

# Board of Directors

## Regular Meeting January 18, 2022 7:00 p.m.

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

The public may attend in person, online using this Zoom webinar link –  
<https://fpschools.zoom.us/j/89834244040?pwd=ZFMwR2hBcEtmanFTaEVvU2FjR25Ldz09>  
or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799.  
Webinar ID: 898 3424 4040 Password: WsRm011822

Audience and community comments are welcome and will be limited to two minutes per person.  
In-person attendees may sign up to comment at the check-in table upon arrival.  
Online Zoom attendees may deliver written comments to or schedule oral comments with  
the Superintendent's Office ([kholtten@fpschools.org](mailto:kholtten@fpschools.org) or 253-298-3010)  
by 3 p.m. on January 17, 2022.

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

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## FRANKLIN PIERCE SCHOOLS

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

# Franklin Pierce School Board's Operating Principles

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

## Communications, Cooperation, and Trust

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

## Effective Meetings

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

## Decision Making

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

## Addressing Citizen or Staff Complaints

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

## Board Operations

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

**REGULAR MEETING OF THE BOARD OF DIRECTORS  
Ford Middle School Commons  
January 18, 2022 – 7 p.m.**

**AGENDA**

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

The public may attend in person, online using this Zoom webinar link – <https://fpschools.zoom.us/j/89834244040?pwd=ZFMwR2hBcEtmanFTaEVvU2FjR25Ldz09> or by phone at +1 (253) 215 8782 or +1 (346) 248 7799 or +1 (312) 626 6799. Webinar ID: 898 3424 4040 Password: WsRm011822

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

- 1. Superintendent
- 2. Board of Directors
- 3. Audience/Community

Comments are welcome and will be limited to two minutes per person. In-person attendees may sign up to comment at the check-in table upon arrival. Online Zoom attendees may deliver written comments to or schedule oral comments with the Superintendent’s Office ([kholtlen@fpschools.org](mailto:kholtlen@fpschools.org) or 253-298-3010) by 3 p.m. on January 17, 2022.

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

**VII. Consent Agenda**

- 1. Minutes: December 14, 2021 and January 11, 2022 ..... A
- 2. Audit of Expenditures: December 2021 ..... B
- 3. Personnel Action ..... C
- 4. Budget Status Reports: November 2021 ..... D

**VIII. Unfinished Business**

- 1. Policy 2255: Alternative Learning Experience Courses ..... E
- 2. Policy 3220: Freedom of Expression ..... F
- 3. Policy 3411: Accommodating Students with Seizure Disorders ..... G
- 4. Policy 3520: Student Fees, Fines or Charges ..... H

**IX. New Business**

- 1. Information Technology Surplus Request ..... I
- 2. 2021-2023 Franklin Pierce Education Association Collective Bargaining Agreement ..... J

**X. Proposals**

- 1. Policy 6220: Bid or Request for Proposal Requirements ..... K

**XI. Information**

- 1. Procedure 2024P: Online Learning ..... L
- 2. Procedure 3115P: Students Experiencing Homelessness ..... M
- 3. Procedure 3246P: Restraint, Isolation, and Other Uses of Reasonable Force ..... N
- 4. Approved Out-of-State Staff Travel Requests ..... O

**XII. Executive Session – Superintendent’s Informal Mid-Year Evaluation ..... P**

**XIII. Adjournment**

Next Meeting: February 8, 2022

## 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).

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- 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 [kholtens@fpschools.org](mailto:kholtens@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 841 7994 4826 – (253) 215-8782 or in-person at Ford Middle School Commons, 1602 104<sup>th</sup> Street East, Tacoma, WA 98445.

December 14, 2021

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

### **CALL TO ORDER**

Mr. Roberts called the special meeting to order at 6:06 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. Redistricting of School Board Director Boundaries
3. Capital Projects Update
4. New Directors Transition

### **ADJOURNMENT**

There being no business to transact, the special meeting adjourned at 6:32 p.m.

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Secretary of the Board

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President of the Board

# **Franklin Pierce Schools**

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

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December 14, 2021

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

### **CALL TO ORDER**

Mr. Roberts called the meeting to order at 7:01 p.m.

### **BOARD MEMBERS PRESENT**

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

### **REMARKS FROM RETIRING DIRECTORS**

Mr. Roberts and Ms. Gallogly commented on their time serving as Board Directors and welcomed Mr. Nerio and Mr. Sablan as new Board Directors.

### **OATHS OF OFFICE**

Mr. Nerio, who was elected as the Director of District 2 and replaces Ms. Gallogly; Dr. Mendoza, who was elected as the Director of District 3 after being appointed to that district previously; and Mr. Sablan, who was elected as the Director of District 5 and replaces Mr. Roberts, took their oaths of office. The oaths were administered by Dr. Lance Goodpaster, Superintendent.

### **ELECTION OF 2022 SCHOOL BOARD PRESIDENT**

21-M-106

Mrs. Sherman nominated Dr. Mendoza for School Board President for 2022. There were no further nominations. It was moved by Mrs. Sherman, seconded by Mr. Davis, and unanimously passed by roll call vote that the Board of Directors approve Dr. Mendoza as the School Board President for 2022. Dr. Mendoza abstained from the vote.

### **ELECTION OF 2022 SCHOOL BOARD VICE PRESIDENT**

21-M-107

Mrs. Sherman nominated Mr. Davis for School Board Vice President for 2022. There were no further nominations. It was moved by Mrs. Sherman, seconded by Mr. Nerio, and unanimously passed by roll call vote that the Board of Directors approve Mr. Davis as the School Board Vice President for 2022. Mr. Davis abstained from the vote.

### **ELECTION OF 2022-2023 SCHOOL BOARD LEGISLATIVE REPRESENTATIVE**

21-M-108

Mr. Davis nominated Mrs. Sherman for School Board Legislative Representative for 2022 and 2023. There were no further nominations. It was moved by Mr. Davis, seconded by Mr. Sablan, and unanimously passed by roll call vote that the Board of Directors approve Mrs. Sherman as the School Board Legislative Representative for 2022 and 2023. Mrs. Sherman abstained from the vote.

### **AGENDA**

21-M-109

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

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

Dr. Goodpaster commented on district activities and events.

### **ANNOUNCEMENTS & COMMENTS FROM STUDENT REPRESENTATIVES**

Anthony Nauta-Quichocho and James Langkilde, Washington High School students, commented on activities, events, and service projects of the WHS Air Force Junior Reserve Officer Training Corps (ROTC) program.

**ANNOUNCEMENTS & COMMENTS FROM THE COMMUNITY**

Mr. Kevin Marshall, FPEA President, commented on staff wellness and the importance of prioritizing the care of both staff and students.

**ANNOUNCEMENTS & COMMENTS FROM THE BOARD**

- Mr. Davis and Dr. Mendoza thanked Ms. Gallogly and Mr. Roberts for their service.
- Mr. Sablan commented on his experience with Franklin Pierce Schools and thanked Ms. Gallogly and Mr. Roberts for their service.
- Mr. Nerio thanked the Franklin Pierce Schools community for welcoming him to the Board and thanked Ms. Gallogly and Mr. Roberts for their service.

**CONSENT AGENDA**

**21-M-110**

It was moved by Mrs. Sherman, seconded by Mr. Sablan, 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 November 9, 2021, and the special meeting held on December 7, 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 December 14, 2021, authorized the County Treasurer to pay all warrants/transfers specified below.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
<b>General Fund – Payroll</b>	Direct Dep/Bank Fees	\$6,260,734.94	11/30/2021
	271031-271064	\$11,428.36	11/30/2021
	271065-271099	\$2,781,160.73	11/30/2021
<b>General Fund – A/P</b>	A/P Direct Deposit	\$30,895.39	11/15/2021
	270944-271019	\$751,554.22	11/15/2021
	A/P Direct Deposit	\$545,355.23	11/30/2021
	271100-271149	\$326,087.24	11/30/2021
<b>Capital Projects</b>	A/P Direct Deposit	\$403,509.02	11/15/2021
	270020-271029	\$2,028,553.22	11/15/2021
	A/P Direct Deposit	\$109,059.47	11/30/2021
	271150-271156	\$84,690.21	11/30/2021
<b>ASB</b>	A/P Direct Deposit	\$1,089.51	11/15/2021
	271030	\$140.00	11/15/2021
	A/P Direct Deposit	\$20,877.62	11/30/2021
	271157-271159	\$613.68	11/30/2021
<b>Trust</b>	A/P Direct Deposit	\$256.05	11/30/2021



**(3) Personnel Action**

**NEW HIRES**

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>HIRE DATE</b>
Bergeron, Michelle	Paraeducator	Ford	11/29/2021
Cartledge, Ashley	Paraeducator	Keithley	11/29/2021
Christofoletti, Abigail	Paraeducator	Midland	12/15/2021
Fiaalii, Cinta	Paraeducator	Brookdale	12/01/2021
Hagele, Alexya	Paraeducator	Keithley	11/17/2021
Lavine, Bunnie	FT Custodial Substitute	Support Services	11/15/2021
Martin, Gelettie	Paraeducator	Ford	11/10/2021
Nelson, Sefton	Paraeducator	Elmhurst	11/22/2021
Nunez Nava, Gabriela	Paraeducator	Harvard	11/16/2021
Richey, Ashley	Paraeducator	Franklin Pierce	11/15/2021
Rosier, Ashley	Counselor	Franklin Pierce	01/03/2022
Rummel, Linda	Teacher	Central Avenue	01/03/2022
Scolnic, Ina	Temp Paraeducator	Harvard	11/30/2021
Stilson, Tia	LPN	Midland	11/29/2021
Trauffer, Kathleen	Paraeducator	Brookdale	11/19/2021
Whiteley, Rosemary	Paraeducator	Brookdale	11/01/2021

**TERMINATIONS**

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATE</b>
Baker, Ashlee	Paraeducator	Ford	12/03/2021
Boisen, Rachel	Public Engagement Manager	Admin	11/19/2021
Hall, Seth	Bus Driver	Transportation	11/29/2021
Kuol, Yolanda	Paraeducator	Hewins ELC	11/15/2021
Lavine, Bunnie	FT Custodial Substitute	Support Services	11/16/2021
Lopez, Kristanna	Paraeducator	Ford	11/05/2021
Nauta, LianneFrancine	Paraeducator	Brookdale	11/08/2021
Respo, Angela	Assistant Teacher	Hewins ELC	11/29/2021
Rhue, James	Paraeducator	Franklin Pierce	10/29/2021
Runnalls, Brian	Network Info Manager	IT	12/13/2021
Scroger, Hannah	School Counselor	Franklin Pierce	12/17/2021
Spracklin, Breanna	Paraeducator	Central Avenue	11/24/2021
Strozewski, Jessica	Teacher	Central Avenue	11/12/2021
Westerdahl, Joni	Office Manager	Keithley	11/24/2021

**APPOINTMENTS / PROMOTIONS / TRANSFERS**

<b>NAME</b>	<b>EFFECTIVE DATE</b>	<b>NEW POSITION &amp; LOCATION</b>	
Bofa, Emmanuel	11/03/2021	Teacher	Franklin Pierce
Dailey, Kelly	11/22/2021	Chief Custodian	Small Sites
Harris, Katie	11/09/2021	Paraeducator	Franklin Pierce
Tuivaiave, Jesse	11/12/2021	Chief Custodian	Ford

**LEAVES OF ABSENCE**

<b>NAME</b>	<b>POSITION &amp; LOCATION</b>		<b>LEAVE TYPE</b>	<b>LEAVE &amp; RETURN DATES</b>
Kuol, Yolanda	Paraeducator	Hewins ELC	0.8 FTE General	9/2/2021 - 9/1/2022

**(4) Investment and Financial Reports**

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

**RESOLUTION 21-R-16: REDISTRICTING BOARD DIRECTOR DISTRICT BOUNDARIES 21-M-111**

It was moved by Mr. Davis, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors adopt Resolution 21-R-16: Redistricting of Franklin Pierce School Board Director District Boundaries.

**TRAVEL REQUEST: OVERNIGHT FIELD TRIP WITH STUDENTS 21-M-112**

It was moved by Mr. Sablan, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the overnight field trip travel request with Washington High School students for the 2A Volleyball Tournament.

**2021-2022 PUBLIC SCHOOL EMPLOYEES LOCAL 1948 – LETTER OF AGREEMENT 21-M-113**

It was moved by Mrs. Sherman, seconded by Mr. Nerio, and unanimously passed that the Board of Directors approve the 2021-2022 Franklin Pierce Public School Employees Letter of Agreement.

**INTERAGENCY AGREEMENT – PIERCE COUNTY SHERIFF SCHOOL RESOURCE OFFICER SERVICES 21-M-114**

It was moved by Mr. Nerio, seconded by Mrs. Sherman, and unanimously passed that the Board of Directors approve the School Resource Officer Agreement between the Pierce County Sheriff's Department and Franklin Pierce Schools during the 2021-2022 school year.

**POLICY 2255: ALTERNATIVE LEARNING EXPERIENCE COURSES**

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Policy 2255: Alternative Learning Experience Courses for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

**POLICY 3220: FREEDOM OF EXPRESSION**

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Policy 3220: Freedom of Expression for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

**POLICY 3411: ACCOMMODATING STUDENTS WITH SEIZURE DISORDER OR EPILEPSY**

Mr. James Hester, Deputy Superintendent of PK-12, presented new Board Policy 3411: Accommodating Students with Seizure Disorder or Epilepsy for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

**POLICY 3520: STUDENT FEES, FINES, OR CHARGES**

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Policy 3520: Student Fees, Fines, or Charges for first reading. This item will be placed on the agenda for action at the next regularly scheduled Board of Directors meeting.

**PROCEDURE 2255P: ALTERNATIVE LEARNING EXPERIENCE COURSES**

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Procedure 2255P: Alternative Learning Experience Courses as an information only item.

**PROCEDURE 3220P: FREEDOM OF EXPRESSION**

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Procedure 3220P: Freedom of Expression as an information only item.

**PROCEDURE 3416P: MEDICATION AT SCHOOL**

Mr. James Hester, Deputy Superintendent of PK-12, presented revised Board Procedure 3416P: Medication at School as an information only item.

**PROCEDURE 3520P: STUDENT FEES, FINES, OR CHARGES**

Ms. Vicki Bates, Executive Director of Teaching and Learning Services, presented revised Board Procedure 3520P: Student Fees, Fines or Charges as an information only item.

**ADJOURNMENT**

Dr. Mendoza announced that the next regular meeting of the Board of Directors will be held on Tuesday, January 18, 2022, 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 8:28 p.m.

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Secretary of the Board

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President of the Board

# **Franklin Pierce Schools**

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

Board directors and audience attended via Zoom video webinar 812 6721 9042 – (253) 215-8782.

January 11, 2022

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

### **CALL TO ORDER**

Dr. Mendoza called the special meeting to order at 6:02 p.m.

### **BOARD MEMBERS PRESENT**

Mr. Davis, Dr. Mendoza, Mr. Nerio, Mr. Sablan, Mrs. Sherman.

### **SPECIAL MEETING**

The Board of Directors reviewed and discussed the following items:

1. Superintendent's Update
2. Mid-Year Report Presentation
3. Mid-Year Report Discussion
4. Superintendent's Mid-Year Informal Evaluation – Preview and Instructions
5. Overview of Directors Handbook

### **ADJOURNMENT**

There being no business to transact, the special meeting adjourned at 8:48 p.m.

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Secretary of the Board

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President of the Board



# Franklin Pierce Schools

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

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Tammy Bigelow, Director of Business Services  
**DATE:** January 18, 2022  
**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 January 18, 2022, authorizes the County Treasurer to pay all warrants/transfers specified below. To obtain a copy of the detailed listing, please contact the Superintendent's Office.

	<u>Number</u>	<u>Amount</u>	<u>Date Issued</u>
<b>General Fund – Payroll</b>	Direct Dep/Bank Fees	\$6,126,469.03	12/30/2021
	271230-271262	\$13,470.65	12/30/2021
	271263-271295	\$2,759,147.24	12/30/2021
<b>General Fund – A/P</b>	A/P Direct Deposit	\$42,064.68	12/15/2021
	271161-271217	\$306,076.19	12/15/2021
	A/P Direct Deposit	\$11,371.87	12/30/2021
	271296-271347	\$477,438.68	12/30/2021
	BMO	\$419,121.46	12/30/2021
<b>Capital Projects</b>	A/P Direct Deposit	\$26,474.72	12/15/2021
	271218-271226	\$2,061,625.56	12/15/2021
	271348-271353	\$1,414,203.13	12/30/2021
	BMO	\$10,319.15	12/30/2021
<b>ASB</b>	A/P Direct Deposit	\$921.53	12/15/2021
	271227-271228	\$559.71	12/15/2021
	A/P Direct Deposit	\$99.91	12/30/2021
	271354-271355	\$132.92	12/30/2021
	BMO	\$16,403.19	12/30/2021
<b>Trust</b>	BMO	\$386.96	12/30/2021

## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Brandy Marshall, Director of Human Resources  
**DATE:** January 18, 2022  
**SUBJECT:** Personnel Action

### NEW HIRES

NAME	POSITION	LOCATION	HIRE DATE	REASON
Allen, Robin	Teacher	Central Avenue	01/03/2022	Leave Replacement
Bankester, Jane	COVID Response Asst.	PK-12	12/13/2021	Growth
Bellamy, Rickey	Paraeducator	Franklin Pierce	01/03/2022	Replacement
Dawson, Julie	Paraeducator	Brookdale	01/03/2022	Replacement
De La Torre Zacarias, Julisa	Paraeducator	James Sales	01/11/2022	Replacement
Ervien, Jillian	Paraeducator	Franklin Pierce	12/13/2021	Growth
Jaquez, Justin	Custodian	Franklin Pierce	12/21/2021	Replacement
Johnson, Mellonda	LPN	Hewins ELC	01/03/2022	Replacement
Kamp, Alisha	FT Teacher Substitute	Human Resources	12/08/2021	Leave Replacement
Lee, Melissa	Teacher	Midland	01/03/2022	Leave Replacement
McCord, Samantha	Bus Driver	Transportation	01/05/2022	Replacement
Nieves Hughes, Lauralee	COVID Response Assist.	PK-12	12/13/2021	Growth
Pugh, Rosemary	Paraeducator	Ford	01/03/2022	Replacement
Smith, Rene	Paraeducator	James Sales	12/14/2021	Replacement
Smith, Ashley	Paraeducator	Keithley	01/10/2022	Replacement
Travis, Pirenda	Paraeducator	Hewins ELC	12/06/2021	Growth

### TERMINATIONS

NAME	POSITION	LOCATION	DATE HIRED	EFFECTIVE DATE	REASON
Bruner, Rebecca	Paraeducator	Christensen	09/08/2021	12/03/2021	Temporary
Fano-Oloa, Jennifer	Paraeducator	Franklin Pierce	08/27/2019	12/02/2021	Resignation
Fiaali'i, Cinta	Paraeducator	Brookdale	12/01/2021	01/05/2022	Resignation
Fintak, Sabine	Data Manager	Franklin Pierce	09/02/2008	01/03/2022	Resignation
Johnson, Trinera	Admin Assistant	Franklin Pierce	03/29/2021	01/14/2022	Resignation
Jones, Jaylene	LPN	Ford	10/24/2016	01/31/2022	Resignation
Madrigal Leon, Yvonne	Paraeducator	Harvard	08/31/2021	12/17/2021	Resignation
McCormack, Sharla	Teacher	Ford	08/19/2019	12/17/2021	Resignation
McDougall, Colleen	Teacher	Franklin Pierce	08/23/2021	11/08/2021	Resignation
Pearce, Jill	NSA III	Brookdale	10/23/2018	12/17/2021	Resignation

**APPOINTMENTS / PROMOTIONS / TRANSFERS**

<b>NAME</b>	<b>PREVIOUS POSITION &amp; LOCATION</b>		<b>EFFECTIVE DATE</b>	<b>NEW POSITION &amp; LOCATION</b>		<b>REASON</b>
Aquino, Jennifer	Data Coordinator	Keithley	12/15/2021	Office Manager	Keithley	Promotion
Cease, Shawna	Assistant Chief	Keithley	12/09/2021	Assistant Chief	Franklin Pierce	Promotion
Kennedy, Kayla	Assistant Chief	Central Avenue	01/03/2022	Assistant Chief	Keithley	Promotion



# Franklin Pierce Schools

315 129<sup>th</sup> Street S, Tacoma, WA 98444  
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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Tammy Bigelow, Director of Business Services  
**DATE:** January 18, 2022  
**SUBJECT:** Budget Status Reports, November 2021

### General Fund

As of November 30, 2021, the ending fund balance was \$12,847,182. Property tax receipted was \$887,992 in November for a total revenue of \$7,875,687. Expenditures totaled \$10,729,108 with an excess of expenditures over revenue of \$2,853,421.

### Capital Project Fund

As of November 30, 2021, the ending fund balance was \$30,340,033. Property tax receipted was \$146,856. Local income from interest and impact fees totaled \$25,827.

- **Expenditures:**
  - **Bond: \$2,418,451**
    - **Technology Levy: \$88,835**
    - Network Infrastructure: \$1,411
    - Fiber: \$18,512
    - VOIP Charges: \$23,550
    - Other Software: \$26,601
    - Utilities: \$13,261
    - Bell & Clock: \$5,500

### Debt Service Fund

Property tax collections in November totaled \$568,238 with ending fund balance of \$7,231,214. Principal and interest payments were made on December 1, 2021, of \$6,748,850.

### Associated Student Body Fund

Ending fund balance was \$422,351.

### Transportation Vehicle Fund

Ending fund balance was \$955,902.

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 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	14,380,077	887,992.35	6,298,327.96		8,081,749.04	43.80
2000 LOCAL SUPPORT NONTAX	602,000	18,173.24	222,624.27		379,375.73	36.98
3000 STATE, GENERAL PURPOSE	75,095,502	4,208,458.24	16,591,278.90		58,504,223.10	22.09
4000 STATE, SPECIAL PURPOSE	22,502,219	1,212,685.80	4,981,183.87		17,521,035.13	22.14
5000 FEDERAL, GENERAL PURPOSE	85,000	6,351.00	6,351.00		78,649.00	7.47
6000 FEDERAL, SPECIAL PURPOSE	23,532,696	1,542,026.68	2,669,841.31		20,862,854.69	11.35
7000 REVENUES FR OTH SCH DIST	0	.00	676.15		676.15-	0.00
8000 OTHER AGENCIES AND ASSOCIATES	14,000	.00	125,000.00		111,000.00-	892.86
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	136,211,494	7,875,687.31	30,895,283.46		105,316,210.54	22.68
<b>B. EXPENDITURES</b>						
00 Regular Instruction	69,118,881	4,955,464.96	14,764,633.69	41,342,308.63	13,011,938.68	81.17
10 Federal Stimulus	436,400	200,192.10	531,690.39	1,080,337.90	1,175,628.29-	369.39
20 Special Ed Instruction	21,409,576	1,598,367.27	4,692,085.57	13,915,217.79	2,802,272.64	86.91
30 Voc. Ed Instruction	3,653,018	416,009.83	1,108,868.95	2,761,705.03	217,555.98-	105.96
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	13,472,481	971,041.54	2,831,527.36	8,035,077.35	2,605,876.29	80.66
70 Other Instructional Pgms	845,522	70,033.52	192,284.69	470,528.13	182,709.18	78.39
80 Community Services	732,851	56,367.10	171,319.43	451,130.71	110,400.86	84.94
90 Support Services	30,694,936	2,461,632.28	6,786,245.85	15,608,695.15	8,299,995.00	72.96
<u>Total EXPENDITURES</u>	140,363,665	10,729,108.60	31,078,655.93	83,665,000.69	25,620,008.38	81.75
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>						
	0	.00	.00			
<b>D. OTHER FINANCING USES (GL 535)</b>						
	0	.00	.00			
<b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</b>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	4,152,171-	2,853,421.29-	183,372.47-		3,968,798.53	95.58-
<b>F. TOTAL BEGINNING FUND BALANCE</b>						
	12,000,000		13,030,555.40			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>						
	XXXXXXXXXX		.00			
<b>H. TOTAL ENDING FUND BALANCE</b>						
<u>(E+F + OR - G)</u>	7,847,829		12,847,182.93			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	2,571,001	146,856.70	1,041,714.11		1,529,286.89	40.52
2000 Local Support Nontax	564,500	25,827.77	92,499.46		472,000.54	16.39
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	9,228,000	.00	.00		9,228,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	12,363,501	172,684.47	1,134,213.57		11,229,287.43	9.17
<u>B. EXPENDITURES</u>						
10 Sites	0	16,930.71	91,404.06	2,902,433.39	2,993,837.45-	0.00
20 Buildings	46,728,000	2,382,104.92	5,618,731.75	8,593,654.65	32,515,613.60	30.42
30 Equipment	4,400,000	229,238.68	636,547.12	3,596,988.37	166,464.51	96.22
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	1,100	.00	.00	950.00	150.00	86.36
<u>Total EXPENDITURES</u>	51,129,100	2,628,274.31	6,346,682.93	15,094,026.41	29,688,390.66	41.93
<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>	38,765,599-	2,455,589.84-	5,212,469.36-		33,553,129.64	86.55-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	42,222,687		35,552,503.24			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	3,457,088		30,340,033.88			
<u>(E+F + OR - G)</u>						

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	10,277,213	568,238.01	4,027,979.04		6,249,233.96	39.19
2000 Local Support Nontax	10,000	336.16	797.72		9,202.28	7.98
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>10,287,213</u>	<u>568,574.17</u>	<u>4,028,776.76</u>		<u>6,258,436.24</u>	<u>39.16</u>
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,770,000	.00	.00	0.00	3,770,000.00	0.00
Interest On Bonds	5,882,700	.00	.00	0.00	5,882,700.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	10,000	.00	600.00	0.00	9,400.00	6.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>9,662,700</u>	<u>.00</u>	<u>600.00</u>	<u>0.00</u>	<u>9,662,100.00</u>	<u>0.01</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	<u>624,513</u>	<u>568,574.17</u>	<u>4,028,176.76</u>		<u>3,403,663.76</u>	<u>545.01</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>2,197,913</u>		<u>3,203,037.67</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE</u>	<u>2,822,426</u>		<u>7,231,214.43</u>			
<u>(E+F + OR - G)</u>						

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

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

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 GENERAL STUDENT BODY	307,027	3,700.84	23,182.65		283,844.35	7.55
2000 ATHLETICS	206,700	901.02	37,461.18		169,238.82	18.12
3000 CLASSES	49,500	547.00	12,667.00		36,833.00	25.59
4000 CLUBS	136,300	6,282.93	7,090.15		129,209.85	5.20
6000 PRIVATE MONEYS	34,981	5,711.86	15,779.58		19,201.42	45.11
<u>Total REVENUES</u>	734,508	17,143.65	96,180.56		638,327.44	13.09
<u>B. EXPENDITURES</u>						
1000 GENERAL STUDENT BODY	320,707	5,089.91	16,744.44	0.00	303,962.56	5.22
2000 ATHLETICS	209,600	8,168.37	20,341.56	0.00	189,258.44	9.70
3000 CLASSES	47,600	380.62	6,927.30	0.00	40,672.70	14.55
4000 CLUBS	169,550	7,262.79	9,114.33	0.00	160,435.67	5.38
6000 PRIVATE MONEYS	16,500	1,784.60	1,840.77	500.00	14,159.23	14.19
<u>Total EXPENDITURES</u>	763,957	22,686.29	54,968.40	500.00	708,488.60	7.26
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	29,449-	5,542.64-	41,212.16		70,661.16	239.94-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	350,000		381,139.83			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	320,551		422,351.99			
<u>C+D + OR - E</u>						

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the FRANKLIN PIERCE SCHOOLS School District for the Month of November, 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	62.69	196.54		1,803.46	9.83
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	380,000	.00	.00		380,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	708,126	.00	.00		708,126.00	0.00
9000 Other Financing Sources	0	.00	39,750.00		39,750.00-	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	<u>1,090,126</u>	<u>62.69</u>	<u>39,946.54</u>		<u>1,050,179.46</u>	<u>3.66</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>1,090,126</u>	<u>62.69</u>	<u>39,946.54</u>		<u>1,050,179.46</u>	<u>3.66</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	1,687,000	.00	.00	1,154,997.00	532,003.00	68.46
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>	<u>1,687,000</u>	<u>.00</u>	<u>.00</u>	<u>1,154,997.00</u>	<u>532,003.00</u>	<u>68.46</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>596,874-</u>	<u>62.69</u>	<u>39,946.54</u>		<u>636,820.54</u>	<u>106.69-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>915,694</u>		<u>915,955.56</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>318,820</u>		<u>955,902.10</u>			



## Franklin Pierce Schools

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### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Vicki Bates, Executive Director of Teaching and Learning Services  
**DATE:** January 18, 2022  
**SUBJECT:** Policy 2255: Alternative Learning Experience Courses

### **BACKGROUND INFORMATION**

WSSDA has updated Policy and Procedure 2255: Alternative Learning Experience Courses to reflect revisions to the rules that govern Alternative Learning Experience (ALE) including new definitions for student learning plans and alternative learning experience courses. The revisions remove the requirement to obtain a parent or guardian's signature documenting their understanding of the difference between home-based instruction and ALE. However, the requirement to notify families of the difference between home-based and ALE programs at the time of enrollment remains in effect.

### **RECOMMENDATION**

I move that the Board of Directors adopt revised Board Policy 2255: Alternative Learning Experience Courses.

### **ACTION REQUIRED**

## ALTERNATIVE LEARNING EXPERIENCE COURSES

The Board authorizes the creation of alternative learning experience (ALE) courses, as defined in the procedure which accompanies this policy.

The district may make available to students enrolled in ALE courses educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include the following types of courses as defined in RCW 28A.232.010:

1. Online courses (*See Policy 2024, Online Learning*);
2. Remote courses; and
3. Site-based courses.

The Board will adopt and annually review written policies authorizing ALE courses, including each ALE course and course provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's ALE courses.

Franklin Pierce Online Academy (FPOA) K-8 coursework meets the ALE program guidelines as defined in WAC-392-550-020. FPOA is overseen by the Teaching and Learning Services department and the district contact responsible for student and family connection is the FPOA Lead.

### Reporting Requirements

#### 1. Annual Report to the Board of Directors

The school district official responsible for overseeing each ALE course will report at least annually to the Board. This annual report will include at least the following:

- A. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
- B. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course; and
- C. A description of how the course supports the district's overall goals and objectives for student academic achievement.

#### 2. Monthly Report to the Superintendent of Public Instruction

The district must report monthly to the Superintendent of Public Instruction:

- A. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
- B. Information about the resident and serving districts of such students.

#### 3. Regular Submissions to CEDARS

The district must report all required information to the Office of Superintendent of Public Instruction's Comprehensive Education Data and Research System under RCW

28A.300.500, including designating alternative learning experience courses as such when reporting course information to the Comprehensive Education Data and Research System.

#### 4. **Annual Report to the Superintendent of Public Instruction**

The district must report annually to the Superintendent of Public Instruction:

- A. The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
- B. Enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.
- C. The costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

#### **Assessment Requirements**

All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.

Part-time students whose ALE enrollment is claimed as greater than 0.8 FTE in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year. However, part-time students who are either receiving home-based instruction under Chapter 28A.200 RCW or who are enrolled in an approved private school under Chapter 28A.195 RCW are not required to participate in the assessments required under Chapter 28A.655 RCW.

Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

- arranging for appropriate assessment materials;
- notifying the student of assessment administration schedules;
- arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
- arranging for any allowable testing accommodations, and other steps as may be necessary.

The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and



administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

### **Valid Justification for Missed Contact**

Valid justifications why a student may miss the weekly contact requirements of ALE for the purpose of truancy include those outlined in Excused absences WAC 392-401-020 and in Policy 3122.

### **Students Who Drop Out of ALE Courses**

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student un-enrolls from the course or is otherwise no longer enrolled.

### **Procedures**

The superintendent is directed to develop procedures consistent with WAC chapter 392-550 to govern the administration of the district's ALE courses.

Legal References:	RCW 28A.150.305	Alternative educational service providers — Student eligibility
	RCW 28A.232.010	Alternative learning experience courses — Generally — Rules — Reports
	RCW 28A.250.050	Student access to online courses and online learning programs — Policies and procedures — Course credit — Dissemination of information — Development of local or regional online learning programs.
	Chapter 28A.225 RCW	Compulsory school attendance and admission
	WAC 392-121-107	Definition-Course of study
	WAC 392-121-188	Instruction provided under contract
	WAC 392-137-230	Length of Acceptance

**Adoption Date: 3/12/96**  
**Franklin Pierce Schools**  
**Revised: 12/13/05; 9/9/08; 3/13/12; 1/15/13; 1/18/22**  
**Classification: Essential**



## Franklin Pierce Schools

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### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Vicki Bates, Executive Director of Teaching and Learning Services  
**DATE:** January 18, 2022  
**SUBJECT:** Policy 3220: Freedom of Expression

### **BACKGROUND INFORMATION**

WSSDA has revised Model Policy and Procedure 3220/3220P: Freedom of Expression to clarify that prohibitions on student speech are limited to acts that “incite” rather than “advocate” the violation of law. This clarification reflects the standard specified in the Washington New Voices Act (RCW 28A.600.027 and RCW 28B.10.037) which represents Washington’s understanding of the crucial role student journalism plays in helping students grow into civic-minded critical thinkers ready to become the next generation of leaders. Additionally, the U.S. Supreme Court has held that “incitement” is a different legal standard than “advocate”.

### **RECOMMENDATION**

I move that the Board of Directors adopt revised Board Policy 3220: Freedom of Expression.

### **ACTION REQUIRED**

## **FREEDOM OF EXPRESSION**

The free expression of student opinion is an important part of education in a democratic society. The district encourages students' verbal and written expression of opinion on school premises so long as it does not substantially disrupt the operation of the school or otherwise violate this policy. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

### **Student Publications**

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. Although substantively financed and operated by the district, student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media, consistent with chapter 28A.600 RCW. Material appearing in such publications may reflect various areas of student interest, including topics about which there may be controversy and dissent. When engaging with a controversial issue, student publications should strive to provide in-depth treatment and represent a variety of viewpoints. Such materials may not:

- Be libelous or slanderous;
- Be an unwarranted invasion of privacy;
- Be obscene or profane, such that it would violate federal or state laws, rules or regulations or incite others to violate federal or state laws, rules, or regulations, including the standards established by the Federal Communications Act or applicable Federal Communications Commission rules or regulations;
- Incite students so as to create a clear and present danger of the material and substantial disruption of the school;
- Violate district policy or procedure related to harassment, intimidation, bullying, or related to the prohibition on discrimination pursuant to RCW 28A.642.010;
- Violate federal or state laws, rules, regulations, or incite the violation of such laws; or
- Advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines, assuring that students are able to exercise freedom of expression so long as it does not present a material and substantial disruption of the orderly operation of the school, implementing the standards above, and establishing procedures for the prompt review of any materials that appear not to comply with the standards.

### **Distribution of Materials**

Students and district staff may distribute student publications or other materials on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

Students responsible for the distribution of material that leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action, including suspension or expulsion, consistent with student discipline policies.

No one who is neither a student nor a district employee may distribute materials on school grounds.

Legal References: RCW 28A.600                      Students  
                          WAC 392-400-215                Student rights

**Adoption Date: 11/18/08**  
**Franklin Pierce Schools**  
**Revised: 12/8/15; 01/18/22**  
**Classification: Priority**



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** January 18, 2022  
**SUBJECT:** Policy 3411: Accommodating Students with Seizure Disorder or Epilepsy

### **BACKGROUND INFORMATION**

Board Policy 3411: Accommodating Students with Seizure Disorder or Epilepsy is being established as a result of the 2021 legislative session that enacted House Bill 1085; an act promoting a safe public school learning environment for students with seizure disorders. HB 1085 directed WSSDA, in consultation with OSPI, to develop a model policy that school boards may use to meet requirements for students with epilepsy or other seizure disorders.

### **RECOMMENDATION**

I move that the Board of Directors adopt new Board Policy 3411: Accommodating Students with Seizure Disorder or Epilepsy.

### **ACTION REQUIRED**

## **ACCOMMODATING STUDENTS WITH SEIZURE DISORDERS OR EPILEPSY**

The district will develop and follow an individual health plan for each student with seizure disorder or epilepsy. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

The Board of Directors shall designate a professional person licensed under chapter 18.71, 18.57, or 18.79 RCW as it applies to registered nurses and advanced registered nurse practitioners, to consult and coordinate with the student's parents and health care provider, and train and supervise the appropriate school district personnel in proper procedures for care for students with epilepsy or other seizure disorders to ensure a safe, therapeutic learning environment. Training required may also be provided by a national organization that offers training for school nurses for managing students with seizures and seizure training for school personnel.

In addition to adhering to the requirements of each individual health care plan, for the general care of students with seizure disorder or epilepsy, the district will:

- A. Acquire necessary parent requests and instructions for treatment;
- B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;
- C. Provide sufficient and secure storage for medical equipment and medication provided by the parent;
- D. Establish school policy exceptions necessary to accommodate students' needs related to epilepsy or other seizure disorders, as described in the individual health plan;
- E. Ensure the development of individual emergency plans;
- F. Ensure the possession of legal documents for parent-designated adults to provide care, if needed;
- G. Ensure each individual health plan is reviewed at least annually; and
- H. Ensure each student's individual health care plan is distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

Parents of students with seizure disorders or epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

"Parent-designated adult" means a parent-designated adult who is not licensed under chapter 18.79 and: (A) volunteers for the designation; (B) receives additional training from a health care professional or expert in care for epilepsy or other seizure disorders selected by the parents; and (C) provides care for the child consistent with the individual health plan.

A parent-designated adult may be a school district employee. Parent-designated adults who are school employees will file a voluntary, written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees

are required to receive training in caring for students with seizures from the district registered nurse (RN) or from a parent-selected health care professional or appropriate personnel from a national epilepsy organization that offers seizure training and education for school nurses and other school personnel. If a school district employee who is not licensed under chapter 18.79 RCW chooses not to file a letter under this section, the employee may not be subject to any employer reprisal or disciplinary action for refusing to file a letter.

Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school district requirements for volunteers. Parent-designated adults must receive additional training from a parent-selected health care professional or expert in seizure care to provide the care requested by the parent. The district registered nurse (RN) is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

The district, its employees, agents, or parent-designated adults who act in good faith and in substantial compliance with a student's individual health care plan and the instructions of the student's health care provider will not be criminally or civilly liable for services provided under RCW 28A.210.330.

Legal References: 42 U.S.C. §§ 12101 et seq.      Americans with Disabilities Act  
RCW 28A.210.350      Students with diabetes or epilepsy or other  
seizure disorders

**Adoption Date: 1/18/22**  
**Franklin Pierce Schools**  
**Revised:**  
**Classification: Essential**



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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Vicki Bates, Executive Director of Teaching and Learning Services  
**DATE:** January 18, 2022  
**SUBJECT:** Policy 3520: Student Fees, Fines, or Charges

### **BACKGROUND INFORMATION**

The State Auditor's Office identified persistent misunderstandings about transferring student records for students experiencing homelessness and found that the misunderstandings impeded enrollment for these students. Revisions to Policy and Procedure 3520: Student Fees, Fines, or Charges include removing a school's option to withhold student records when fines, fees, or charges are due at the school the student previously attended.

### **RECOMMENDATION**

I move that the Board of Directors adopt revised Board Policy 3520: Student Fees, Fines, or Charges.

### **ACTION REQUIRED**



## STUDENT FEES, FINES, OR CHARGES

The district shall provide an educational program for the students as free of costs as possible. The superintendent or designee may approve the use of supplementary supplies or materials for which a charge is made to students so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere or students are provided with reasonable alternatives, and a proper accounting is made of all moneys received by staff for supplies and materials.

The Board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the Board regarding fee schedules. Arrangements shall be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. For programs governed by the National School Lunch Act, the USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent or designee shall establish a procedure for annually notifying parents of the availability of fee waivers and reductions.

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's diploma may be withheld until restitution is made by payment or the equivalency through community service. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent or designee and Board of Directors.

The student and his/her parents shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent or designee and to the Board of Directors. When damages are in excess of \$100, the appeal process for long-term suspensions will apply.

Legal References: 42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act
RCW 28A.220.040	Fiscal support — Reimbursement to school districts — Enrollment fees — Deposit
RCW 28A.225.330	Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
RCW 28A.320.230(f)	Instructional materials — Instructional materials committee
RCW 28A.330.100	Additional powers of board

RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian— Withholding grades, diplomas or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
AGO 1965-66, No. 113	Districts – Schools – Fees — Tuition – Supplies — Authority of school districts to charge tuition fees or textbook fees
AGO 1973, No. 11	Districts – Schools – Tuition & Fees — Authority of school districts to charge various fees



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Liza Klumpar, Chief Technology Officer  
**DATE:** January 18, 2022  
**SUBJECT:** Information Technology Surplus Request

### 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 the listed information technology items.

### ACTION REQUIRED

Item	Make	Model	Quantity
Audience Response System	Quizdom	Q4	32 student modules
Audience Response System	Quizdom	Q7	1 Teacher module
Desktop	Lenovo	A720 AIO	1
Desktop	Lenovo	A71z AIO	1
Desktop	Lenovo	A90z AIO	2
Desktop	Lenovo	A92z AIO	2
Desktop	Dell	OptiPlex3011 AIO	29
Desktop	Dell	OptiPlex 3030 AIO	1
Desktop	Dell	OptiPlex 380	14
Desktop	Dell	OptiPlex 390	14
Desktop	Dell	OptiPlex 780	3
Dock	Lenovo	ThinkPad Onelink Pro	3
Dock	Lenovo	ThinkPad USB-C	1
Document Camera	Elmo		1
Document Camera	Elmo	TT-02RX	1
Document Camera	Elmo	TT02S	2
Document Camera	HoverCam	Solo 8	1
Document Camera	HoverCam	Ultra 8	4
Infrared Handheld Wireless Microphone	Panasonic	WX-LT150	20
Infrared Pendent Wireless Microphones	Panasonic	WX-LT350	20
Laptop	Lenovo	T430	2
Laptop Charger	Lenovo	45W round	7
Laptop Charger	Lenovo	45W USB-C	14
Laptop Charger	Dell	65 W	1

Item	Make	Model	Quantity
LCD Projector	Hitachi	CP-5225	1
LCD Touchscreen	Pixelink	PD156VNB-L1MCS	1
Microphone Charger	Audio Enhancement	W&T- AD18W050180	20
Monitor	ACER	AL1716B	1
Monitor	Dell	1707FPC	2
Monitor	Dell	E170SB	2
Monitor	Dell	E171FP	5
Monitor	Dell	E190SF	7
Monitor	Dell	E198FOB	32
Monitor	Dell	P2214HB	1
Monitor	Pixelink	PD156VNB	1
Monitor	Lenovo	ThinkCentre Tiny-in-One	1
Phone headset	Plantronics	WO2 V.28.47	1
Portable DVD Player	Dynex		1
Printer	HP	LaserJet 4050N	1
Printer	HP	LaserJet M601	1
Printer	HP	LaserJet P3005N	3
Printer	HP	LaserJet P3015	1
Printer	HP	LaserJet Pro M451dn	1
Printer/Copier	Ricoh	Aficio SP C820DN	1
Projection	NEC	M300WS	4
Projector	Epson	PowerLite 525W	1
Projector	NEC	NP510	1
Projector cart			1
Security Camera	Panasonic	WV-NW502S	7
TV	Samsung	400DX-3	1
Video Conferencing	LifeSize Express		1
VoIP Phone	Cisco	CP-6945	1
Wireless Display	ScreenBeam	960	3
Wireless Microphone	Audio Technica	ATW-T210	1
Wireless Microphone	Audio Technica	PRO 88W/R	2



## Franklin Pierce Schools

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### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Brandy Marshall, Director of Human Resources  
**DATE:** January 18, 2022  
**SUBJECT:** 2021-2023 Franklin Pierce Education Association (FPEA) Limited Collective Bargaining Agreement Re-Opener

### **BACKGROUND INFORMATION**

Franklin Pierce Education Association (FPEA) and Franklin Pierce Schools have reached a tentative agreement regarding the limited re-opener of their Collective Bargaining Agreement. A link to the current [FPEA Collective Bargaining Agreement](#) and a bargaining highlights document are attached for your review.

### **RECOMMENDATION**

I move that the Board of Directors approve the changes to the 2021-2023 Franklin Pierce Education Association (FPEA) Collective Bargaining Agreement as presented.

### **ACTION REQUIRED**

## **2021 FPEA Limited Re-Opener Bargaining Highlights**

### Substitute Pay

While substitute pay rates are not usually bargained, we elected to partner with the union to increase substitute wages during this limited re-opener to remain competitive and to respond to our substitute shortages. In the future, we will follow the language in Article 26.7, which states the district will annually review substitute rates and consider adjustments based on comparable districts' sub rates and our financial resources.

### Classroom Coverage

Clarifying language was added to address our change from a six-period day to a 4-x-8 schedule at both our comprehensive high schools. More language supporting building coverage plans when substitutes are unavailable was added; with specific language related to using elementary specialists and bringing concerns to the monthly labor management meetings.

### 504 Stipends

Revised language provides clarity and consistency across the district. This will allow a more equitable distribution of stipend dollars than the system used in the past.

### Class Size

Clarifying language was added to address our change from a six-period day to a 4-x-8 schedule at both our comprehensive high schools.

In addition, to resolve the contract re-opener, we have agreed to post and hire 10 full-time substitutes, instead of the 5 originally agreed to in our 2021-2022 COVID MOU and we will consider adding additional non-student days into the calendar for the 2022-2023 school year.



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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Tammy Bigelow, Director of Business Services  
**DATE:** January 18, 2022  
**SUBJECT:** Policy 6220: Bid or Request for Proposal Requirements

### **BACKGROUND INFORMATION**

WSSDA has revised Policy 6220: Bid or Request for Proposal Requirements to add language providing for conducting a cost or price analysis. The revisions also address interlocal cooperative agreements. Other revisions serve to clarify self-certification options.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This policy is being presented for first reading.

## BID OR REQUEST FOR PROPOSAL REQUIREMENTS

The Franklin Pierce Board of Directors recognizes the importance of:

- Maximizing the use of district resources;
- The need for sound business practices in spending public money;
- The requirement of complying with state and federal laws governing purchasing and public works;
- The importance of standardized purchasing regulations; and
- The need for clear documentation.

### I. Procurement and Public Works Using ~~State Funds~~Non-Federal Funds

#### A. Furniture, Supplies, or Equipment

Whenever the estimated cost of furniture, supplies, or equipment (except books) will cost:

- Less than \$40,000, no competitive bidding process is required to make the purchase;
- Between \$40,000 and \$75,000, the Board will follow the informal competitive bidding process by requiring quotes from at least three different sources to be obtained in writing or by telephone and recorded for the public to review;
- Over \$75,000, the Board will follow the formal competitive bidding process by:
  1. Preparing clear and definite plans and specifications for such purchases;
  2. Providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks;
  3. Ensuring that the district takes steps to assure that when possible, the district will use small and minority businesses, women's business enterprises and labor surplus firms;
  4. Providing the clear and definite plans and specifications to those interested in submitting a bid;
  5. Requiring that bids be in writing;
  6. Opening and reading bids in public on the date and in the place named in the notice; and
  7. Filing all bids for public inspection after opening.

#### B. Use of Non-Federal Funds for Improvements or Repairs

The Board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed \$75,000. If the Board estimates that the total cost of a building, improvement, repair, or other public works project is \$100,000 or more, the Board will follow the formal competitive bidding process outlined above, unless the contract is let using the small works roster process authorized by RCW 39.04.155 or under any other procedure authorized for school districts. There are no statutory bidding requirements for public works projects involving improvements or repairs that are within the \$75,000 to \$100,000 range. For projects in this range, the district may consider: using its small works roster process, under RCW 39.04.155; using an interlocal agreement or contract with a vendor of the district's choice, without any



competitive process, under RCW 28A.335.190; or choosing to require quotes for the work to make the process more competitive.

### **C. Exemptions**

The Board may waive bid requirements for purchases:

- Clearly and legitimately limited to a single source of supply;
- Involving special facilities or market conditions;
- In the event of an emergency;
- Of insurance or bonds; and
- Involving public works in the event of an emergency.

"Emergency" means unforeseen circumstances beyond the district's control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury, or loss of life if immediate action is not taken.

Whenever the Board waives bid requirements, the Board will issue a document explaining the factual basis for the exception and record the contract for open public inspection.

### **CD. Rejection of Bids**

The Board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call.

### **DE. Interlocal Cooperation Act**

The Board reserves the right to enter into interlocal cooperative agreements for purchases and public works with other governmental agencies pursuant to the Interlocal Cooperation Act, Chapter 39.34 RCW. The Board will ensure that the other governmental entities have followed their own procedures for procurement prior to making any purchases under this section.

### **EF. Crimes Against Children**

The Board will include in any contract for services with an entity or individual other than an employee of the district a provision requiring the contractor to prohibit any employee of the contractor from working at a public school who has contact with children at a public school during the course of his or her employment and who has pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322. The contract shall also contain a provision that any failure to comply with this section shall be grounds for the district immediately terminating the contract.

The superintendent will establish bidding and contract awarding procedures for all purchases of furniture, equipment, supplies (except books), or public works projects consistent with state law.

### **F. Use of State Funds for Improvements or Repairs**

~~The Board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs~~

~~does not exceed \$75,000. If the Board estimates that the total cost of a building, improvement, repair, or other public works project is \$100,000 or more, the Board will follow the formal competitive bidding process outlined above, unless the contract is let using the small works roster process authorized by RCW 39.04.155 or under any other procedure authorized for school districts. **There are no statutory bidding requirements for public works projects involving improvements or repairs that are within the \$75,000 to \$100,000 range. For projects in this range, the district may consider: using its small works roster process, under RCW 39.04.155; using an interlocal agreement or contract with a vendor of the district's choice, without any competitive process, under RCW 28A.335.190; or choosing to require quotes for the work to make the process more competitive.**~~

## II. Procurement Using Federal Funds

### A. Goods

When the district uses federal funds for procurement of textbooks, the allowable self-certification is \$50,000. When the district uses federal funds for procurement of **goods** (furniture, supplies, equipment, and textbooks):

- Purchases of \$10,000 or less do not require quotes. However, the district must consider price to be reasonable, and, based on research, experience, purchase history, or other information and must document this determination. In addition, to the extent practical, ~~distribute~~ purchases must be distributed equitably among suppliers.
- Purchases between \$10,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using sealed bids or requests for proposals.

### Self-Certification

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520, as determined by the auditor, or has documentation it received a low risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district may use the following Self Certification thresholds instead of the ones described above:

- Purchases of \$40,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.
- Purchases between \$40,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using sealed bids or requests for proposals.

If the district uses Self-Certification, the superintendent will develop Self-Certification procedures to accompany this policy. Additionally, if the district qualifies for Self-Certification and wants to

go above the \$40,000 or \$50,000 Self-Certification limits, the district reserves the right to seek approval for higher limits from OSPI.

## **B. Services**

When the district uses federal funds for procurement of **services**:

- Purchases of \$10,000 or less do not require quotes. However, the district must consider price to be reasonable, and, based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, ~~distribute~~ purchases should be distributed equitably among suppliers.
- Purchases between \$10,000 and \$250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using sealed bids or requests for proposals.

## **Self-Certification**

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520, as determined by the auditor, or has documentation it received a low risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district may use the following Self Certification thresholds instead of the ones described above:

- Purchases of \$50,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.
- Purchases between \$50,000 and \$250,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using sealed bids or requests for proposals.

If the district uses Self-Certification, the superintendent will develop Self-Certification procedures to accompany this policy. Additionally, if the district qualifies for Self-Certification and wants to go above the \$40,000 or \$50,000 Self-Certification limits, the district reserves the right to seek approval for higher limits from OSPI.

## **C. Noncompetitive Procurement**

Noncompetitive procurement may be used only when one of the following ~~four~~five circumstances applies:

- Acquiring property or services that do not exceed \$10,000 (or in the case of a school district which qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520 or has documentation of an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, \$40,000);
- The item is only available from a single source;

- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., Office of Superintendent of Public Instruction) authorizes noncompetitive procurement in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

The district must maintain documentation supporting the applicable circumstance for noncompetitive procurement.

#### **D. Cost/Price Analysis**

The district will perform a cost or price analysis in connection with every procurement action in excess of the federal simplified acquisition threshold, currently set at \$250,000 or other limits identified in 48 CFR 2.101, including contract modifications. The method and degree of analysis is dependent on facts surrounding the procurement situation, but should include, as a starting point, independent estimates before receiving bids or proposals.

In cases where no price competition exists and in all cases where the district performs the cost analysis, profit must be negotiated as a separate element in the process. To ensure profit is fair and reasonable, consideration must be given to the complexity of the work performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performances, and industry standard profit rates in the surrounding geographical area.

Costs or prices based on estimated costs for contracts are allowed only to the extent that the costs incurred or cost estimates would be allowable under 2 CFR 200.400 - .476.

#### **DE. Suspension and Debarment**

Before entering into federally funded vendor contracts for goods and services that equal or exceed \$25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

#### **EF. Conflict of Interest**

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer, or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal, or removal.

## G. Interlocal Cooperation

The Board reserves the right to enter into interlocal cooperative agreements for purchases with other governmental agencies pursuant to 2 CFR 200.318(e) and the Interlocal Cooperation Act, Chapter 39.34 RCW. Prior to making any purchases through agreements entered into in this manner, the district will confirm the other governmental agency has followed its purchasing procedures.

### III. Procedures

The superintendent or designee will establish bidding and contract awarding procedures consistent with state and federal law.

Legal References:	RCW 28A.335.190	Advertising for bids — Competitive bid procedures — Purchases from inmate work programs — Telephone or written quotation solicitation, limitations — Emergencies
	RCW 28A.400.330	Crimes against children — Contractor employees — Termination of contract
	RCW 39.04.155	Small works roster contract procedures — Limited public works process — Definition
	RCW 39.04.280	Competitive bidding requirements — Exemptions
	RCW 39.26.160	Bid Awards — Considerations — Requirements and criteria to be set forth — Negotiations — Use of enterprise vendor registrations and bid notification system
	RCW 39.30.060	Bids on public works — Identification, substitution of contractors — <u>Review, report of subcontractor listing requirements</u>
	Chapter 39.34 RCW	Interlocal Cooperation Act
	2 CFR Part 200	Uniform administrative requirements, cost principles, and audit requirements for federal awards
	<del>2 CFR 200.67</del>	<del>Micro-purchase</del>
	2 CFR 200.881	Simplified acquisition threshold
	2 CFR 200.318	General procurement standards
	2 CFR 200.320	Methods of procurement to be followed
	<u>2 CFR 200.324</u>	<u>Contract cost and price</u>
	<u>2 CFR 200.520</u>	<u>Criteria for a low-risk auditee</u>
	2 CFR <u>Part</u> 3485	Nonprocurement debarment and suspension

Adoption Date: 12/9/08  
Franklin Pierce Schools  
Revised: 4/12/11; 4/3/18; 8/18/20; 2/8/22  
Classification: Essential



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Vicki Bates, Executive Director of Teaching and Learning Services  
**DATE:** January 18, 2022  
**SUBJECT:** Procedure 2024P: Online Learning

### **BACKGROUND INFORMATION**

This revision of Board Procedure 2024P: Online Learning better describes our current online learning options and removes language requiring prerequisites and teacher/counselor recommendations to recognize that in some circumstances all students may need to be taught online (as we learned during the COVID-19 pandemic), regardless of whether a teacher/counselor has taken the step to confirm readiness.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This is an information item only.

## ONLINE LEARNING

### A. Definitions

~~**Online Courses:** An online course is one in which more than half of the content is delivered electronically using the internet or other computer-based methods and more than half of the teaching instruction is delivered online by a teacher from a different location than that of the student.~~

1. **Online courses** or online “grade level coursework” means a course in which:
  - a. More than half of the content is delivered online;
  - b. More than half of the instruction is delivered online by a teacher from a different location than that of the student;
  - c. A certificated teacher has the primary responsibility for the student’s instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
  - d. Students have access to the teacher synchronously and/or asynchronously.

~~**Online School Program:** An online school program is delivered by a school district or cooperative of school districts and provides an online, comprehensive, and sequential program of courses or grade-level coursework and instruction in which more than half of the program is delivered online by a teacher from a different location than that of the student.~~

2. **Online school program** means a school program that offers a sequential set of online courses or grade-level coursework throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. The student may enroll as a part-time or full-time student.
3. **Online provider** means any provider of an online course or program, including multidistrict online providers, all school district online learning programs, and all regional online learning programs.

~~**Online Learning Support Team:** A team of district/school staff who will provide assistance to the student in accessing courses, understanding coursework, and maintaining successful progress in the course.~~

4. The **Online Learning Support Team** includes the district/school who will provide assistance to the student in accessing courses, understanding coursework and maintaining successful progress in the course. Recommended participants include the Assistant Director of Teaching & Learning Services, the online learning program coordinator(s), and a representative of the Information Technology department.

### B. Student Access to Online Courses and Online School Programs

The district ~~will~~ may facilitate access to the following types of online learning opportunities:

1. Online courses:
  - a. District-created and -taught online courses;



- b. District-taught online courses created by a third-party contracted provider; and
- ~~c. OSPI-approved online courses created and taught by third-party course providers.~~  
Courses created and taught online by OSPI-approved online providers.

2. Online school programs:

- a. District-created and -taught online school programs;
- b. District-sponsored programs created and taught by ~~third-party course OSPI-~~  
approved online providers;
- c. District-sponsored programs created by third-party course providers and taught by district teachers; and
- d. Out-of-district online school programs accessed through an interdistrict transfer.

**C. Types of Online Courses Available**

The district ~~will~~may facilitate access to the following types of online courses:

- 1. Credit recovery courses allowing students to make up failed credits needed for graduation;
- 2. Advanced Placement courses;
- 3. ~~Foreign-World~~ language courses;
- 4. Courses which may already be offered in the student's school, but are inaccessible to the student due to scheduling or other factors;
- 5. Courses not available at the student's school that meet four-year college entrance requirements;
- 6. Elective and Career and Technical Education courses;
- 7. Standard-level courses meeting high school graduation requirements;
- ~~7-8.~~ Grade-level coursework for K-8; and
- ~~8-9.~~ A course that meets the criteria for district use of a non-approved course. A course from a provider that is not approved by OSPI that meets the criteria for district use.

**D. Student Eligibility Criteria**

The district will facilitate access to online learning courses and programs for students enrolled in grades ~~8~~K-12. Students taking an online course or participating in a district-created online school program must adhere to the following criteria:

- ~~1. Have completed any required prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the academic level needed to function effectively in an online learning environment.~~
- 2.1. Comply with existing district policies for registering/enrolling in a course or district program.
- ~~3.2.~~ Students interested in attending an online school program in another district must follow the district transfer procedures in Board Policy 3140: Release of Resident Students prior to entering that program.

**E. Supporting Student Success**

The district will provide the following support to students to help ensure a successful online learning experience:

- 1. All online students will receive assistance from the local online learning support team;



2. The ~~learning support team~~ online learning coordinator or a counselor will advise students in selecting and registering for online learning options to which the district facilitates access;
3. The local online learning coordinator/advisor will meet regularly with online students to ensure they are connecting to the online coursework and the online teacher and are making satisfactory progress in their online coursework;
- ~~4. The district will offer a dedicated class period during the school day in which the student may connect to an online course and to their local advisor; and~~
- ~~5~~4. The district will offer access to online computers during the school day.

#### F. Costs/Fees

1. Courses offered to students for which the district claims state education funding or that are included as part of ~~the legally required annual average total instructional hour offering of one thousand (1,000) hours the regular school day~~ will be paid for by the school district. Students/families may be responsible for fees as specified by the district fee schedule.
2. Courses offered to students for which the district claims no state education funding and that are not included as part of ~~the legally required annual average total instructional hour offering of one thousand (1,000) hours the regular school day~~ will be paid for students/families. Students/families may also be responsible for fees as specified by the district fee schedule.

#### G. Granting of High School Credit for Online Courses

1. School districts ~~must~~ will award credit for online high school courses successfully completed by a student that meet the school district's graduation requirements and are provided by an approved online provider. Credit for online courses will be granted in the same manner as other course offerings in the district.
2. Currently enrolled students should notify the district prior to enrolling in an online course provided outside of the district. The student and/or parent/guardian will be informed in writing whether or not the course is eligible for academic credit from the district.
3. For students transferring credit from online courses or programs taken while enrolled outside of the district, credit will be granted ~~on a case by case basis~~ according to the district transfer credit policy.
4. For eligible courses, if course credit is earned, the course will be recorded on the transcript using the standardized identifier for online courses provided in the Comprehensive Education Data Research System (CEDARS).
- ~~5. Prior to enrollment, students and/or parents will be informed in writing whether a course is eligible for academic credit.~~

#### H. Information to Students and Parents or Guardians

The district will use a variety of methods to provide information to parents/guardians and students regarding online learning opportunities.

Information will be provided through the district webpage, counseling office brochures, newsletters, the student handbook, and other appropriate district communication resources.

Information provided will include descriptions of online courses or online school programs, enrollment information, potential fees, a description of credit awarded for courses, student eligibility requirements, and methods the district will use to support student success.

**I. Criteria for District Use of Non-OSPI Approved Online Courses**

1. The district may offer courses to students from providers not on the OSPI-approved list only after ensuring that they meet the criteria for district use of nonapproved courses as posted on the OSPI website.
2. The district will ensure proper documentation when using nonapproved online courses.

**J. Student Responsibilities**

1. Adhere to the district's code of conduct for academic integrity.
2. Comply with course/program participation and completion requirements.
3. Maintain high academic involvement.
4. Notify the district if participation in an online course/program ceases or changes.
5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course.
6. Participate in an online course/program orientation.

**K. Parent or Guardian Responsibilities**

1. Parents or guardians are responsible for costs/fees as outlined in Section F.
- ~~2. Parents or guardians are responsible for seeking appropriate technology, per district recommendations, for student participation in coursework outside of the school day or designated online learning period.~~

**L. District Responsibilities:**

1. Inform parents/guardians prior to student enrollment in any online course or program.
2. Inform staff, parents/guardians, and students of the online courses and programs that are available to them.
3. Inform staff, parents/guardians, and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi, and possible fees.
4. Provide online students who remain enrolled in the district and who participate in the online course or program during the school day with computing hardware and connectivity required for participation in the online course or online school program.
5. Inform staff, parents/guardians, and students of how to seek and access technology resources and technological requirements beyond the school day.
6. Provide online students with an online learning support team.
7. Ensure communication between the student's local advisor and parent/guardian.
8. Ensure online courses are appropriately identified with CEDARS coding.
9. The district will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from an online course or online school program prior to completion.

Date: 7/6/10

Revised: 4/10/12; 1/18/22



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Claudia Miller, Family and Community Partnership Coordinator  
**DATE:** January 18, 2022  
**SUBJECT:** Procedure 3115P: Students Experiencing Homelessness – Enrollment Rights and Services

### **BACKGROUND INFORMATION**

OSPI has updated its McKinney-Vento dispute resolution process which now provides for remote meetings in order to accommodate families who are unable to meet in person. Although the COVID-19 pandemic was the impetus for updating this process, the flexibility to meet remotely will also be helpful, if not crucial, during other circumstances, such as natural disasters. Based on OSPI's update, WSSDA has revised their Model Procedure 3115P – Students Experiencing Homelessness - Enrollment Rights and Services.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This is an information item only.

## STUDENTS EXPERIENCING HOMELESSNESS – ENROLLMENT RIGHTS AND SERVICES

### A. Definitions

1. **Homeless children and youth** means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, parks, or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings, substandard housing or similar situations; or migratory children living in circumstances like those described above. “Substandard housing” may be determined by considering factors such as whether the setting in which the child or youth is living lacks water, electricity, or heat; is infested with vermin or mold; lacks a working kitchen or toilet, or presents unreasonable dangers to adults, children, or persons with disabilities. Cities, counties, and states have varying housing codes that further define housing deemed substandard by law.
2. **Unaccompanied youth** means a youth not in the physical custody of a parent or guardian and includes youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.
3. **School of origin** means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.
4. **Best interest determination** means that the district must make school placement decisions for homeless students and youth on the basis of their best interest, as determined by student-centered factors including impact of mobility on achievement, education, health, and safety. Priority should be given to the request of the child or the parent/guardian or unaccompanied youth. Placement of siblings should also be considered.
5. **Excess cost of transportation** means the difference between what the district normally spends to transport a student to school and the cost of transporting a homeless student to school. For example, there is no excess cost of transportation if the district provides transportation to a homeless student by a regular bus route. However, if the district provides special transportation to a homeless student that is not part of a regular bus route and not covered by the state transportation funding formula (e.g., summer school transportation, extracurricular activities, etc.), the entire cost would be considered excess costs of transportation. The additional cost of the district’s re-routing of busses to transport a homeless student can be considered excess cost of transportation. The district may use McKinney-Vento subgrant funds and Title I, Part A funds to defray the excess cost of transportation for homeless students.

## **B. Identification**

The district will:

1. Use a housing questionnaire in its enrollment process. The questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youth and their families;
2. Ensure that referral forms used to identify and support homeless students are accessible and easy to use;
3. Include its homeless liaison's contact information on its website;
4. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language;
5. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students, and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers;
6. Develop interagency partnerships to serve homeless families and youth; and
7. Work with the state homelessness coordinator to facilitate services to families and youth made homeless by natural disasters or other catastrophic events.

## **C. Placement and Enrollment**

The district will:

1. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian or unaccompanied youth;
2. If the parent/guardian contests the district's decision, make a best interest determination based on factors such as the impact of mobility on the student's educational achievement, health, and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth;
3. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision (see Dispute Resolution Procedure, below);
4. Pending resolution of disputes that arise over eligibility, school selection, or enrollment, immediately enroll a homeless student in the school in which the parent, guardian, or unaccompanied youth seeks enrollment;

5. Avoid delay or denial of enrollment of homeless students, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records required for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates);
6. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students;
7. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the district will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by district, the district of origin and the district in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student's transportation to and from their school of origin. If the districts cannot reach agreement, the responsibility and costs for transportation will be shared equally;
8. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes; and
9. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records.

#### **D. District Homeless Liaison**

The district liaison will ensure that:

1. Homeless children and youth are identified by school personnel and through coordination of activities with other entities and agencies;
2. Homeless children and youth enroll in and have a full and equal opportunity to succeed in school;
3. Homeless families, children and youth receive educational services for which such families, children and youth are eligible, including Head Start and Even Start programs, preschool programs administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services;
4. Homeless students are identified and provided proper access to free school meals;
5. The parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
6. Public notice of the educational rights of homeless children and youth is disseminated where such children receive services (e.g., schools, family shelters, soup kitchens);
7. Enrollment disputes are mediated in accordance with Paragraph C, Placement and Enrollment, above;

8. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school selected;
9. Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C. 1087vv) for federal student aid purposes, and their right to receive verification of this status from the local liaison;
10. Barriers that prevent homeless students from receiving credit for full or partial coursework satisfactorily completed while attending a prior school are identified and removed;
11. Affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness to qualify them for HUD homeless assistance programs and refer homeless families and students to housing and other services;
12. Assist parents, guardians, and unaccompanied youth in obtaining immunizations, health screenings, guardianship records, and other documents normally required for enrollment; and
13. Assist unaccompanied youth in connecting with needed supports such as housing assistance, health care and other services.

In addition to the duties and responsibilities listed above, the district liaison will work to improve systems to identify homeless students and coordinate with the district's nutrition program to ensure that each homeless student has proper access to free school meals, and that applicable accountability and reporting requirements are satisfied.

The district will inform school personnel, service providers, and advocates working with homeless families of the duties of the district homeless liaison.

## **E. Dispute Resolution Procedure**

The district will ensure that the child/youth attends the school in which they sought enrollment while the dispute process is being carried out.

### **1. Notification of Appeal Process**

If the district seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, the school district will inform the parent or the unaccompanied youth of the right to appeal. The district will provide the parent or unaccompanied youth with written notice including:

- a. An explanation of the child's placement, and contact information for the district and the Office of the Superintendent of Public Instruction (OSPI) homeless liaison, including their roles;

- b. Notification of the parent's or unaccompanied youth's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process, including a petition form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the federal legislation governing placement of homeless students (McKinney-Vento Act).

## **2. Appeal to the School District Liaison – Level I**

If the parent or unaccompanied youth disagrees with the district's placement decision, they may appeal by filing a written request for dispute resolution with the school, the district's homeless liaison or a designee. If submitted to the school, the request will be immediately forwarded to the district's homeless liaison. The request for dispute resolution must be submitted within fifteen business days of receiving notification of the district's placement.

The liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time the complaint was filed.

- a. A copy of the complaint must be forwarded to the district liaison's supervisor and the superintendent;
- b. Within five business days of receiving the complaint, the liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to appeal;
- c. The district will verify receipt of the Level I decision; and
- d. If the parent or unaccompanied youth wishes to appeal, notification must be provided to the district liaison within ten business days of receipt of the Level I decision. The liaison will provide the parent or unaccompanied youth with an appeals package containing:
  - i. The complaint filed with the district liaison at Level I;
  - ii. The decision rendered at Level I; and
  - iii. Additional information provided by the parent, unaccompanied youth, and/or homeless liaison.

## **3. Appeal to the District Superintendent – Level II**

The parent or unaccompanied youth may appeal the district liaison's decision to the superintendent or the superintendent's designee using the appeals package provided at Level I.



- a. The superintendent or designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package.; This meeting may be held over video or phone conference if required due to a school building closure or if the parent/guardian or unaccompanied youth is unable to attend in-person, provided the same opportunity for appeal is given and the same rights are provided to the family or youth.
- b. Within five business days of the conference with the parent or unaccompanied youth the superintendent or designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to the OSPI;
- c. The district will verify receipt of the Level II decision;
- d. A copy of the superintendent's or designee's decision will be forwarded to the district's homeless liaison; and
- e. If the parent or unaccompanied youth wishes to appeal to the OSPI, notification must be provided to the district homeless liaison within ten business days of receipt of the Level II decision.

#### **4. Appeal to the Office of the Superintendent of Public Instruction (OSPI) – Level III**

- a. The district superintendent will forward a copy of the Level II decision and all written documentation to the OSPI homeless liaison within five days of rendering a decision. The district will submit the entire dispute package to the OSPI in one complete package by U.S. mail;
- b. The OSPI's homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent will make a final decision within fifteen business days of receiving the appeal;
- c. The OSPI's decision will be forwarded to the district's homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent;
- d. The OSPI's decision will be the final resolution for placement of a homeless child or youth in the district; and
- e. The district will retain the record of all disputes, at each level, related to the placement of homeless children.

#### **F. Inter-District Disputes**

If districts are unable to resolve a dispute regarding the placement of a homeless student, either district may submit a written request to the OSPI seeking resolution.

The OSPI will resolve the dispute within 10 business days of notification of the dispute and inform all interested parties of the decision.



# Franklin Pierce Schools

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** James Hester, Deputy Superintendent of PK-12  
**DATE:** January 18, 2022  
**SUBJECT:** Procedure 3246P: Restraint, Isolation and Other Uses of Reasonable Force

### **BACKGROUND INFORMATION**

Revisions to Board Procedure 3246P include updated rules that directly prohibit the use of prone (lying face-down), supine (lying face-up), wall restraints, and any other restraint that interferes with a student's breathing. The new rules also require district staff potentially involved in the use of isolation or restraint to be trained and currently certified in the use of "trauma-informed crisis intervention (including de-escalation techniques)."

The only change made to associated Board Policy 3246 was a change of RCW reference. The policy is included as an information-only item because such a minor change does not require school board approval.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. This is an information item only.

## **RESTRAINT, ISOLATION, AND OTHER USES OF REASONABLE FORCE**

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 392-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

### **Definitions:**

- **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1) The pattern of behavior that impedes the student's learning or the learning of others; 2) The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3) The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors; and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities); and 4) The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- **Chemical spray:** Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.
- **De-escalation:** The use of positive behavioral interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.
- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
- **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
  - upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
  - upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
  - upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
  - after the student has threatened the physical safety of another and has a history of one or more violent acts.

- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- **Restraint device:** A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

#### **General use of restraint, isolation, or other forms of reasonable force:**

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an “imminent likelihood of such serious harm” occurring, as defined above.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student’s behavior poses a substantial risk that such property damage will be inflicted.
- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must not include the use of restraint or isolation as a planned behavior intervention unless a student’s individual needs require more specific advanced education planning and the student’s parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

**Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):**

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

- throwing, kicking, burning, or cutting a child;
- striking a child with a closed fist;
- shaking a child under age three;
- interfering with a child’s breathing;
- threatening a child with a deadly weapon; or
- doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

**Conditions specific to use of isolation or restraint with students eligible for special education (consistent with WAC 392-172A-02110):**

- The isolation enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.
- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
- Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
- Any staff member or other adults using isolation, restraint, or a restraint device must be trained and currently certified by a qualified provider in the use of trauma-informed crisis

intervention (including de-escalation techniques) and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

**Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):**

The following practices are prohibited with students eligible for special education services:

- District personnel are prohibited from using aversive interventions with a student;
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
- No student may be stimulated by contact with electric current, including, but not limited to, tasers;
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
- A student must not be denied or subjected to an unreasonable delay in the provision of medication;
- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
- A student must not be forced to listen to noise or sound that the student finds painful;
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
- A student's head must not be partially or wholly submerged in water or any other liquid;
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;
- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

**Degree of force:**

- Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.
- Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

**Monitoring:**

An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress.

**Post-incident notification and review with parent/guardian:**

Within twenty-four (24) hours following the use of restraint, isolation, or other forms of reasonable physical force with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident. The principal or designee must also send written notification as soon as practical, but postmarked no later than five (5) business days after restraint, isolation, or other forms of reasonable physical force has been used with a student. If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.

The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response. The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

**Incident report:**

Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;
- A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;
- The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;
- Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

**Resolution of concerns about the use of force incident:**

A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by using the district’s complaint process which is set forth in Policy 4220, Complaints Concerning Staff or Programs.

**Providing parents/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy:**

The district will make available to all parents/guardians of students the district’s policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the district will provide the parents/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.

**Staff training requirements:**

All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation, and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.



### **Submission of incident reports to the Office of Superintendent of Public Instruction:**

Beginning January 1, 2016, and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

- the number of individual incidents of restraint and isolation;
- the number of students involved in the incidents;
- the number of injuries to students and staff; and
- the types of restraint or isolation used.

### **Annual Report:**

The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the Board regarding the district's use of force.

## RESTRAINT, ISOLATION AND OTHER USES OF REASONABLE FORCE

It is the policy of the Franklin Pierce Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW ~~70.96B.010~~71.05.020 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the Board on incidents involving the use of force.

Legal References:	RCW 9A.16.020	Use of force — When lawful
	RCW 9A.16.100	Use of force on children — Policy — Actions presumed unreasonable
	RCW 28A.150.300	Corporal Punishment Prohibited — Adoption of policy
	RCW 28A.155.210	Use of restraint or isolation — Requirement for procedures to notify parent or guardian
	RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under Section 504 of the Rehabilitation Act of 1973 — Procedures — Summary of incidents of isolation or restraint — Publishing to web site. [as amended by SHB 1240]
	RCW 70.96B.010	Definitions
	Chapter 392-172A WAC	Rules for the provision of special education
	WAC 392-400-235	Discipline — Conditions and limitations

**Adoption Date: 8/18/09**  
**Franklin Pierce Schools**  
**Revised: 12/10/13; 2/11/14; 8/18/20; 1/18/22**  
**Classification: Priority**



# Franklin Pierce Schools

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

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## MEMORANDUM

**TO:** Board of Directors  
**FROM:** Dr. Lance Goodpaster, Superintendent  
**DATE:** January 18, 2022  
**SUBJECT:** Approved Out-of-State Staff Travel Requests

Travel Dates	Traveler Name(s)	Conference/Destination	Funding Source(s)
2/17/22-2/20/22	Rosita Castellano	Learning and the Brain <ul style="list-style-type: none"><li>• San Francisco, CA</li></ul>	<ul style="list-style-type: none"><li>• OSSI Funds</li></ul>
4/27/22-4/29/22	Deena Beard	Direct Instruction Coaching Academy <ul style="list-style-type: none"><li>• Atlanta, GA</li></ul>	<ul style="list-style-type: none"><li>• Title I Funds</li></ul>



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### MEMORANDUM

**TO:** Board of Directors  
**FROM:** Dr. Lance Goodpaster, Superintendent  
**DATE:** January 18, 2022  
**SUBJECT:** Executive Session

### **BACKGROUND INFORMATION**

In accordance with RCW 42.30.110 and Board Policy 1410 – Executive or Closed Sessions, an executive session of the Board to discuss the Superintendent’s informal mid-year evaluation will be held for approximately 60 minutes with no action to follow. The Board will reconvene following the executive session to adjourn the regular meeting of the Board of Directors.

### **RECOMMENDATION**

None.

### **ACTION REQUIRED**

None. The executive session discussion is for information only.