal Complaint Process

Level One – Complaint to District

- Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.
- ~~The district will, however, fully implement the anti-retaliation provisions pursuant to this procedure, Title IX, Title VI, Section 504, and Title II of this policy to protect complainants and witnesses.~~

The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions, or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Civil Rights Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail, or hand-delivery to the district Civil Rights Coordinator at Franklin Pierce Schools, 315 129th St S, Tacoma, WA 98444, 253-298-3000. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

- The Civil Rights Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate ~~his/her~~their authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable, and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the Office of the Superintendent of Public Instruction (OSPI).
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the School Board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy, and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the Coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Level Two - Appeal to Board of Directors

Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district Board of Directors by filing a written notice of appeal with the secretary of the Board within ten (10) calendar days following the date upon which the complainant received the response.
- The Board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.

- Both parties will be allowed to present such witnesses and testimony as the Board deems relevant and material.

Board Decision

- Unless otherwise agreed to by the complainant, the Board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the Board of Directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the Board of Directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) a description of the specific acts, conditions, or circumstances alleged to violate applicable anti-sexual harassment laws; 2) the name and contact information, including address, of the complainant; 3) the name and address of the district subject to the complaint; 4) a copy of the district's complaint and appeal decision, if any; and 5) a proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination, and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or Board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including, but not limited to, referring the district to appropriate state or federal agencies empowered to order compliance.
- A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

- A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

- *Office for Civil Rights (OCR), U.S. Department of Education*
 - OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.
206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr
- *Washington State Human Rights Commission (WSHRC)*
 - WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.
1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

- At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.
- The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.
- Mediation must be conducted by a qualified and impartial mediator who may not: 1) be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he/she serves as a mediator.
- If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred

during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing, or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

- A fixed component of all district orientation sessions for staff, students, and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.
- Certificated staff will be reminded of their legal responsibility to report suspected child abuse and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.
- Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents/guardians.
- As part of the information on the recognition and prevention of sexual harassment, staff, volunteers, students, and parents/guardians will be informed that sexual harassment may include, but is not limited to:
 - Demands for sexual favors in exchange for preferential treatment or something of value;
 - Stating or implying that a person will lose something if he/she does not submit to a sexual request;
 - Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
 - Making unwelcome, offensive, or inappropriate sexually suggestive remarks, comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender, or conduct;
 - Using derogatory sexual terms for a person;
 - Standing too close, inappropriately touching, cornering, or stalking a person; or
 - Displaying offensive or inappropriate sexual illustrations on school property.

Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The TitleIX/Civil Rights Compliance Coordinator will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the Board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

Date: 5/9/95

Revised: 12/9/08; 12/13/11; 3/11/14; 7/6/15; 12/8/15, 11/09/21



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: October 12, 2021
SUBJECT: Approved Out-of-State Staff Travel Requests

Travel Dates	Traveler Name(s)	Conference/Destination	Funding Source(s)
12/09/21-12/15/21	Wendy Malich, Jesse McNeil	National Athletic Directors Conference <ul style="list-style-type: none">• Denver, CO	<ul style="list-style-type: none">• General Fund



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MEMORANDUM

TO: Board of Directors
FROM: Dr. Lance Goodpaster, Superintendent
DATE: October 12, 2021
SUBJECT: Executive Session

BACKGROUND INFORMATION

In accordance with RCW 42.30.110, an executive session of the Board to discuss the performance of a staff member will be held for approximately 30 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.